AGENDA
STATE BOARD OF EDUCATION

February 12, 2015

Arkansas Department of Education

ADE Auditorium

10:00 AM

Back Print

Consent Agenda

C-1 Minutes - January 8, 2015

Presenter: *Deborah Coffman*

C-2 Minutes - January 9, 2015

Presenter: *Deborah Coffman*

C-3 Minutes - January 28, 2015

Presenter: *Deborah Coffman*

C-4 Newly Employed, Promotions and Separations

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

Presenter: *Ivy Pfeffer 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 19 school districts covering a total of 30 waivers. There were also requests for long-term substitutes from 38 school districts requesting a total of 60 waivers for long-term substitutes. These requests have been reviewed, approved or denied by Department Staff, and are consistent with program guidelines.

Presenter: *Ivy Pfeffer*

C-6 Review of Loan and Bond Applications

The members of the Arkansas State Board of Education are requested to review the following: Revolving Loan – 1 School Bus; Commercial Bond Application – 2 Second Lien and 4 Voted. 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 § 6-20-805 concerning the Revolving Loan Program, 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 revolving loan application for the full amount of the proposed loan, approve the application for a loan of a lesser amount than requested, or disapprove the application. 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*

C-7 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #T14-006 –Teresa Deann Gregory

Violation of Standard 6: An educator keeps in confidence information about students and colleagues obtained in the course of professional service, including standardized test materials and results, unless disclosure serves a professional purpose or is required by law. The Professional Licensure Standards Board Ethics Subcommittee recommends the State Board issue Ms. Gregory a written reprimand, assess a fine of $50, and require Ms. Gregory to obtain additional testing training from the ADE Student Assessment Office, which must be completed before the educator may administer any state mandated test. Ms. Gregory was notified by letter dated, November 6, 2014, of the recommendation of the Ethics Subcommittee and did not respond in writing within the thirty (30) day period provided by law.

Presenter: *Wayne Ruthven*

C-8 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #T15-001– Sandra Sue Henderson

Violation of Standard 6: An educator keeps in confidence information about students and colleagues obtained in the course of professional service, including standardized test materials and results, unless disclosure serves a professional purpose or is required by law. The Professional Licensure Standards Board Ethics Subcommittee recommends the State Board issue Ms. Henderson a written reprimand, assess a fine of $50, and require Ms. Henderson to complete additional training in test administration from the ADE Assessment Office and then submit a written reflection on the impact of the training on the educator's practice. This must be completed before the educator may administer any state mandated testing. Ms. Henderson was notified by letter dated, December 8, 2014, of the recommendation of the Ethics Subcommittee and accepted the recommendation on December 17, 2014.

Presenter: *Wayne Ruthven*

C-9 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-063 – Bradley Joel Breeding

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 the

State Board place Mr. Breeding's license on probation for an additional two (2) years following the January 2015 expiration of Mr. Breeding's current licensure probationary period, assess a fine of $75, and require Mr. Breeding to obtain additional professional development hours in the area of student/teacher professional relationship. Twelve (12) hours must be completed by August 2015 and a reflection report from the professional development obtained submitted to the PLSB office. Another twelve (12) hours must be completed by August 2016 with a reflection report submitted to the PLSB office. The report should indicate how the professional development has had, and will have, a positive impact on the educator's level of professionalism with students. Mr. Breeding was notified by letter dated, December 4, 2014, of the recommendation of the Ethics Subcommittee and accepted the recommendation on December 12, 2014.

Presenter: *Wayne Ruthven*

C-10 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-108 – Oby Mac Berry

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. Violation of Standard 6: An educator keeps in confidence information about students and colleagues obtained in the course of professional service, including standardized test materials and results, unless disclosure serves a professional purpose or is required by law. The Professional Licensure Standards Board Ethics Subcommittee recommends the State Board place Mr. Berry's license on probation for three (3) years, assess a fine of $75, require Mr. Berry, prior to his return to the classroom, to provide a letter from his treating psychiatrist stating that he is fit to return to the classroom, and require Mr. Berry, for the duration of his probationary period, to provide monthly reports from his treating physician stating that he is continuing his treatment as prescribed. Mr. Berry was notified by letter dated, December 9, 2014, of the recommendation of the Ethics Subcommittee and accepted the recommendation on December 12, 2014.

Presenter: *Wayne Ruthven*

C-11 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-177 – Clara R. Williams

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 the State Board issue Ms. Williams a written warning. Ms. Williams was notified by letter dated, November 6, 2014, of the recommendation of the Ethics Subcommittee and did not respond in writing within the thirty (30) day period provided by law.

Presenter: *Wayne Ruthven*

C-12 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-179 – Charles Jackson Hanson

Violation of Standard 2: An educator maintains competence regarding skills, knowledge and dispositions relating to his or her organizational position, subject matter, and/or pedagogical practice. The Professional Licensure Standards Board Ethics Subcommittee recommends the State Board place Mr. Hanson's license on probation for one (1) year and assess a fine of $75. Mr. Hanson was notified by letter dated, November 6, 2014, of the recommendation of the Ethics Subcommittee and did not respond in writing within the thirty (30) day period provided by law.

Presenter: *Wayne Ruthven*

C-13 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-195 –Stephen Taylor Price

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 the State Board issue Mr. Price a written reprimand and assess a fine of $50. Mr. Price was notified by letter dated, December 8, 2014, of the recommendation of the Ethics Subcommittee and has not responded in writing within the thirty (30) day period provided by law.

Presenter: *Wayne Ruthven*

C-14 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-031 – Jimmie Dean Walls

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 the State Board issue Mr. Walls a written warning. Mr. Walls was notified by letter dated, December 8, 2014, of the recommendation of the Ethics Subcommittee and has not responded in writing within the thirty (30) day period provided by law.

Presenter: *Wayne Ruthven*

C-15 Consideration of Waiver Request for Teaching License – Charles Branch

Charles Branch is a licensed educator. On December 15, 2014, the Department advised Mr. Branch that a background check revealed an offense that disqualifies him for a teaching license under Ark. Code Ann. § 6-17-410(c) as well as employment in an Arkansas public school. Mr. Branch has requested a waiver of the grounds for revocation of his standard teaching license, and is represented by attorney John Burnett. The Department recommends that the State Board grant a waiver.

Presenter: *Cheryl Reinhart*

C-16 Consideration of Waiver Request for Teaching License – Jamille Ja'Net Rogers

Jamille Rogers is a licensed educator. On December 16, 2014, the Department advised Ms. Rogers that a background check revealed an offense that disqualifies her for renewal of her teaching license under Ark. Code Ann. § 6-17-410(c). Ms. Rogers has requested a waiver of the grounds for nonrenewal of her standard teaching license. The Department recommends that the State Board grant a waiver.

Presenter: *Cheryl Reinhart*

C-17 Consideration of Waiver Request for Teaching License – James Lee Brock

James Brock is a licensed educator. On December 15, 2014, the Department advised Mr. Brock that a background check revealed an offense that disqualifies him for renewal of his teaching license under Ark. Code Ann. § 6-17-410(c). Mr. Brock has requested a waiver of the grounds for nonrenewal of his standard teaching license

Presenter: *Cheryl Reinhart*

Action Agenda

A-1 Essentials of Computer Science Framework

The Essentials of Computer Programming Curriculum Framework is designed to provide any student in grades 9-12 with a coding-intensive course, regardless of prior computer science experience. In late January 2015, a committee of 16 educators and industry leaders from across the State met for three days to draft the framework document. This committee consisted of five (5) secondary level computer science educators, seven (7) post-secondary computer science professors, one (1) Career and Technical Education district level administrator, one (1) industry representative, one (1) Arkansas Department of Education (ADE) Specialist and one (1) Arkansas Department of Career Education (ACE) STEM Program Coordinator. The design of the curriculum framework was guided by both the Computer Science Teachers Association K-12 Computer Science Standards and existing ADE and ACE computer science course frameworks.

Presenter: *Stacy Smith, Anthony Owen, and Thomas Coy*

A-2 Academic Distress Appeal for Beebe School District

The Beebe School District filed an appeal of the Academic Distress designation for Badger Academy. Badger Academy is an Alternative Learning Environment (ALE) school. The district's appeal is based on the State Board's previous decision to table a decision on designating ALE schools in Academic Distress. The appeal is also requesting that the State Board consider the following: 1.) The characteristics of those assigned to the ALE school; 2.) The fact that students transition in and out of the ALE school; 3.) The small number of students that test under the ALE's LEA number; 4.) The LEAs, from which the students transfer, could easily absorb the test scores produced by the ALE students, with minimal effect; and 5.) The majority of the ALE students perform below grade level, which was the reason for their placement.

Presenter: *Annette Barnes*

A-3 Academic Distress Appeal for Blytheville School District

The Blytheville School District filed an appeal of the Academic Distress designation for Blytheville Middle School. The district has identified seven (7) students that they contend meet the definition of 'highly mobile' who were not designated as such. The district contends that changing the classification of these students would have caused the school to exceed the 49.5% threshold for being identified as being in Academic Distress.

Presenter: *Annette Barnes*

A-4 Academic Distress Appeal for Fort Smith School District

The Fort Smith School District filed an appeal of the Academic Distress designation for Belle Point Alternative Center. The district contends that the Academic Distress designation is inappropriate for the school because it is an Alternative Learning Environment school.

Presenter: *Annette Barnes*

A-5 Academic Distress Appeal for Little Rock School District

The Little Rock School District filed an appeal of the Academic Distress designation for Hamilton Learning Academy, the Accelerated Learning Center (ALC), and the Forest Heights Middle School. The district contends that the Academic Distress designation for the three schools is 'moot' because the district has surrendered the LEA numbers for all three (3) schools.

Presenter: *Annette Barnes*

A-6 Academic Distress Appeal for SIA Tech

SIATech Charter High School filed an appeal of its Academic Distress designation. The school's appeal is based on the characteristics of their student population. Specifically that their students have withdrawn from other schools and have been out of school for one term or more.

Presenter: *Annette Barnes*

A-7 Academic Distress Appeal for Springdale School District

Springdale School District filed an appeal of the Academic Distress designation for Springdale Alternative School. The district contends that an Academic Distress designation is inappropriate for the school because of the school's increase in student achievement and because the district surrendered the school's unique LEA number.

Presenter: *Annette Barnes*

A-8 Consideration of Recommendations for Removal from Academic Distress

The Arkansas Department of Education has identified six (6) schools and two (2) school districts as no longer being at or below the 49.5% proficient/advanced threshold for being designated as being in Academic Distress.

Presenter: *Annette Barnes*

A-9 Consideration of Schools identified as meeting the criteria for Academic Distress

In accordance with the Arkansas Department of Education's Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program, the ADE has identified 32 schools as meeting the criteria for Academic Distress. This identification is based on having 49.5 percent or less of their students achieving proficient or advanced in math and literacy for the most recent three (3) year period.

Presenter: *Annette Barnes*

A-10 Review of PLSB Evidentiary Hearing Findings and Recommendations – PLSB Case No. 14-025; Mona Annette Parks

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Following an evidentiary hearing on October 3, 2014, the Professional Licensure Standards Board Ethics Subcommittee recommended the State Board permanently revoke Ms. Parks' license. Ms. Parks made a timely request for State Board review. The educator has filed written objections and the PLSB has filed its response. Ms. Parks is represented by attorney Floyd A. Healy.

Presenter: *Jennifer Liwo*

A-11 Review of PLSB Evidentiary Hearing Findings and Recommendations – PLSB Case No. 14-066; Jason Vaughn Marshall

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Following an evidentiary hearing on October 24, 2014, the Professional Licensure Standards Board Ethics Subcommittee recommended the State Board suspend Mr. Marshall's license for twenty-four (24) months, assess a $100.00 fine, and require Mr. Marshall to obtain a written statement from

a licensed mental health professional stating that Mr. Marshall does not pose a threat to students by the end of the suspension period. Mr. Marshall made a timely request for State Board review. The educator has filed written objections and the PLSB has filed its response. Mr. Marshall is represented by attorney John Kennedy.

Presenter: *Jennifer Liwo*

A-12 Hearing on Waiver Request for Teaching License – Jennifer Denise Williams

Jennifer Denise Williams is a licensed educator. On December 7, 2014, the Department advised Ms. Williams that a background check revealed an offense that disqualifies her for renewal of her teaching license under Ark. Code Ann. § 6-17-410(c). Ms. Williams has requested a waiver of the grounds for nonrenewal of her standard teaching license.

Presenter: *Cheryl Reinhart*

A-13 Consideration of Revocation of Teaching License – David Van Buren

David Van Buren is a licensed educator, receiving his license by reciprocity. On December 26, 2014, the Department advised Mr. Van Buren that because his license was revoked in Georgia, the Department would seek revocation of his Arkansas license under Arkansas Code § 6-17-410(d). Mr. Van Buren signed for the certified mail, but did not respond or request a hearing. The Department recommends revocation of his Arkansas teaching license.

Presenter: *Cheryl Reinhart*

A-14 Consideration of Revocation of Teaching License – Jennifer Clare Kennedy

Jennifer Clare Kennedy is a licensed educator. On June 20, 2014, the Department advised Ms. Kennedy that the Department would seek revocation of her license because a background check revealed an offense that disqualifies her for licensure under Ark. Code Ann. § 6-17-410(c) and employment in an Arkansas public school. Ms. Kennedy originally requested a waiver of the grounds for revocation of her standard teaching license but has not responded to recent correspondence. The Department recommends revocation of her license.

Presenter: *Cheryl Reinhart*

A-15 Consideration of Suspension of Teaching License – Tiffany Studebaker

Tiffany Studebaker is a licensed educator, receiving a license by reciprocity. On November 24, 2014, the Department advised Ms. Studebaker that because Texas has placed her license on suspension for five (5) years, the Department would seek a suspension of her Arkansas license under Arkansas Code § 6-17-410 (d). Ms. Studebaker signed for the certified mail, but did not respond or request a hearing. The Department recommends suspension of her Arkansas teaching license for the period of suspension in Texas.

Presenter: *Cheryl Reinhart*

A-16 Consideration for Approval of the Proposed Arkansas Department of Education Emergency Rules Governing Educator Licensure

The Department recommends changes to the Arkansas Department of Education Rules Governing Educator Licensure to amend various provisions and to merge into these rules the Rules Governing Nontraditional Licensure, Rules Governing the Lifetime Teaching License, and some provisions of the Rules Governing

Professional Development. The Department staff respectfully requests the State Board approve these Emergency Rules.

Presenter: *Cheryl Reinhart and Karli Saracini*

A-17 Consideration for Public Comment of the Proposed Arkansas Department of Education Rules Governing Educator Licensure

The Department has proposed revised Rules Governing Educator Licensure that are identical to the Emergency Rules Governing Educator Licensure. Department staff respectfully requests the State Board authorize the release of the proposed rules for submission to the Governor for approval under Executive Order EO 15-02 and for public comment.

Presenter: *Cheryl Reinhart and Karli Saracini*

A-18 Consideration for Public Comment of the Proposed Arkansas Department of Education Rules Governing Mentoring Programs

The Department recommends as a new rule the Arkansas Department of Education Rules Governing Mentoring Programs, which consists of mentoring requirements previously included in the Rules Governing Educator Licensure, and also contains revisions that update the rules. Department staff respectfully requests the State Board authorize the release of the proposed rules for submission to the Governor for approval under Executive Order EO 15-02 and for public comment.

Presenter: *Cheryl Reinhart*

A-19 Consideration for Public Comment for the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts

The ADE proposes the following revisions to the current rules: revise regulatory authority in § 1.02 and date in 1.03; add § 9.04 regarding combining or embedding of curriculum; revise dates in §§ 11.01, 11.03, and 11.04.1 to make them consistent with current law; add § 11.04.3 to make it consistent with current law regarding enrollment of child who attended first grade in another state or country; revise § 9.03 to add a new § 9.03.4.4 to add one unit of Essentials of Computer Programming and revise subsequent numbering accordingly; revise § 14.02 to allow substitution of certain computer courses for Mathematics or Science courses (both Smart Core and Core); revise § 15.04 to mirror/incorporate ADE Rules Governing Professional Development; revise dates in §§ 23.03, 23.04.1, 23.04.3 to make them consistent with current law; revise §§ 26.01 and 26.02 to correct terminology, and to correct dates in § 26.02 to make them consistent with current law; add § 26.03 to establish hearing procedure for Standards appeals; revise numbering in current §§ 26.03 and 26.04, and correct terminology in current § 26.04; revise § 27.0 to permit waiver of a Standard of Accreditation for longer than one year for the purpose of combining or embedding curriculum , and to correct terminology. The Department respectfully requests the State Board release these rules for public comment.

Presenter: *Lori Freno, Dr. Debbie Jones and Stacy Smith*

A-20 Consideration for Emergency Adoption: Arkansas Department of Education Rules Governing Kindergarten Through 12th Grade Immunization Requirements in Arkansas Public Schools

The Arkansas Department of Health recently updated its Rules and Regulations Pertaining to Immunization Requirements. Revisions to ADE's rules governing immunizations are necessary to align ADH and ADE's

immunization requirements. Provisions were also added to allow students who are excluded from school for immunization-related absences to remain enrolled rather than being dropped from the school's attendance records pursuant to Ark. Code Ann. § 6-18-213(f).

Presenter: *Kendra Clay*

A-21 Consideration for Public Comment of the Arkansas Department of Education Rules Governing Kindergarten Through 12th Grade Immunization Requirements in Arkansas Public Schools

The Arkansas Department of Health recently updated its Rules and Regulations Pertaining to Immunization Requirements. Revisions to ADE's rules governing immunizations are necessary to align ADH and ADE's immunization requirements. Provisions were also added to allow students who are excluded from school for immunization-related absences to remain enrolled rather than being dropped from the school's attendance records pursuant to Ark. Code Ann. § 6-18-213(f).

Presenter: *Kendra Clay*

A-22 Consideration for Emergency Adoption of the Arkansas Department of Education Rules Governing the Public School Rating System on Annual School Report Cards

Act 696 of 2013 (codified in Ark. Code Ann. §§ 6-15-2105 and 6-15-2106) requires that each public school receive a letter grade score of "A" through "F" effective with the 2014-2015 school year, and empowers the State Board of Education to approve a method for assigning letter grades. The method set forth in these rules was developed by the University of Arkansas Office of Innovation for Education, in conjunction with the ADE and stakeholders. Changes were made to emergency rules previously adopted (and repealed) by this Board to require school districts that have an Alternative Learning Environment (ALE) with its own LEA number to include the ALE students in their respective attendance area schools. The Department respectfully requests the State Board release these rules for emergency adoption.

Presenter: *Lori Freno*

A-23 Consideration for Final Approval of the Arkansas Department of Education Rules Governing the Public School Rating System on Annual School Report Cards

Act 696 of 2013 (codified in Ark. Code Ann. §§ 6-15-2105 and 6-15-2106) requires that each public school receive a letter grade score of "A" through "F" effective with the 2014-2015 school year, and empowers the State Board of Education to approve a method for assigning letter grades. Following public comment, this Board approved a calculation formula, but changed how students attending an Alternative Learning Environment (ALE) with its own LEA number would be included in the calculation. On December 1, 2014, this Board released for a second public comment period the rules with revised sections 4.03 and 4.04. No changes were made to the rules as a result of the comments received. The Department staff respectfully requests the State Board give final approval to these rules pending Legislative Council review.

Presenter: *Lori Freno*

A-24 Consideration for Final Approval of the Arkansas Department of Education Rules Governing the Enrollment of Military Dependents

Ark. Code Ann. § 6-18-107 requires the State Board of Education to promulgate rules regarding the enrollment of students who are military dependents. Arkansas Department of Education staff drafted the proposed rules to fulfill the statutory requirement. The State Board of Education approved the proposed rules for public comment on December 11, 2014. Arkansas Department of Education staff held a public hearing on the proposed rules on December 30, 2014. The public comment period expired on January 17, 2015. Arkansas Department of Education staff received a public comment on the proposed rules, but does not recommend revisions to the proposed rules based upon that public comment. The public comment and agency response is attached. Arkansas Department of Education staff requests that the State Board of Education grant final approval to the proposed rules pending review and approval by the Office of the Governor and the Arkansas General Assembly.

Presenter: *Jeremy Lasiter*

A-25 Consideration for Final Approval of the Revisions to the Arkansas Department of Education Rules Governing Schools of Innovation

Ark. Code Ann. § 6-15-2802 requires the State Board of Education to adopt rules to administer the District of Innovation Program. In order to review schools of innovation applications and provide adequate opportunity for applicants to submit revisions to those applications, the Arkansas Department of Education staff should receive applications by January 30, 2015. The proposed rules revise the application dates and include a requirement that schools of innovation abide by applicable requirements for highly qualified teachers. The State Board of Education approved the proposed rules for public comment on December 11, 2014. Arkansas Department of Education staff held a public hearing on the proposed rules on December 30, 2014. The public comment period expired on January 17, 2015. Arkansas Department of Education staff received public comments on the proposed rules, but does not recommend revisions to the proposed rules based upon the public comments. A summary of the public comments and agency responses is attached. Arkansas Department of Education staff requests that the State Board of Education grant final approval to the proposed rules pending review and approval by the Office of the Governor and the Arkansas General Assembly.

Presenter: *Dr. Debbie Jones and Jeremy Lasiter*

Minutes
State Board of Education Meeting
Thursday, January 8, 2015

The State Board of Education met Thursday, January 8, 2015, in the Auditorium of the Department of Education Building. Chairman Sam Ledbetter called the meeting to order at 10:08 a.m.

Present: Sam Ledbetter, Chairman; Toyce Newton, Vice-Chair; Alice Mahony; Dr. Jay Barth; Diane Zook; Joe Black; Mireya Reith; Vicki Saviers; Kim Davis; Jonathan Crossley, Teacher of the Year; and Tony Wood, Commissioner.

Absent: none

Chairman Ledbetter recognized Representative Randy Lawson, Representative John Walker, and Senator Joyce Elliott for their attendance at the meeting.

Consent Agenda

Ms. Zook requested to pull C-16 - Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-014 – Sarah Elizabeth Baver

Ms. Mahony moved, seconded by Ms. Reith, to approve the consent agenda less C-16. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes - December 11, 2014
- Minutes - December 12, 2014
- 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 #13-148 – Chadwick Lance Martin
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #T14-005 –Andrea Raye Day
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-055 – Elizabeth Hillary Millward
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-096 – Thelton Wray Hughes
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-119 – Darcy Leigh Benham
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-132 – Robert Boaz Cotton

- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-142 – Terri L. Redman
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-183 – Jeffrey Carter James
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-186 – Chadwick Lance Martin
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-189 –Theresa Annette Diemer
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-197 – Amy Renee Milliken
- Interim Report Fiscal Year 2014-15 Summary of Activities for the Standards Assurance Unit

Ms. Zook moved, seconded by Ms. Saviers, to approve C-16 - Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-014 – Sarah Elizabeth Baver. The motion carried unanimously.

Action Agenda

Chairman Ledbetter requested the Board add an action item to the agenda. Ms. Zook moved, seconded Dr. Barth, to add an action item to the agenda. The motion carried unanimously.

Post Creation Agreement between PCSSD and J/NPSD

Chairman Ledbetter said the court has given approval to move forward with the post creation agreement between Pulaski County Special School District (PCSSD) and the Jacksonville/North Pulaski School District (J/NPSD).

Ms. Zook moved, seconded by Dr. Barth, to approve the agreement between Pulaski County Special School District (PCSSD) and the Jacksonville/North Pulaski School District (J/NPSD). The motion carried unanimously.

A-1 Arkansas Better Chance Recommendation to Discontinue Funding

Department of Human Services Representatives Mr. Mark Speight and Ms. Susan Underwood requested approval to terminate two grantees from the Arkansas Better Chance 2014-15 year: Rosie and Jackie's Preschool Kids and ABC Preparatory Academy. Ms. Underwood said the office is seeking to relocate the students.

Ms. Mahony moved, seconded by Ms. Reith, to approve the Arkansas Better Chance recommendation to discontinue funding for Rosie and Jackie's Preschool Kids and ABC Preparatory Academy. The motion carried unanimously.

A-2 Progress Report on the Fiscal Distress Status of Helena-West Helena School District

Assistant Commissioner Dr. Eric Saunders and Fiscal Distress Coordinator Ms. Hazel Burnett said the Helena-West Helena School District was classified in fiscal distress on September 13, 2010.

Ms. Burnett said the district is making adjustments due to the declining enrollment. She said the district is making progress on audit findings.

Ms. Saviers moved, seconded by Mr. Davis, to approve the progress report on the fiscal distress status of the Helena-West Helena School District. The motion carried unanimously.

A-3 Progress Report on the Fiscal Distress Status of Pulaski County Special School District

Assistant Commissioner Dr. Eric Saunders and Fiscal Distress Coordinator Ms. Hazel Burnett said the Pulaski County Special School District (PCSSD) was classified on May 16, 2011 as being in fiscal distress.

PCSSD Chief Financial Officer Mr. Bill Goff explained that some of the objectives in the fiscal distress report have been revised. He said objective #37 is the only objective not met at this time.

PCSSD Superintendent Dr. Jerry Guess said the community advisory board process is working appropriately. He said the members have gained insight into the financial responsibilities of the district.

Commissioner Wood said the only outstanding issue for PCSSD regarding the fiscal distress plan is how the district will handle the loss of revenue with the detachment of J/NPSD. He said PCSSD would submit a plan and discussion would follow about releasing the district from state authority.

Mr. Goff said PCSSD would submit a plan of how PCSSD will function fiscally with the loss of desegregation funding and the detachment of J/NPSD. He said it would be a challenge to implement the plan.

Dr. Guess said these funding losses for PCSSD have exposed the district to a great risk. He said the J/NPSD would also face risks.

Dr. Barth moved, seconded by Ms. Reith, to approve the progress report on the fiscal distress status of the Pulaski County Special School District. The motion

carried unanimously.

A-4 Consideration of Academic Distress Report – Little Rock School District

Special Committee on Academic Distress Chair Ms. Vicki Saviers said on January 7, 2015, the committee held a meeting to review the progress of the Little Rock School District related to the district's schools that are classified as being in academic distress.

Chair Saviers said the minutes of the meeting from the January 7, 2015 meeting would be used as the report to the State Board. She recommended the State Board of Education hold a special meeting on Wednesday, January 28, 2015 to determine whether to, at that time, invoke any of the actions listed in Arkansas Code Annotated 6-15-430. She said the Department and the Little Rock School District should provide any written materials for consideration by 4:00 p.m. on Wednesday, January 21, 2015, to Ms. Deborah Coffman, State Board Liaison.

Chairman Ledbetter encouraged all persons who wanted to speak to be prepared to speak on January 28.

Representative Walker continued to read a prepared statement in opposition to state oversight of the Little Rock schools and/or district.

Little Rock School Board Member Ms. Dianne Curry said she felt compelled to speak. She has served since 2006. She said the crisis today takes her back to the 1957 crisis at Central High School. She said the city has a concentration of poverty. This environment affects how the students achieve. She said the segregation of economics is an issue. She said the LRSD Board has not received requested information from the LRSD Administration. She said she was Board Chair when Dr. Dexter Suggs was hired. She said there is a racial issue. She said there was no movement to take over the district when there was a majority white school board. She said the board now has a chance to see the district succeed.

Ms. Zook said she had a vested interest in the LRSD. She said 25,000 students who deserve a quality education. She said that she heard concerned stakeholders. She requested Board members be prepared to make a bold decision on January 28. She said the Board was not asking one single thing from LRSD School Board that the Board was not asking of other school districts.

Board members requested to have additional information regarding the options available pursuant to Ark. Ann. Code §6-15-430.

Ms. Newton moved, seconded by Ms. Saviers, to approve the academic distress

report for the Little Rock School District. The motion carried unanimously.

Chairman Ledbetter said there are schools in LRSD that are high performing and many teachers are doing a remarkable job. He said the special State Board Meeting would be held January 28 at 10:00 a.m.

A-5 Progress Report on the Fiscal Distress Status of Lee County School District

Assistant Commissioner Dr. Eric Saunders and Fiscal Distress Coordinator Ms. Hazel Burnett said on May 8, 2014, the State Board of Education classified the Lee County School District as being in fiscal distress. Dr. Saunders said the report is the original plan submitted to ADE.

Lee County School District Superintendent Ms. Willie Murdock said the district had requested a waiver to take the PARCC exam by paper.

Ms. Newton moved, seconded by Ms. Reith, to approve the progress report on the fiscal distress status of Lee County School District. The motion carried unanimously.

A-6 Consideration of Academic Distress Report - Lee County School District

Office of Intensive Support Superintendent Mr. Andrew Tolbert said the Lee County School District was classified by the State Board of Education as being in Academic Distress on April 8, 2013. The State assumed authority for the Lee County School District on April 10, 2014. He said the submitted report is a collaborative report from the Office of Intensive Support, ADE and the external provider.

Office of Intensive Support Learning Services Director Ms. Janice Streeter said Ms. Peggy Woosley, consultant, worked with the district last year to design a K-8 curriculum. She said the district is currently working with the external provider to design the high school curriculum based on LDC and MDC. She said the district is on a six-month plan to align the curriculum with the academic standards. She said the district would request a scholastic audit to evaluate the work. She said the district was also utilizing the plan to address student interventions and educator professional development. She said a collaborative meeting is planned for January to address any issues regarding classroom lab improvements and expansion. She said the Lee County administration, ADE staff and the external provider (Fetterman and Associates) met January 5 and identified next steps and responsibilities.

Mr. Tolbert said the Men of Action, a group of community volunteers, are very active in the district.

Ms. Murdock said the administrative team meets monthly. The administrative cabinet meets daily to work on the items in the plan. Mr. Tolbert said the principals are attending the Arkansas Leadership Academy. He said the leadership meetings are working with a sense of urgency.

Ms. Murdock said teachers are gaining more autonomy in the classroom to sustain the leadership in the district. She said the district is working to recruit more qualified teachers and will host a teacher fair. She said the district continued to have issues with teacher attendance and retention. She said the district continued to have vacant teaching positions. She said the retired teachers group meets monthly at the Lee County School District and the group has been a great resource for temporary substitutes.

Mr. Tolbert said the district is making gradual progress but work is yet to be done. He recognized the success of the students on the Algebra I exam. He said a report from Mr. Ronnie Hughes, consultant, indicated the district made great strides in correcting issues with class scheduling for the second semester.

Dr. Barth moved, seconded by Mr. Davis, to approve the academic distress report for the Lee County School District. The motion carried unanimously.

A-7 Consideration of Probationary Review Report - Lee County School District

Standards and Assurance Director Mr. Johnie Walters said the report was submitted for compliance with direction of the State Board of Education to review the Lee County School District to ensure compliance with the Standards for Accreditation for the 2014-15 school year. The Lee County School District received a status of Accredited – Probationary for two consecutive years: 2012-13 Lee County High School - Not Teaching the Required 38 Units and Teacher Licensure Violation and 2013-14 Lee County High School – Teacher Licensure Violations. Mr. Walters said the district had three findings at this time.

Ms. Murdock said she was working with the Personnel Policy Committee to revise needed policy. She said she was working to fill the vacant teaching positions.

Ms. Saviers moved, seconded by Ms. Reith, to approve the probationary review report for the Lee County School District. The motion carried unanimously.

A-8 Consideration of Probationary Review Report - Horatio School District

Standards and Assurance Director Mr. Johnie Walters said the report was submitted for compliance with direction of the State Board of Education to review the Horatio School District to ensure compliance with the Standards for Accreditation for the 2014-15 school year. The Horatio School District received a status of Accredited – Probationary for two consecutive years: 2012-13 Horatio High School - ALP Waiver Violation and 2013-14 Horatio District Office – Unapproved Gifted and Talented Program (K-12). Mr. Walters said the district was currently in compliance with the standards.

Ms. Mahony moved, seconded by Mr. Black, to approve the probationary review report for the Horatio School District. The motion carried unanimously.

A-9 Consideration of Report - Helena-West Helena School District

Office of Intensive Support Superintendent Mr. Andrew Tolbert said the Helena-West Helena School District was classified by the State Board of Education as being in Fiscal Distress on September 30, 2010, and the State assumed authority on June 20, 2011.

Ms. Zook moved, seconded by Ms. Newton, to approve the report for the Helena-West Helena School District. The motion carried unanimously.

A-10 Consideration of request for waiver from required 38 units for the 2014-15 school year - Kirby School District

Standards and Assurance Director Mr. Johnie Walters said Kirby School District requested a waiver from Standards Rule 9.03.4.1 (Journalism – 1 unit). He said the district had a student enrolled in Journalism until October 02, 2014 but the student transferred out of the district. He said the district was requesting a waiver in compliance with the requirements of A.C.A § 6-15-213.

Kirby High School Principal Mr. Jarrod Bray said he does have a student enrolled for the second semester and a certified teacher for the second semester.

Dr. Barth moved, seconded by Ms. Zook, to approve the waiver from required 38 units for the 2014-15 school year for the Kirby School District. The motion carried unanimously.

A-11 Hearing on District Conversion Public Charter School Application: Fountain Lake Charter High School, Fountain Lake School District

Assistant Commissioner for Learning Services Dr. Debbie Jones said on

November 19-20, 2014, the Charter Authorizing Panel conducted hearings for charter applicants wanting to open schools in 2015-2016. Representatives of the Fountain Lake School District appeared before the panel on November 20 and requested that Fountain Lake High School be converted to a district conversion charter school to serve students in grades 9-12 with a maximum enrollment of 800. By a 4-2 vote, the panel approved the application for the Fountain Lake Charter High School with a requirement that Fountain Lake representatives return in the spring with a report to update the Charter Authorizing Panel on the progress of their plans. On December 11, 2014 the State Board of Education voted to review the decision of the Charter Authorizing Panel. Dr. Jones said there were issues raised by members of the Charter Authorizing Panel. She identified teacher licensure waivers, career pathways, class size waiver, and embedded courses as the topics that needed additional clarification.

Fountain Lake School Superintendent Mr. Darin Beckwith said the district has a district conversion public charter middle school. He said the purpose for this application was to provide more opportunities for students. He said more students will complete high school if they are receiving college credit and/or work certification.

Fountain Lake School Cobra Digital Prep Academy Principal Mr. Frank Janaskie said the middle school students are focused on college and careers.

Fountain Lake High School Principal Mr. Donald Westerman said a personalized success plan, credentials, work based learning, a program of study, and employability skills are the components of the plan focused on every student graduating prepared for college and/or career.

Director of National Park Community College Technology Center Mr. Jason Hudnell said the college was a partner and in support of this district conversion application.

Hot Springs Metro Partnership Economic Development Manager Ms. Megan Greeson said her job focused on business expansion and retention for Hot Springs. She said the organization was invested in support of these students. She said she would be a liaison between Fountain Lake School District and area businesses.

Mr. Westerman said opportunities would exist during and outside of the normal school day. He said work-based internships would be available to students. He said the district was ready to implement three programs of study in Fall 2015.

Fountain Lake School District Curriculum Instruction Director Mr. Brad Sullivan said the high school would embed the oral communication course. He said the health course would be embedded in biology. He said the waivers for school day and class size were requested to meet the individual needs as noted in the

students' personalized success plan. He said the district would need a licensure waiver to employ the most appropriate and well-trained educators. He said documentation would be provided as evidence of meeting the needs of gifted and talented students.

Representative-elect Mickey Gates said he appreciated a school that was willing to find a method to prepare students for careers.

Staff Attorney Ms. Kendra Clay clarified the waivers requested by the charter conversion application.

Dr. Jones said the Department was satisfied with the clarification of the previously identified issues with the application.

Assistant Commissioner for Human Resources, Educator Effectiveness and Licensure Ms. Ivy Pfeffer said she was satisfied with the plan for checking the child maltreatment registry for non-licensed employees. She said the district was obligated to ensure the safety of students.

Ms. Zook moved, seconded by Ms. Reith, to affirm the Charter Authorizing Panel's approval of the District Conversion Public Charter School Application for the Fountain Lake Charter High School, Fountain Lake School District. The motion carried unanimously.

A-12 Fine Arts Curriculum Frameworks

Curriculum and Instruction Director Ms. Stacy Smith and Fine Arts Content Specialist Ms. Lana Hallmark said forty-eight arts educators representing the disciplines of theatre, dance, music, and visual art convened in June and July of 2014 to write or revise curriculum frameworks for their respective disciplines. Ms. Smith said the new framework offered ample opportunity for students to participate in a full range of arts activities. Ms. Hallmark said the 2014 Fine Arts Curriculum Framework was designed to provide Arkansas arts educators with the tools they needed to support student achievement, reinforce a variety of skills, and enrich the lives of young people.

Ms. Mahony moved, seconded by Ms. Newton, to approve the Fine Arts Curriculum Frameworks. The motion carried unanimously.

A-13 Social Studies Curriculum Frameworks

Curriculum and Instruction Director Ms. Stacy Smith and Social Studies Content Specialist Ms. Margaret Herrick said Arkansas Law and ADE rules required the periodic revision of all curriculum frameworks. Ms. Smith said the group of 55

instructors ranging from K-16 levels revised the current Social Studies Frameworks using various international, national, and other states' standards. She said the Curriculum and Instruction Unit recommended the adoption of the following documents: Revised Social Studies Curriculum Frameworks K-4; 5-6 Social Studies Curriculum Framework; Grade 7 Social Studies Curriculum Framework; Grade 8 Social Studies Curriculum Framework; Grades 7-8 Arkansas History Curriculum Framework, required by Act 787 of 1997; and Revised Grades 9-12 Courses (required for graduation) World History, United States History, and Civics.

Ms. Herrick said the frameworks included embedded Arkansas History for Grades K-6, one course designed for Grades 7-8 and the other course designed for Grades 9-12.

Dr. Barth moved, seconded by Ms. Saviers, to approve the Social Studies Curriculum Frameworks. The motion carried unanimously.

A-14 State Board Review of PLSB Evidentiary Hearing Findings and Recommendations – PLSB Case No. 14-060; LeAnna Kelpine (Cook)

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said the Professional Licensure Standards Board Ethics Subcommittee considered Violation of Standard 7: An educator refrains from using, possessing and/or being under the influence of alcohol, tobacco, or unauthorized drugs or substances while on school premises or at school-sponsored activities involving students. She said following an evidentiary hearing on September 5, 2014, the Professional Licensure Standards Board Ethics Subcommittee recommended that the State Board suspend Ms. Kelpine's license for five (5) years with continued counseling with a licensed counselor, random drug testing, and a letter from a licensed counselor that Ms. Kelpine is fit to return to the classroom. Ms. Kelpine made a timely request for a State Board review. Ms. Liwo said Ms. Kelpine's attorney withdrew the appeal. Ms. Liwo requested the Board approve the PLSB recommendation.

Ms. Reith moved, seconded by Ms. Saviers, to approve the PLSB Evidentiary Hearing Findings and Recommendations for PLSB Case No. 14-060; LeAnna Kelpine (Cook). The motion carried unanimously.

A-15 Hearing on Waiver Request for Teaching License – Gregory Allen Wagster

Professional Licensure Standards Board (PLSB) Attorney Ms. Cheryl Reinhart said Mr. Wagster had asked to postpone the hearing. The Board agreed to postpone the hearing.

A-16 Consideration of the Revocation of Teaching License – Cody Lee Martin

Ms. Reinhart asked to postpone the hearing based on a communication she had received from Mr. Martin's attorney. The Board agreed to postpone the hearing.

A-17 Consideration for Final Approval: Arkansas Department of Education Rules Governing the Creation of School Districts by Detachment

Department General Counsel Mr. Jeremy Lasiter said Ark. Code Ann. § 6-13-1505(e)(3) required the State Board of Education to enact rules and regulations regarding the creation of school districts by detachment. He said on November 13, 2014, the State Board approved the proposed rules for public comment. On December 9, 2014, Arkansas Department of Education staff held a public hearing regarding the proposed rules. The public comment period expired on December 17, 2014. He said the Arkansas Department of Education received no public comments on the proposed rules. Mr. Lasiter requested that the State Board give final approval to these rules pending legislative subcommittee review.

Ms. Zook moved, seconded by Ms. Mahony, to approve the Arkansas Department of Education Rules Governing the Creation of School Districts by Detachment. The motion carried unanimously.

Adjournment

The meeting adjourned at 2:02 p.m.

Minutes recorded by Deborah Coffman.

Minutes
State Board of Education Meeting
Friday, January 9, 2015

The State Board of Education met Friday, January 9, 2015, in the Auditorium of the Department of Education Building. Chairman Sam Ledbetter called the meeting to order at 9:03 a.m.

Present: Sam Ledbetter, Chairman; Toyce Newton, Vice-Chair; Alice Mahony; Dr. Jay Barth; Diane Zook; Mireya Reith; Joe Black; Vicki Saviers; Kim Davis; Jonathan Crossley, Teacher of the Year; and Tony Wood, Commissioner.

Absent: none

Reports

Chair's Report

Ms. Mahony said Dr. Barth, Ms. Reith, and she would be going to the National Association of State Board of Education (NASBE) conference next week. Ms. Reith has been asked to chair the Career Readiness Study Group for NASBE.

Ms. Zook said she visited Fort Smith School District to observe classrooms and was very pleased with the work in the district.

Mr. Crossley said he was selected for a Lowell Milken Unsung Hero Fellowship and would be going to Kansas this spring to meet with other fellows.

Commissioner's Report

Commissioner Wood said five Arkansas districts have been recognized on the 5th Annual Advanced Placement District Honor Roll. He said the Beebe School District, Bryant School District, Paris School District, Pulaski County Special School District, and Woodlawn School District were honored for increasing access to AP course work while simultaneously maintaining or increasing the percentage of students earning scores of 3 or higher on AP exams.

Recognition of 2015 Teacher of the Year - Ouida Newton

Special Projects Manager Mr. John Kaminar said Ms. Ouida Newton has been selected as the 2015 Teacher of the Year. He said Ms. Newton is a math teacher from Poyen High School. Mrs. Newton was also named the Arkansas

Rural Education Teacher of the Year and Arkansas Middle Level Math Teacher of the Year.

Ms. Newton said she was very honored and felt a great responsibility to represent the teachers of Arkansas.

Commissioner Wood said to see the relationship of Ms. Newton with her students was a very special opportunity.

Update on Content Standards and Assessment

Assistant Commissioner Dr. Debbie Jones said Arkansas was selected to be a pilot state for the Virtual Resource Project, whose purpose is designed to bring the collective national resources of the various institutions together to develop innovative, virtual learning tools. She said Ms. Cassandra Barnett, ADE Program Advisor for School Libraries was the state lead on the pilot.

Ms. Barnett said a summit is planned for July 2015 to provide professional development for teachers. She said the goals will take 3-5 years for schools to create content with many partners working to meet the goals. She said this will be an added resource to the current requirement for 8 books per child in the library.

Dr. Jones said Arkansas was in needs assistance in regard to special education district monitoring. She said the Special Education Unit was transitioning to a need-based tiered monitoring system.

Dr. Jones said School Based Health Centers are available in 23 schools. School Based Health Services Director Ms. Jerri Clark said most of the school-based health centers are funded by the School-Based Health Center Initiative Grant. She said oral health and dental programs are not a requirement of school-based health centers.

Dr. Jones said the Arkansas Department of Education received official approval from the United States Department of Education for two waivers. She said middle school students will take only one math assessment. She said middle school students enrolled in Algebra 1, Geometry or Algebra 2 would take the assessment for the course enrolled. Students would not take both the middle school math assessment and the end-of-course assessment. Dr. Jones said Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra II and 11 English Language Arts (ELA)/Literacy are optional for districts to administer in the 2014-2015 school year. High schools are still required to administer a college and career readiness assessment, per Commissioner's Memo LS-15-028.

Grade Inflation Report

Public School Accountability Coordinator Mr. Elbert Harvey said the 2013-2014 Grade Inflation Report was required by ACA 6-15-421. He said the report was based on the results of the 2013-2014 state mandated tests, and included for each high school, the number of students receiving a grade of "B" or above in the corresponding course who did not pass the end-of-course assessment on the first attempt. He said the report also included the name, address, and superintendent of any high school in which more than twenty percent (20%) of the students received a letter grade of "B" or above, but did not pass the end-of-course assessment on the first attempt.

Update on Equitable Access Plan and Proposed Rules for Educator Preparation Programs

Assistant Commissioner for Human Resources, Educator Effectiveness and Licensure Ms. Ivy Pfeffer said recruiting, preparing, developing and supporting great teachers has a direct impact on the learning and success of students. She said research confirmed that the most important school factor in a student's success is a strong teacher and excellent teachers are especially important for our neediest students. She said states have been asked to submit comprehensive educator equity plans and also to improve teacher preparation programs. She said the agency would be receiving technical assistance from Learning Forward and the South Central Comprehensive Center to finalize the Arkansas plan that is due for submission by June 2015 to USDOE.

Ms. Pfeffer said she and/or Educator Licensure Director Ms. Karli Saracini meet monthly with university deans to discuss teacher preparation programs. She said the proposed educator preparation program rules would include more data collection and analysis. She said the education preparation report cards would include student learning outcomes, employment outcomes, survey outcomes and accreditation or state approval. She said the rules are still out for public comment.

Ms. Saracini said currently the state data systems – Arkansas Educator Licensure System (AELS) and Statewide Information System (SIS) – do not link to produce combined teacher preparation and teacher evaluation data. She said the agency was identifying the details that must be considered for a new data collection system. Ms. Pfeffer said it is important to have a system that provides reliable data for decision-making.

ForwARd Initiative

Ms. Kathy Smith, Senior Program Officer of the Walton Family Foundation, introduced Mr. Cory Anderson with the Winthrop Rockefeller Foundation, Mr. Ernesto Pagano with the Boston Consulting Group, Mr. Denver Peacock with the Peacock Group, and Mr. Jared Henderson working as ForwARd Manager. She said this team is leading the work on the ForwARd initiative to develop a comprehensive plan to strengthen public education in Arkansas with targeted recommendations for academically distressed schools and districts.

Mr. Henderson said the ForwARd partners and Steering Committee have worked with consultants from the Boston Consulting Group on the soon-to-be released report entitled The State of Public Education in Arkansas. He said the steering committee and partners will utilize the report to inform ForwARd's intensive public engagement and strategy development. He said ForwARd expects to complete the comprehensive plan for P-16 education in Arkansas in Spring 2015.

Chairman Ledbetter asked Mr. Kim Davis to join the ForwARd steering committee.

Adjournment

The meeting adjourned at 10:50 a.m.

Minutes recorded by Deborah Coffman.

Minutes
Special State Board of Education Meeting
Wednesday, January 28, 2015

The State Board of Education met Wednesday, January 28, 2015, in the Auditorium of the Department of Education Building. Chairman Sam Ledbetter called the meeting to order at 10:00 a.m.

Present: Sam Ledbetter, Chairman; Toyce Newton, Vice-Chair; Alice Mahony; Dr. Jay Barth; Diane Zook; Joe Black; Mireya Reith; Vicki Saviers; Kim Davis; Jonathan Crossley, Teacher of the Year; and Tony Wood, Commissioner.

Absent: none

Action Agenda

A-1 Consideration of Possible Action Pursuant to Ark. Ann. Code §6-15-430 -Little Rock School District

Chairman Ledbetter read a prepared statement of procedures for the meeting.

Department General Counsel Mr. Jeremy Lasiter said on May 1, 2014, the ADE notified the Little Rock School District that six schools met the criteria for academic distress. The district did not appeal the classification. On July 10, 2014, the State Board of Education classified the following Little Rock School District schools as being in academic distress: Baseline Elementary School, Cloverdale Aerospace Technology Center, Henderson Middle School, Hall High School, J.A. Fair High School and McClellan High School. He said on January 8, 2015, the State Board of Education voted to hold a special State Board Meeting on January 28, 2015 at 10:00 a.m. to consider options available pursuant to Ark. Ann. Code §6-15-430. Notice of the meeting was sent to the Little Rock School District and Board of Education.

Little Rock School District

Little Rock School District Superintendent Dr. Dexter Suggs said the district submitted a report to the State Board.

Little Rock School District Attorney Mr. Chris Heller said the district had six schools in academic distress, 42 schools are not in academic distress, and the district was not in academic distress. He said the State Board does not have the authority to take over the district when that step is not necessary. He gave three main reasons: 1.) the LRSD Board of Directors will do whatever it takes to fix the

problems; 2.) the State can fix the problem without taking over the district, and 3.) democracy was working. He said the school board has done nothing to impede the progress of these six schools. He said the district has already taken steps to reorganize the schools. He said the board is willing to do whatever is needed including reconstitute the schools. He said the board is committed to change. He asked the State Board to avoid a district takeover and continue to work together to focus on these six schools.

Dr. Suggs said the LRSD has challenges and it will take considerable work and risks to accomplish the goals. He said the district must abandon the status quo.

LRSD School Board President Mr. Greg Adams said the board asked to be held accountable in a fair way. He asked to be held accountable for the work that this board had contributed to during the past year and a half. He recommended finding a way to collaborate and to be held accountable.

Public Comment

Representative John Walker presented a prepared statement to the State Board. He said the necessity for this action was generated by a small group of community persons. He said the community leaders have allowed educators to move to other communities and educate their children in other schools. They have promoted flight from the district. He said the current school board is working and asked that the State Board not take over the district.

Senator Joyce Elliott said there is an urgency to address the needs of students. She said literacy and numeracy test scores alone do not tell the story of the other good things that are happening in Little Rock schools. She said LRSD is the only urban district in the state. She recommended taken action other than state takeover. She said El Dorado was a model of how a problem can be resolved when the school and businesses work together.

Ms. Mahony said the assessment is being used as an evaluation of the schools and she requested legislators consider additional factors for academic distress. Senator Elliott said the legislation has given the State Board an impossible task.

Representative Charlotte Douglas said LRSD should be the flagship district for the state. She said the tie between economics and education required a partnership between schools and businesses. She said accountability was needed regarding state takeover and the steps necessary for success.

Representative Charles Armstrong said the community, city, and churches must be involved.

Mr. Bill Wells read a prepared statement asking the State Board to consider

quality over quantity in their decision.

Mr. Drew Pritt said the State Board should not take over the Little Rock School District. He said the community should have the will of the vote to guide the progress of the district.

Mr. Toney Orr said the district has worked well with his children. He encouraged the State Board to assist the district and not take over LRSD.

Mr. Andres Moreno said the Latino population is growing in Southwest Little Rock. He said the community issues are pushing into the schools.

Mr. Jordan Borst said that the student voices should be heard. He asked the State Board to consider the struggles of the students not just their test scores. He also asked the State Board to listen to the teachers.

Ms. Josie Efird said LRSD did not fail her. She asked that the school board continue their work.

Ms. Hannah Burdette said the students of the district should have their voices heard. She said the students are involved in the district and have served on campaigns for board members. She said the board members do represent the members of the community. She encouraged the school board and State Board to include student voice.

Ms. Paola Moreno said she is a full time student and works a full time job to support her family. She said the LRSD needs help but the systematic change should be made with the Latino voice included.

Mr. Ed Bullington said he wanted every child to be successful. He said he does not support a takeover of the six schools. He recommended a strong oversight to the district.

Mr. Dale Charles said he had concerns about LRSD. He said the district is in its infancy with a new superintendent and school board. He said the business community needed to invest in the school.

Mr. Luis Campos said Hispanic students have struggled for the past ten years. He asked the State Board to intervene.

Ms. Henri Smothers said parents are energized to help. She said the parents support the board and the superintendent.

Mr. Michael Lerderman said the center at Hall High School has been supportive of Latino students but that many Latino students need additional assistance to graduate. He said the Latino voice should be considered.

Mr. Angel Perez said learning a new culture and a new language was challenging. He said the Hall High School ESL Coordinators helped him.

Ms. Yazmin Santillan said she graduated from Hall High School with honors. She said the education she received included support from her teachers that helped her. She said the ESL program at Hall High School worked for her.

Ms. Caroline Newbern said in 1991, the LRSD was given a directive to develop programs for ESL students. She said the program was developed, training was provided, and changes were made to design the newcomer centers. She said 17 years of experience has gone into the Hall High School Newcomer Center. She said there are a significant number of students from Latino backgrounds and others at Hall High School. She said 23 teachers have received training to support these students. She said these accommodations could be a model for other schools. She recommended the Hall High School Newcomer Center be maintained.

Dr. Charity Smith said students who score below proficiency should be considered. She said the promise for excellence must be kept. She requested the board, the community and parents work collaboratively.

Mr. Dean Patterson said student voices are being heard for the first time to activate the change they want to see in the district.

Ms. Marla Johnson asked the State Board to take a bold action that hears all voices and treats everyone with respect.

Ms. Kierre Mitchell said she wanted to get an education. She said there are good things happening at Hall High School.

Ms. Amanda Warren said teachers are being heard at Hall High School and at the LRSD school board meetings. She said she was encouraged by the recent changes in the district.

Mr. Luis Arellano said he was selected for Governor's School and took AP courses. He said immigrant students need assistance for high school and college. He said the teachers helped him get an international scholarship.

Mr. Roberto Ramirez said there are many success stories from Hall High School. He said many ESL students face issues such as family members being deported and having to balance work and school. He said a teacher redirected him to make better decisions for his education.

Mr. John Riggs said the students are the focus of this decision. He said the inadequate academic outcomes are a concern in the LRSD. He said the district needed stable leadership.

Dr. Cheryl Washington said parents should be able to select the school that best meets the need of their child. She said she supported wrap-around services for each child.

Mr. Rich Nagel said a new partnership of respect and collaboration should be formed. He spoke against state takeover.

Ms. Theatrice Collier said she holds the district and state responsible for the education of her son. She said students with disabilities are not being heard. She said the district should be held accountable but not be taken over by the state.

Mr. Robert Webb said he is against state takeover of the district. He asked that the school board have an opportunity to make the needed changes. He committed his support to assist the district.

Ms. Emily Kearns said Hall High School served her daughter well. She said she supported the school board.

Ms. Mary Austin Jones said her grandson has done well in LRSD. She said the school board should be permitted to implement their plan.

Reverend Tyrone Bloomfield said the district should look to the future and put the children first. He pledged to work for the district.

Dr. Deborah Anderson said the school board should represent the students. She said the school board should remain.

Mr. Andre Guerrero said the Latino community was concerned about the Hall High School Newcomer Center. He said the program has a record of success. He said the program should be sustained. He said more Latino representation is needed.

Mr. Ontario West spoke against state takeover.

Chairman Ledbetter thanked everyone for speaking.

Board Members

Ms. Reith said she has spent the last several weeks speaking to families in the LRSD community. She said she believed in democracy. She said she

considered capacity in her decision-making. She said the state would be remiss to not take action. She said the school board deserved a chance to work with the Department. She recommended a diverse community partnership and that student voices be considered as part of the plan.

Mr. Black said everyone was united in the focus on students. He said the district needed one more chance.

Ms. Mahony said her concern was only having test results as the measure for academic distress. She said the transition period of standards and assessment has caused her to be willing to give the LRSD board another chance.

Ms. Saviers said there was a long history of chronic low performance with no bold action to change these schools. She said the superintendent does not have confidence in the current plan. She said she was concerned about the school board's ability to make the best decisions for the students.

Ms. Newton said it was the responsibility of the State Board to facilitate a decision for the students. She said she was concerned about students in a failing system. She said the State Board must speak for the voiceless. She said she could not sit by and do nothing.

Ms. Zook said she had talked with many students and parents. She said she considered facts in her decision. She said the data showed the stagnate performance of the schools over time.

Dr. Barth said he considered multiple pathways to remediate the issues.

Mr. Davis said he considered the facts and the history of progress. He challenged businesses to be at the table during implementation. He said the momentum needed to be sustained. He said he felt obligated to take action.

Mr. Crossley said a student's zip code should not determine their academic attainment. He said even though he does not have a vote he does have a stake in the outcome for this district.

Motions

Dr. Barth moved, seconded by Ms. Mahony, between now and the March regularly scheduled meeting of the State Board of Education (SBE), appropriate ADE staff, the chair of the SBE, the LRSD superintendent, and a representative of the LRSD School Board shall meet with a goal of developing a memorandum of understanding (MOU) for an ongoing partnership between LRSD and ADE centered on creating positive change in achievement in the LRSD, with a particular focus on those schools currently in academic distress. Although other

components would properly be included, the MOU shall focus on these areas: two-year achievement goals for each academically distressed LRSD school; ongoing oversight by the ADE's Office of School Improvement over decisions related to curriculum and school leadership and teaching staff decisions in the schools currently in academic distress; ongoing consulting by the ADE's Fiscal Distress Services Unit to ensure the fiscal sustainability of any reform measures; identification of an academic distress monitor to serve as a liaison to the Commissioner and the SBE on the progress towards sustainable reform being made in the LRSD; the process and timeline for creating a formal body of parents, students, community and business leaders, reflective of the Little Rock community, and philanthropic organizations to serve as a Civic Advisory Committee to aid in improving the performance of students in academically distressed schools. If a MOU is successfully developed, it shall be made available to the SBE and the public at the March State Board Meeting scheduled for March 12, 2015. A vote by the SBE to accept or reject the MOU would occur at the March 12 meeting. If a MOU is not successfully developed, state takeover of the LRSD shall occur. It is anticipated that both the school board and superintendent shall be removed. However, a formal motion by the SBE to carry out this action at the March 12 meeting could be amended to add additional conditions regarding the takeover. On a quarterly basis, a report on progress in the LRSD with regards to sustainable improvement of academic achievement shall be on the SBE action agenda with the possibility of full state takeover with removal of the school board and/or superintendent of LRSD being an ongoing option for the SBE. Ms. Mahony, Dr. Barth, Mr. Black, and Ms. Reith voted for the motion. Ms. Newton, Ms. Zook, Ms. Saviers, Mr. Davis, and Mr. Ledbetter voted against the motion. The final vote was 4-5. The motion failed.

Ms. Saviers moved, seconded by Ms. Zook, pursuant to Arkansas Code Annotated Section 6-15-430, to remove all of the current board of directors of the Little Rock School District, effective immediately; and in the absence of the board of directors, that the Commissioner of Education assume all authority of the board of directors as may be necessary for the day-to-day governance of the school district; and that the current superintendent of the Little Rock School District remain in place on an interim basis and that he continue to work under the authority and supervision of the Commissioner of Education; and that a formal body of parents, students, community and business leaders, reflective of the Little Rock community and philanthropic organizations serve as a Civic Advisory Committee to aid in improving the performance of students in all schools. Ms. Newton, Ms. Zook, Ms. Saviers, Mr. Davis, and Mr. Ledbetter voted for the motion. Ms. Mahony, Dr. Barth, Mr. Black, and Ms. Reith voted against the motion. The final vote was 5-4. Motion carried.

Dr. Barth made a motion, seconded by Ms. Saviers, to establish a State Board committee charged with studying the appropriate school district lines within Pulaski County, taking into account communities of interest, student demographics, facilities, and property tax base with a report due back to the

State Board no later than the June 2015 regularly scheduled meeting. The motion carried unanimously.

Appointment

Chairman Ledbetter appointed Dr. Barth to chair the subcommittee charged with studying the appropriate school district lines within Pulaski County, as mentioned above. He said he would accept volunteers to this committee and/or make additional appointments.

Chairman Ledbetter said to parents, students and teachers that school will go on tomorrow. Commissioner Wood said the State Board action taken today is a change in governance of the district. Mr. Wood said the day-to-day operations of the district would continue successfully.

Adjournment

The meeting adjourned at 3:33 p.m.

Minutes recorded by Deborah Coffman.

NEWLY EMPLOYED FOR THE PERIOD OF December 20, 2014 – January 16, 2015

Jennifer Davis – Attorney, Grade C124, Central Administration, Legal Services, effective 12/22/14.

***Bobbie Handcock – Public Information Coordinator, Grade C120, Central Administration, Communications, effective 01/05/15.**

Stan Leek – ADE Area Project Manager, Grade C123, Division of Public School Academic Facilities and Transportation (DPSAFT), effective 12/22/14.

Tonya Mercer – Administrative Analyst, Grade C115. Division of Learning Services, effective 01/13/15.

PROMOTIONS/DEMOTIONS/LATERALTRANSFERS FOR THE PERIOD OF December 20, 2014 – January 16, 2015

Jill Johnson from an Information Systems Business Analyst, Grade C122, Division of Fiscal and Administrative Services, APSCN, to an ADE APSCN Applications Manager, Division of Fiscal and Administrative Services, APSCN, Grade C124, effective 12/22/14.

SEPARATIONS FOR THE PERIOD OF December 20, 2014 – January 16, 2015

Andre Guerrero – Public School Program Coordinator, Grade C123, Division of Learning Services, Curriculum & Instruction, effective 12/31/14. 23 Years, 4 months, 12 days. Retirement

Andrea Jobe – Program Fiscal Manager, Grade C122, Division of Fiscal and Administrative Services, Fiscal Distress Services, effective 01/09/15. 3 Years, 1 month, 25 day. 01

***Minority**

AASIS Codes:
01 – Voluntary Retirement

Additional Licensure Waiver Requests
2014 - 2015 School Year
February State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted /Denied
0901	DERMOTT SCHOOL DISTRICT	1	RIDGELL, KRISTI	200-Mathematics 7-12, 302-Building Level Administrator 5-12, 312-Build Administrator PK-8	311	311-District Administrator PK-12	14-15	Granted
7001	EL DORADO SCHOOL DISTRICT	2	BLACK, LEE		260	260-Art K-6	14-15	Granted
			JONES, LINDA	004-Spanish 7-12, 056-Middle School English 5-8, 068-Middle School Spanish 5-8, 159-Middle School Social Studies 5-8, 166-Eng Lang Arts 7-12, 298-Reading Specialist 7-12, 403-Secondary Principal 5-12, 7030-World Cult/History 5-8, 297-Reading Specialist PK-8	215	215-Family & Con Sci 7-12	14-15	Granted
	FIRST STEP, INC.	1	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	Granted
7204	GREENLAND SCHOOL DISTRICT	1	THOMAS, MELISSA	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
5403	HELENA/ WEST HELENA SCHOOL DISTRICT	1	WHITFIELD, MICHELLE	001-Early Childhood Education PK-4	253	253-Elementary K-6	14-15	Granted
3804	HOXIE SCHOOL DISTRICT	1	BENNETT, SHAUNA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
5102	JASPER SCHOOL DISTRICT	1	MCCOY, DELENE	002-Middle Childhood Lang Arts/SS 4-8, 108-Journalism 7-12, 114-Speech 7-12, 168-Middle Childhood Science/Math 4-8, 289-Gifted & Talented K-12	113	113-Drama 7-12	14-15	Granted
5503	KIRBY SCHOOL DISTRICT	1	THIGPEN, RHONDA	056-Middle School English 5-8, 081-Health Education 7-12, 082-Secondary Physical Education 7-12, 085-Elementary Physical Education K-6, 086-Middle School Physical Edu 5-8	166	166-Eng Lang Arts 7-12	14-15	Denied

Additional Licensure Waiver Requests
2014 - 2015 School Year
February State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted /Denied
6001	LITTLE ROCK SCHOOL DISTRICT	10	AHNE, DAVID	131-General Science 7-12, 169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12	236	236-PE/Wellness/Leisure 7-12	13-14 14-15	Granted
			ALLEN, AMBER	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8, 312-Build Administrator PK-8	289	289-Gifted & Talented K-12	14-15	Granted
			BARNES, BLENDA	255-Middle School English 4-8, 257-Middle School Science 4-8	256	256-Middle School Social Studies 4-8	14-15	Granted
			BAUGHN, DAMON	202-Art 7-12, 001-Early Childhood Education PK-4, 201-Art PK-8	253	253-Elementary K-6	14-15	Granted
			BURCH, ASHLEY	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15	Granted
			CHOAT, BRITTNEY	167-Social Studies 7-12	286	286-Library Media Spec K-12	14-15	Granted
			HAWK, SHARON	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 206-Instrumental Music 7-12, 403-Secondary Principal 5-12, 523-Guidance Secondary 5-12, 205-Instrumental Music PK-8, 299-Guid & Counseling PK-8	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
			KRATZKE, ROBIN	004-Spanish 7-12, 167-Social Studies 7-12	006	006-French 7-12	14-15	Granted
			MCCOWAN, PAUL	002-Middle Childhood Lang Arts/SS 4-8, 167-Social Studies 7-12, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 307-ESL PK-8	253	253-Elementary K-6	14-15	Granted
			PINKARD, TAWANNA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	254	254-Middle School Math 4-8	14-15	Granted
1804	MARION SCHOOL DISTRICT	1	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	Granted

Additional Licensure Waiver Requests
2014 - 2015 School Year
February State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted /Denied
2305	MAYFLOWER SCHOOL DISTRICT	1	KEATHLEY, SARAH	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
1704	MULBERRY SCHOOL DISTRICT	1	TAFF, YURY	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	259	259-Art K-12	14-15	Granted
4713	OSCEOLA SCHOOL DISTRICT	1	BOLDEN, HARRIETT	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Denied
5805	RUSSELLVILLE SCHOOL DISTRICT	1	GOODSON, TIANA	200-Mathematics 7-12, 646-Career-Principles of Engineering 10-11, 647-Career-Intro to Engineering Design 9-10	634	634-Career Automation & Robotic 7-8	14-15	Granted
0406	SILOAM SPRINGS SCHOOL DISTRICT	2	LAWHORN, SARA	200-Mathematics 7-12	215	215-Family & Con Sci 7-12	14-15	Granted
			SHARP, DEBBIE	082-Secondary Physical Education 7-12, 087-Coaching 7-12, 200-Mathematics 7-12, 271-Coaching K-12	215	215-Family & Con Sci 7-12	14-15	Granted
	SOUTH ARKANSAS DEVELOPMENTAL CENTER FOR CHILDREN & FAMILILES	1	JINKS, MARTA	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	Granted
	THERAPY LEARNING CENTER	1	BRIGHT, SHAVON	184-Elementary 1-6	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Denied
7510	TWO RIVERS SCHOOL DISTRICT	1	BYRNS, SHELBY	166-Eng Lang Arts 7-12	108	108-Journalism 7-12	14-15	Granted
	YELL COUNTY SPECIAL SERVICES	1	MAKEPEACE, TANYA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Denied
19	Total # Districts Requesting Waivers	30	Total # Waivers Requested this month					

Total # of Waivers Granted	26
Total # of Waivers Denied	4
Total # of Waivers this month	30

Long Term Substitutes
February 2015
State Board Agenda

LEA	District	# Waivers Requested	Substitute Name	Substitute Credentials	Teacher of Record	Subject Teaching	Granted/ Denied	Semester Granted	Comment
4101	Ashdown School District	1	Owings, Angela	BA - Out of State	None	Special Education	Granted	2nd	Additional class due to population increase
0401	Bentonville School District	1	Evans, Michelle	MA - U of A	Gouveia, Anna	English, Forensics, Oral Communication	Granted	2nd	Maternity leave
1603	Brookland School District	1	Burdin, Whitney	AR - Middle School Math, Science and English	Yates, Mariola	Special Education	Granted	2nd	Resigned 12/8/14
4303	Carlisle School District	1	Westergren, Michael	AR - Middle Childhood Education	Wortham, Ricky	Agriculture Science & Technology	Granted	2nd	Extended Medical Leave
5502	Centerpoint School District	2	McLean, Nelda Sue	AR - Elementary 1-6/Special Ed P-12	Laster, Christie	English 7-8	Granted	2nd	Teacher resigned 11/5/14
			Wood, Brittany	AR - PE/Wellness/Leisure; Coaching	None	Special Education	Granted	2nd	Vacant Position
0901	Dermott School District	3	Carbage, Justin	BA - UAPB	Schulze, Jeremy	5th Grade Literacy/Social Studies	Granted	2nd	Teacher resigned 10/21/14
			Dye, Reagan	MA - Out of State	Foster, Rebecca	English/Language Arts	Granted	2nd	Medical Leave
			Hurd, Faith	BA - UAPB	McAlpin, Angela	Preschool	Granted	2nd	Teacher resigned 10/3/14
3502	Dollarway School District	3	LaGrant, Lamar	BA - UAPB	None	Algebra II	Granted	2nd	Teacher resigned 6/30/14
			Lyles, Frank	BA - UAPB	Cunningham, Charles	Mathematics	Granted	2nd	Teacher transferred to another position 10/31/14
			Warfield, Stephanie	BA - UAPB	Duncan, Linda	Kindergarten	Granted	2nd	Retired 12/19/14
2104	Dumas School District	2	Marlin, Thomas	BA - Business - Out of State	Hendrix, Mary	7/8 Career Orientation	Granted	2nd	Teacher retired 12/31/14
			Still, Tammy	MA - Engineering - Out of State	None	STEM Engineering	Granted	2nd	Vacant Position
7001	El Dorado School District	1	Byrd, Michelle	* Due to an error at the University the candidate is 2 classes short of a BME - approved by Asst. Commissioner	McClure, Megan	Elementary Music	Granted	2nd	Maternity leave
4302	England School District	1	Stephens, Brad	BA - Out of State	None	Special Education	Granted	2nd	Vacant Position

LEA	District	# Waivers Requested	Substitute Name	Substitute Credentials	Teacher of Record	Subject Teaching	Granted/ Denied	Semester Granted	Comment
6201	Forrest City School District	4	Imboden, Kelly	Unknown	None	Biology	Granted	2nd	Vacant Position
			Logan, Hunter	BA - ASU	None	Geometry	Granted	2nd	Vacant Position
			Shackelford, Bryant	BA - UAPB	None	Physical Science	Granted	2nd	Vacant Position
			Taylor, Erica	BA - Out of State	None	English	Granted	2nd	Vacant Position
4603	Fouke School District	2	Fiori, Stephanie	BA - Out of State	None	Art	Granted	2nd	Vacant Position
			Rice, Kristen	BA - Biology - Out of State	None	Chemistry; Environmental Science	Granted	2nd	Vacant Position
3002	Glen Rose School District	1	Anderson, Mary	AR - Elementary, Special Ed, Reading, G/T	Burks, Jenny	Math	Granted	2nd	Maternity leave
2807	Greene Co. Tech School Dist.	1	Lane, Jennifer	BA - Out of State	Butler, Ann	Special Education	Granted	2nd	Enrollment numbers changed 12/19/14
0503	Harrison School District	1	Mendez, Rachael	BA - Out of State	Mills, Nellie	Elementary ALE K-6	Granted	2nd	Teacher transferred to regular classroom 12/19/14
5803	Hector School District	1	Smedley, Allison	BA - AR Tech	Heinzen, Guillen	Language Arts 7-8	Granted	2nd	Maternity leave
0601	Hermitage School District	1	Smith, Ashley	BA - Art - UAM	McCue, Brandy Snead	Art K-12	Granted	2nd	Resigned 8/27/14
6202	Hughes School District	2	Gosh, Kamal	BA - UAPB	None	Agriculture	Granted	2nd	Vacant Position
			Kanapala, Geetha	BA - Out of Country	Mathis, Micheal	Science	Granted	2nd	Resigned 12/19/14
3405	Jackson Co. School District	1	Piker, Jonathan	AR - Middle Childhood Education	Churchman, Brittany	Special Education K-4	Granted	2nd	Extended medical leave
5102	Jasper School District	1	Vines, Amanda	AR - ECE P-4	Choate, Ashlee	Language Arts 7-12	Granted	2nd	Maternity leave
7003	Junction City School District	1	Kroll, Samantha	MA - SAU (enrolled in MAT at SAU)	Vacant	Secondary Agriculture	Granted	2nd	Vacant Position
4301	Lonoke School District	1	Westerman, Asheligh	AR - Speech 7-12	Flemming, Natalie	English 9th Grade	Granted	2nd	Teacher resigned 11/19/14
4202	Magazine School District	1	Lamirand, Nathan	BA - Out of State	Ryan-Wortham, Gayla Kay	5th/6th Science	Granted	2nd	Medical Leave
	Millcreek Behavioral Health	2	Butler, Christopher	BA - HSU	Baker, Janice	Special Education	Granted	2nd	Teacher resigned
			Ferrell, Latonya	BA - UAPB	Nichels, Richard	Special Education	Granted	2nd	Teacher resigned
1703	Mountainburg School District	1	Seratt, Elisabeth	AR - English/Language Arts 7-12	Morrow, Amber	1st Grade	Granted	2nd	Maternity leave

Long Term Substitutes
February 2015
State Board Agenda

LEA	District	# Waivers Requested	Substitute Name	Substitute Credentials	Teacher of Record	Subject Teaching	Granted/ Denied	Semester Granted	Comment
6505	Ozark Mountain School District	2	Clark, Nicole	BA - ATU	Hudson, Cody	Business and PE	Granted	2nd	Administrative Leave
			Horn, Michael	AR - Middle Childhood Education; PE K-12	Hudson, Cody	Business and PE	Granted	1st	Administrative Leave
3505	Pine Bluff School District	2	Adams, Latonia Michelle	BA - UAPB	None	Remediation & Enrichment	Granted	2nd	Teacher transferred to another position
			Phillips-Smith, Beatrice	BA - Out of State (working toward AR certification)	None	Physical Science	Granted	2nd	Retired 6/2/14
1106	Rector School District	1	Brown, Mallory	BA - Out of State	None	Biology, 7th and 8th Grade Science	Granted	2nd	Vacant Position
0405	Rogers School District	1	Klatt-Klingerman, Kerrey	BA - Out of State	Walters, Jennifer	Art	Granted	2nd	Teacher moved out of state 12/12/14
5805	Russellville School District	2	Crouch, Betty	AR - Reading 1-12; Elementary 1-6	McCurrie, Clarrissa	Special Education	Granted	2nd	FMLA
			Harrell, Rechel	MAT - AR Tech	Cockrill, Geneva	Special Education	Granted	2nd	Teacher Resigned 1/5/15
7311	Searcy School District	1	Alumbaugh, Mary	AR - ECE P-4, MS Science/Social Studies, Elementary K-6	Moseley, Vicki	Career and Technical	Granted	2nd	Medical Leave
2705	Sheridan School District	1	Varnell, Tina Lynette	AR - Middle Childhood Education, Career Orientation	Price, Kaitlyn Denise	English/Language Arts	Granted	2nd	Maternity leave
7008	Smackover/Norphlet School District	3	Coulter, Shannon	BA - HSU	None	Special Education	Granted	2nd	Vacant Position
			Rowton, Andrea	BA - SAU	McDaniel, Morgan	Sports Medicine	Granted	2nd	Maternity leave
			Yeager, Sydney	MA - Out of State	Wells, Kelsey	Math 7-12	Granted	2nd	Withdrew from APPEL Program 11/18/14
1507	So. Conway Co. School District	2	Beall, Alexander	AR - English/Language Arts 7-12	Goodson, Tiana Marie	Algebra I/Intro to Engineering/Principles of Engineering	Granted	2nd	Teacher resigned 12/19/14
			Palmer, Melissa Gayle	AR - ECE P-4; Elementary K-6	Betts, Carolyn Gail	Computer Business Applications/Marketing/Work-Place Learning	Granted	2nd	Teacher resigned 1/16/15
0104	Stuttgart School District	2	Bridges, Lindsey Ryan	BA - UAPB	None	6th Grade Math	Granted	2nd	Vacant Position
			McCormic, Kristen	BA - ASU	Hickman, Christy	2nd Grade	Granted	2nd	Extended Medical Leave

LEA	District	# Waivers Requested	Substitute Name	Substitute Credentials	Teacher of Record	Subject Teaching	Granted/ Denied	Semester Granted	Comment
4605	Texarkana School District	3	Bul, Angela	TX - Special Education P-12	King, Nanette	Secondary Special Education	Granted	2nd	Teacher resigned 12/15/14
			Prater, Alicia	MA - Out of State (previously licensed in TX)	Mills, Meredith	Family & Conusmer Science	Granted	2nd	Teacher resigned 10/27/14
			Upchurch, Christopher	TX - Mathematics 7-12	Rutherford, Williams Scott	Mathematics 9-12	Granted	2nd	Teacher resigned 12/31/14
5605	Trumann School District	1	Boling, Jeremy	AR - Physical/Earth; Life/Earth Sciences	Beard, Taryn	Special Ed Resource 7-12/ English & Social Studies	Granted	2nd	Teacher Resigned 12/19/14
1602	Westside Cons. School District	2	Baxter, Robin	MA - ASU (has expired license - working on renewal)	Griffin, Richard	Social Studies 7-12	Granted	2nd	Teacher deceased
			Moore, Landon	AR - PE/Wellness/Leisure; Coaching	Mayer, Wayne	Social Studies 7-12/ Coach	Granted	2nd	Teacher retired 11/17/14
38	**# Districts Requesting Long Term Substitute Waivers**	60	**# Long Term Substitute Waivers Requested**				60		**# Waivers Granted for Long Term Substitutes**

Section 1
Revolving Loans to School Districts

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

(1) Funding of its legally issued and outstanding postdated warrants;
(2) Purchase of new or used school buses or refurbishing school buses;
(3) Payment of premiums on insurance policies covering its school buildings, facilities, and equipment in instances where the insurance coverage extends three (3) years or longer;
(4) Replacement of or payment of the district's pro rata part of the expense of employing professional appraisers as authorized by §§ 26-26-601 et seq. [repealed] or other laws providing for the appraisal or reappraisal and assessment of property for ad valorem tax purposes;
(5) Making major repairs and constructing additions to existing school buildings and facilities;
(6) Purchase of surplus buildings and equipment;
(7) Purchase of school sites for and the cost of construction thereon of school buildings and facilities and the purchase of equipment for the buildings;
(8) Purchase of its legally issued and outstanding commercial bonds at a discount provided that a substantial savings in gross interest charges can thus be effected;
(9) Refunding of all or any part of its legally issued and outstanding debt, both funded and unfunded;
(10) Purchase of equipment;
(11) Payment of loans secured for settlement resulting from litigation against a school district;
(12) Purchase of energy conservation measures as defined in § 6-20-401; and
(13) (A)(i) Maintenance and operation of the school district in an amount equal to delinquent property taxes resulting from bankruptcies or receiverships of taxpayers.
(ii) Loans to school districts in an amount equal to insured facility loss or damage when the insurance claim is being litigated or arbitrated.
(B) For purposes of this subdivision (13), the loans become payable and due when the final settlement is made, and the loan limits prescribed by § 6-20-803 shall not apply.

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

STATE BOARD OF EDUCATION MEETING

FEBRUARY 12, 2016

APPLICATIONS FOR REVOLVING LOANS

REVOLVING LOAN APPLICATIONS:

1	**School Bus**	**$**	**180,620.00**
1		**$**	**180,620.00**

SCHOOL DISTRICT FINANCIAL TRANSACTIONS
REVOLVING LOANS
SCHOOL BUS
RECOMMEND APPROVAL

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Horatio	Sevier	844.07	$180,620	17.6%	$5,905,352	Purchase of a 2013 Bluebird 77 passenger bus and 2016 Bluebird 84 passenger bus.

Section 2
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

FEBRUARY 12, 2015

APPLICATIONS FOR COMMERCIAL BONDS

COMMERCIAL BOND APPLICATIONS:

2	**2nd Lien**	**$**	**5,525,000.00**
2		**$**	**5,525,000.00**

SCHOOL DISTRICT FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
2ND LIEN
RECOMMEND APPROVAL

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Beebe	White	3,201.46	$1,405,000	9.87%	$19,965,000	Constructing a 9-10 cafeteria and installing HVAC in Badger Arena ($1,350,000) and cost of issuance and underwriter's discount allowance ($55,000). Any remaining funds will be used for other capital projects and equipment purchases
Nettleton	Craighead	3,192.39	$4,120,000	11.10%	$46,565,495	Constructing, renovating and equipping school facilities, to include projects at the elementary school, high school and gymnasium ($4,000,000) and cost of issuance and underwriter's discount allowance ($120,000). Any remaining funds will be used for other construction, renovations, and equipment purchases.

Section 3
Voted Bonds

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

> A school district may borrow money and issue negotiable bonds to repay borrowed moneys from school funds for:
> (1) Building and equipping school buildings;
> (2) Making additions and repairs to school buildings;
> (3) Purchasing sites for school buildings;
> (4) Purchasing new or used school buses;
> (5) Refurbishing school buses;
> (6) Providing professional development and training of teachers or other programs authorized under the federally recognized qualified zone academy bond program, 26 U.S.C. § 1397E;
> (7) Paying off outstanding postdated warrants, installment contracts, revolving loans, and lease-purchase agreements, as provided by law.

STATE BOARD OF EDUCATION MEETING

FEBRUARY 12, 2015

APPLICATIONS FOR COMMERCIAL BONDS

COMMERCIAL BOND APPLICATIONS:

4	**Voted**	**$**	**149,110,000.00**
4		**$**	**149,110,000.00**

SCHOOL DISTRICT FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
VOTED
RECOMMEND APPROVAL

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Bryant	Saline	8,824.42	$113,825,000	19.02%	$135,455,087	Refunding the District's outstanding bonded indebtedness dated 12/1/2009, 10/1/2010, 12/1/2010, and (2) dated 10/1/2011 ($38,244,764); constructing and equipping a new elementary school, new middle school, new high school cafeteria, new arena, new auditorium fine arts building; purchasing land; constructing, refurbishing, remodeling and equipping other school facilities ($73,047,586); and cost of issuance and underwriter's discount allowance ($2,532,650).
Dover	Pope	1,393.63	$15,045,000	20.61%	$17,295,000	Refunding the outstanding bond issues dated May 1, 2010 and March 1, 2012 ($8,478,233); renovating the existing lower middle school; constructing and equipping additional middle school classrooms, safe room areas, and P.E. facility; and constructing, refurbishing, remodeling and equipping other academic school facilities ($6,209,777); and cost of issuance and underwriter's discount allowance ($356,990).
Greenbrier	Faulkner	3,308.52	$12,185,000	17.99%	$44,031,098	Building and equipping a new elementary school ($11,889,099.50), cost of issuance and underwriter's discount allowance ($295,900.50) and any remaining funds will be used for capital projects and equipment purchases.
Junction City	Union	538.80	$8,055,000	16.15%	$8,993,283	Refunding the outstanding bond issue dated April 1, 2012 ($2,147,171), constructing and equipping a new multipurpose facility/gym and specialty programs facility ($5,704,619), cost of issuance and underwriter's discount allowance ($203,210) and any remaining funds will be used for constructing, refurbishing, remodeling and equipping school facilities.

Essentials of Computer Programming

Computer Science Curriculum Framework

2015

Course Title:	Essentials of Computer Programming
Course/Unit Credit:	1
Course Number:	XXXXXX
Teacher Licensure:	Please refer to the Course Code Management System (https://adedata.arkansas.gov/ccms/) for the most current licensure codes.
Grades:	9 - 12
Prerequisite:	N/A

Essentials of Computer Programming

Essentials of Computer Programming is a course for students with no formal computer programming experience. Students will spend the majority of time coding to solve real-world problems in a collaborative environment. The course focuses on developing computational thinking, refining problem-solving skills, and applying key programming concepts. Throughout the course, students will use developmentally appropriate and accurate terminology when communicating about technology. Essentials of Computer Programming does not require additional Arkansas Department of Education approval.

Strand	Content Standards
Computational Thinking	
	1. Students will use relevant program design and problem-solving strategies.
	2. Students will evaluate different data representations for storing information.
	3. Students will create and evaluate algorithms to solve problems.
Computing Practice and Programming	
	4. Students will evaluate the use of programming languages to solve problems.
	5. Students will analyze the capabilities of a programming language.
	6. Students will create, test, and use computer programs to solve problems.
Elements of Computing	
	7. Students will classify different types of computers and systems.
	8. Students will describe the major components of a computer system.
	9. Students will analyze the relationships within systems and components.
Social and Ethical Aspects of Programming	
	10. Students will analyze ethical and unethical uses of technology and programming.

Notes:

1. The examples given (e.g.,) are suggestions to guide the instructor.
2. All items in a bulleted list are required to be taught.
3. This curriculum framework is intended to assist in district curriculum development and unit design.
4. This curriculum framework is not a progression document, nor is it intended to be a state-mandated curriculum designating how or when content is taught.
5. The use of the word “language” in this document refers to the programming language selected locally.

Strand: Computational Thinking

Content Standard 1: Students will use relevant program design and problem-solving strategies.

CT.1.ECP.1	Discuss approaches to problem solving used in programming
CT.1.ECP.2	Represent problem-solving logic (e.g., flowcharts, pseudocode, role-play)
CT.1.ECP.3	Interpret logical expressions using Boolean operators (e.g., AND, NOT, OR)
CT.1.ECP.4	Demonstrate operator precedence in expressions (e.g., inside-out, left-to-right, order of operations, right-to-left)
CT.1.ECP.5	Identify the appropriate use of control flow constructs
CT.1.ECP.6	Demonstrate how large problems can be deconstructed into a sequence of smaller problems
CT.1.ECP.7	Analyze and implement collaborative methods in problem solving when appropriate

Strand: Computational Thinking

Content Standard 2: Students will evaluate different data representations for storing information.

CT.2.ECP.1	Classify the types of information that can be stored as variables (e.g., integers, floating points, characters, Booleans, strings)
CT.2.ECP.2	Compare and contrast how variables of different data types are represented in computer memory (e.g., ASCII codes, binary numbers)
CT.2.ECP.3	Compare techniques for manipulating and using data (e.g., searching, sorting)
CT.2.ECP.4	Analyze data organizational structures (e.g., arrays, databases, files)

Key: CT.1.ECP.1 = Computational Thinking.Content Standard 1.Essentials of Computer Programming.1st Student Learning Expectation

Strand: Computational Thinking

Content Standard 3: Students will create and evaluate algorithms to solve problems.

CT.3.ECP.1	Define the term algorithm as used in programming
CT.3.ECP.2	Apply algorithmic reasoning to connect problem-solving processes to programming
CT.3.ECP.3	Investigate ways in which a sequence of algorithms can be combined to create new algorithms
CT.3.ECP.4	Compare and contrast the functional characteristics (e.g., clarity, efficiency, understandability) of algorithms that solve the same problem
CT.3.ECP.5	Develop a procedure to test an algorithm
CT.3.ECP.6	Validate the effectiveness of an algorithm in solving a defined problem

Key: CT.3.ECP.1 = Computational Thinking.Content Standard 3.Essentials of Computer Programming.1st Student Learning Expectation

Strand: Computing Practice and Programming
Content Standard 4: Students will evaluate the use of programming languages to solve problems.

CPP.4.ECP.1	Compare and contrast computer programming paradigms and languages (e.g., machine code, object oriented languages, procedural languages, visual programming languages)
CPP.4.ECP.2	Describe the sequence of steps necessary to create and execute a program on a computer
CPP.4.ECP.3	Manually trace the execution path of code to understand flow of control
CPP.4.ECP.4	Manually trace the execution path of code to determine the output for a sample input

Strand: Computing Practice and Programming
Content Standard 5: Students will analyze the capabilities of a programming language.

CPP.5.ECP.1	Explain how variables are created and initialized
CPP.5.ECP.2	Explain how arrays/lists are created and initialized
CPP.5.ECP.3	Compare and contrast capabilities of a language for conditional branching (e.g., if, if-else, multi-branch)
CPP.5.ECP.4	Compare and contrast capabilities of a language for iteration (e.g., counter controlled, event controlled)
CPP.5.ECP.5	Investigate various capabilities of a language for abstraction including functions, parameters, and return values
CPP.5.ECP.6	Recognize potential problems or limitations with conditional branching, iteration, and abstraction features (e.g., infinite loops, range checking on parameters, unreachable branches)
CPP.5.ECP.7	Analyze traditional programming algorithms (e.g., data management, searching, sorting)
CPP.5.ECP.8	Examine methods used for the input and output of data

Key: CPP.4.ECP.1 = Computing Practice and Programming.Content Standard 4.Essentials of Computer Programming.1st Student Learning Expectation

Strand: Computing Practice and Programming

Content Standard 6: Students will create, test, and use computer programs to solve problems.

CPP.6.ECP.1	Design source code that is efficient and easy to read
CPP.6.ECP.2	Integrate clear and appropriate documentation within student designed source code
CPP.6.ECP.3	Use an editor or visual interface to create and execute programs
CPP.6.ECP.4	Implement computing applications by integrating software development tools and techniques • variables of different data types • arrays/lists of different sizes • conditional branching • iteration • combinations of conditional branching and iteration • functions (e.g., input/output libraries, graphical display libraries, math function libraries, user-defined functions)
CPP.6.ECP.5	Ensure program correctness by utilizing debugging output statements and test cases
CPP.6.ECP.6	Compare and contrast the implementation of two or more programming solutions for the same problem

Key: CPP.6.ECP.1 = Computing Practice and Programming.Content Standard 6.Essentials of Computer Programming.1st Student Learning Expectation

Strand: Elements of Computing

Content Standard 7: Students will classify different types of computers and systems.

EC.7.ECP.1	Identify a variety of electronic devices (e.g., computers, Global Positioning Systems [GPS], smart devices, vehicles) that contain computational processors and execute programs
EC.7.ECP.2	Discuss current trends (e.g., improved user interaction, increasing processor speed and data storage, parallel and distributed systems) in computing

Strand: Elements of Computing

Content Standard 8: Students will describe the major components of a computer system.

EC.8.ECP.1	Describe the hardware components of a computer
EC.8.ECP.2	Identify unique components (e.g., accelerometers, GPS, touch screens) in mobile computing devices
EC.8.ECP.3	Identify the main software components (e.g., operating system, programming tools, user applications) in a computer

Strand: Elements of Computing

Content Standard 9: Students will analyze the relationships within systems and components.

EC.9.ECP.1	Demonstrate an understanding of the relationship of input and output among systems and components
EC.9.ECP.2	Apply strategies to solve routine hardware problems
EC.9.ECP.3	Evaluate tools (e.g., compilers, computer networks, interpreters, operating systems, program editors) necessary to support program execution

Key: EC.7.ECP.1 = Elements of Computing.Content Standard 7.Essentials of Computer Programming.1st Student Learning Expectation

Strand: Social and Ethical Aspects of Programming

Content Standard 10: Students will analyze ethical and unethical uses of technology and programming.

SEA.10.ECP.1	Differentiate among open source, freeware, and proprietary software licenses
SEA.10.ECP.2	Discuss consequences of misuse of information and technology
SEA.10.ECP.3	Discuss social and economic implications (e.g., local, national, global) associated with ethical and unethical hacking and software piracy
SEA.10.ECP.4	Demonstrate legal and ethical behaviors when using information and technology
SEA.10.ECP.5	Apply academic integrity in programming

Key: SEA.10.ECP.1 = Social and Ethical Aspects of Programming.Content Standard 10.Essentials of Computer Programming.1st Student Learning Expectation

Contributors

The following people contributed to the development of this document:

Dr. Keith Bush - University of Arkansas at Little Rock	Andy Hostetler - Jonesboro School District
Dr. Benard Chen - University of Central Arkansas	Tim Johnston - Arkansas Department of Career Education
Gini Cocanower - Bentonville School District	Angela Marsh - University of Arkansas at Monticello
Carl Frank - Arkansas School for Mathematics, Sciences, and the Arts	Mark McDougal - Benton School District
Jordan Frizzell - Star City School District	Anthony Owen - Arkansas Department of Education
Dr. John Gauch - University of Arkansas	Jerry Prince - EAST Initiative
Jimmie Harper - Henderson State University	Jake Qualls - Arkansas State University
Wes Hinesley - Acxiom	Dr. Kenji Yoshigoe - University of Arkansas at Little Rock

Robert Jenkins, President
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Clay Goff, Secretary

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1201 West Center Street
Beebe, Arkansas 72012
Phone 501-882-5463
Fax 501-882-5465

Janet Hines, Member
Harold Davis, Member
Dr. Belinda Shook, Superintendent

Mr. Tony Wood, Commissioner
Arkansas Department of Education
#4 State Capitol Mall
Little Rock, AR 72201-1019

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COMMISSIONER'S OFFICE
DEC 19 2014
DEPARTMENT OF EDUCATION

December 16, 2014

May 12, 2014

Dear Mr. Wood:

On May 1, 2014 the Beebe School District (Superintendent and School Board President) received notice that Badger Academy, the District's ALE/Conversion Charter School, has been identified to meet the definition of "academic distress" as set forth in Section 3.02.2 of the ACCTAP Rules. On May 12, 2014, I sent an appeal letter to the ADE and we appealed the status before the State Board of Education in July, 2014. It was my understanding, after the State Board Meeting in July 2014, consideration would be given to exempt Alternative Learning Environments from academic distress. However, we recently received another letter, dated November 25, 2014, that Badger Academy, once again, is classified in "academic distress."

According to §6-15-428, "The State Board 's determination shall be final except that a school district may appeal to Pulaski County Circuit Court under the Arkansas Administrative Procedure Act." The minutes of the July 2014 state board meeting states the following:

"Ms. Zook made a motion, seconded by Ms. Saviers, to table a decision on A-8 Beebe School District's appeal of Badger Academy's academic distress designation, A-9 Cabot School District's appeal of Cabot Learning Academy's academic distress designation, A-10 Hot Springs School District's appeal of Summit School's academic distress designation, A-11 Little Rock School District's appeal of Accelerated Learning program's academic distress designation, and A-12 Little Rock School District's appeal of W.D. Hamilton Learning Academy's academic distress designation until the Academic Distress Rules are reviewed. The motion carried unanimously."

As you know, Badger Academy is an alternative learning environment/conversion charter school. Students who attend Badger Academy exhibit the following situations that negatively affect the student's academic and social progress:

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SCHOOL ACCOUNTABILITY

- Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics;
- Abuse: physical, mental, or sexual;
- Frequent relocation of residency;
- Homelessness;
- Inadequate emotional support;
- Mental/physical health problems;
- Pregnancy;
- Single parenting;
- Personal or family problems or situations;
- Recurring absenteeism;
- Dropping out from school; or
- Disruptive behavior.

In addition, please consider the following:

- Students transition in and out of the ALE environment, with the goal for them to return to the regular classroom.

- The small number of students who test do not constitute a statistically relevant number. In most cases, only two or three students per grade level test each year, so the total three-year period may be only 6-9 students.

- The LEAs, from which the students transfer, could easily absorb the test scores produced by the ALE students, with minimal effect.

- The majority of students who attend Badger Academy are substantially below grade level, thus, as the criteria indicates, the reason for placement.

Badger Academy has seen great success and has been the impetus behind the graduation of many at-risk students. Perhaps, a secondary data source could be used to measure the school's progress. A snapshot of a student's performance on one day, after attending the school a short period of time is not an accurate measurement of the instructional effects from Badger Academy.

As the superintendent of the Beebe School District, year after year, I hear from students, parents and grandparents, their child would have never graduated without the intensive support of Badger Academy. We watch students enter and make up work at an accelerated pace to attain grade-level status with peers. We see students graduate from the Second Chance Program and go to college. Rest assured, the school is helping students succeed.

Taking into account the method for measurement, along with the other information presented, in reality, it is not likely that Badger Academy will ever meet the 49.5% requirement. In fact, if this is the only measure for a school of this sort, instead of reaping the negative publicity, the District might be better off to abandon the ALE/ conversion charter school. However, this would not be best for the population of students served by the school, which is the reason it was established.

Thank you and please consider this our formal request to appeal this designation.

Sincerely,

Belinda Shook

Dr. Belinda P. Shook
Superintendent
Beebe School District

Today... and ...
Fort Smith Public Schools
in the Future

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DEC 29 2014
DEPARTMENT OF EDUCATION

Office of the Superintendent
3205 Jenny Lind • P.O. Box 1948
Fort Smith, Arkansas 72902-1948
479-785-2501
Fax: 479-785-1722

December 22, 2014

Mr. Tony Wood, Commissioner
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201-1019

Certified Mail Return Receipt
#7013 0600 0001 0769 4314

Re: Appeal of Academic Distress Designation for Belle Point Alternative Center

Dear Mr. Wood:

In your letter dated November 25, 2014 and received by my office on December 1, 2014, I was advised that the Arkansas Department of Education has identified the Belle Point Alternative Center as being in academic distress. This notification is not unlike a similar letter I received during the previous year.

The Belle Point Alternative Center serves students who have not been successful in other secondary schools as a result of situations/conditions which may include, but not be limited to: irregular attendance, substance abuse, conduct issues, incarceration, family instability, or any number of other factors. For most of these students, the presence of these conditions results in academic performance which is far below District norms and expectations. It is also likely that many students assigned to Belle Point have experienced legal problems which have resulted in both short and long-term incarceration by the Division of Youth Services. This school is not designed as a final destination, and when the conditions—personal or academic—which resulted in the assignment are resolved, students return to other secondary schools.

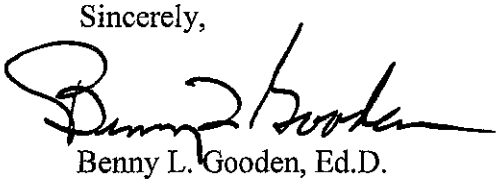
As I have noted on previous occasions, the "academic distress" designation is inappropriate for Belle Point and other similar programs. The onerous penalties outlined in the rule will do nothing to address the individual needs of these students, or to improve the overall performance of the school. Removing the staff, sending the students elsewhere, bringing in another committee to review the program, casting the Board of Education out of office, closing the school or firing the Superintendent of Schools will not change the conditions in which these students live and will not ameliorate their academic and personal issues.

Nonetheless, the Arkansas Department of Education persists in making this designation. The State Board of Education wisely set aside the academic distress designation for schools like Belle Point during the previous cycle. Since that time, there has been considerable discussion about

the appropriateness of assigning A-F grades to alternative schools like Belle Point when this process emerges soon. The State Board of Education has thoughtfully addressed this issue only to be rebuffed by a Legislative review. Although the principle in these two contexts is the same, the ACTAAP rules designating the academic distress threshold appear to be at the discretion of the Board as opposed to the A-F grading which is set in statute. At some point, reasonableness must prevail.

I respectfully request that the State Board of Education reconsider this designation, and accordingly I am requesting a hearing before the Board as authorized by statute and by the ACTAAP rules. I look forward to meeting with you.

Sincerely,



Benny L. Gooden, Ed.D.
Superintendent of Schools

pc: Maria Arnold
Mitch Llewellyn
State Board of Education
Board of Education

LITTLE ROCK SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

December 1, 2014

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DEC 3 2014
DEPARTMENT OF EDUCATION

Mr. Tony Wood, Commissioner
Arkansas Department of Education
4 Capitol Mall
Little Rock, AR 72201

Dear Mr. Wood:

The Little Rock School District is appealing the designation of "academic distress" for Hamilton Learning Academy, the Accelerated Learning Center (ACC), and Forest Heights Middle School. The district was notified that the Arkansas Department of Education had approved the closure of LEA 6001068 - Accelerated Learning Center, and LEA 6001070 - Hamilton Learning Academy, on August 11, 2014. Both programs are alternative learning environments, and the students who attend the programs for brief periods of time are assigned to a high school that is fully accountable for their academic performance.

The ADE also gave approval for the closure of LEA 6001009 - Forest Heights Middle School effective July 1, 2014, and the establishment of a new LEA number 6001075 for Forest Heights STEM Academy. The new Forest Heights STEM Academy is now open with a new staff, new students and a new grade configuration (K-8).

The classification of academic distress for Hamilton Learning Academy, Accelerated Learning Center (ACC) and Forest Heights Middle School is now moot since the three LEAs have been closed.

If you need additional information, or if you would like to discuss this matter with me, please feel free to give me a call.

Sincerely

Dr. Dexter Suggs
Superintendent of Schools

Attachments:

- ADE approval for closure of LEA Hamilton Learning Academy and LEA Accelerated Learning Center (ACC);
- ADE approval to close LEA Forest Heights Middle School and open LEA Forest Heights STEM Academy

810 West Markham Street • Little Rock, Arkansas 72201 • (501) 447-1002

ARKANSAS DEPARTMENT OF EDUCATION

FAX

TO:	Supt. Dexter Suggs/Summer Young	FROM:	CARMEN JORDAN – 501-682-4887 CJ
FAX:	501-447-1159	PAGES:	3
PHONE:		DATE:	April 11, 2014
RE:	LEA Change Form	CC:	

☒ Urgent ☒ For Review ☐ Please Comment ☐ Please Reply ☐ Please Recycle

The LEA request forms have been received and approved for the following:

- LEA 6001056, Geyer Springs Elementary School grades P-05 is approved for a name change to Geyer Springs Gifted & Talented Academy grades 01-05.
  (Note: the request indicates this school will remove a grade level each school year to eventually house grades 03-05. The district must notify ADE each school year of the impeding change of the grade level for this school)
- Closure of LEA 6001009, Forest Heights Middle School
- Request a new LEA number for Forest Heights STEM Academy grades K-08 located at 5901 Evergreen, Little Rock, AR 72205. The LEA assigned to this location is 6001075

Please note: These changes are effective July 1, 2014. Contact me if there are questions about this change.

Please retain copies of the attached form as it is your OFFICIAL notification.

Some changes have the potential to impact a school's Accountability Status under ESEA Flexibility. Please contact the Office of Public School Accountability at 501-682-7339 regarding concerns about a school's Accountability Status.

Revised: 7/14/2005

Arkansas Department of Education LEA Number Assignment/Change Form

Important: All LEA number changes will be processed July 1st through September 1st annually. No request will be processed before or after this time period. Forms must be filled out completely and correctly and signed by superintendent only.

District Name: Little Rock School District District LEA # 6001000

Request is for: ☐ Change School/Building Description ☒ Inactivation of LEA Number

Current School Building Name: Geyer Springs Elementary School LEA# 6001056

CURRENT SCHOOL	GRADE LOW	GRADE HIGH
a. Elementary	PK	5
b. Middle		
c. High		

Request is for: ☒ Assignment of New LEA

Name of New/Changed School/Building: Geyer Springs Gifted & Talented Academy

NEW/CHANGED SCHOOL	GRADE LOW	GRADE HIGH
a. Elementary	3	5
b. Middle		
c. High		

If request is for a new or inactivated school/building, will grade spans change for other schools/buildings in the district? If so, please specify what schools and grade spans will be changed:
Geyer Springs Gifted & Talented Academy will not result in a change in the grade spans at other LRSD schools.

If requesting assignment of a NEW building, please indicate the physical address of the building below:

Is this a Charter School? ☐ Yes ☒ No

If yes, ☐ Conversion ☐ Open Enrollment

Is this an Alternative School? ☐ Yes ☒ No

Please state briefly the reason(s) for the assignment/change/inactivation. Attach additional sheet(s), if necessary.
The LRSD School Board, on the Superintendent's recommendation, approved converting Geyer Springs Elem. School to Geyer Springs Gifted & Talented Academy (3-5). (phase in: grades 1-5 in 2014-15; 2-5 in 2015-16; 3-5 in 2016-17)

Dr. Dexter Suggs — Superintendent's Signature

3-6-14 — Date

501-447-1000 — Telephone Number

501-447-1159 — Fax Number

dexter.suggs@lrsd.org — E-Mail Address

APSCN office use only

☒ Approved ☐ Not Approved ☐ More Information Needed

LEA Number Assigned _____ Effective Date July 1, 2014

Comments name & grade level change.

Please return to: Carmen Jordan
APSCN, 101 E. Capitol, Suite 101
Little Rock, AR 72201

Tel: (501) 682-4887
Fax: (501) 682-5035

RECEIVED 3-11-14

Revised: 7/14/2005

Arkansas Department of Education LEA Number Assignment/Change Form

Important: All LEA number changes will be processed July 1st through September 1st annually. No request will be processed before or after this time period. Forms must be filled out completely and correctly and signed by superintendent only.

District Name: Little Rock School District District LEA # 6001000

Request is for: ☐ Change School/Building Description ☒ Inactivation of LEA Number

Current School Building Name: Forest Heights Middle School LEA# 6001009

CURRENT SCHOOL	GRADE LOW	GRADE HIGH
a. Elementary		
b. Middle	6	8
c. High		

Request is for: ☒ Assignment of New LEA

Name of New/Changed School/Building: Forest Heights STEM Academy

NEW/CHANGED SCHOOL	GRADE LOW	GRADE HIGH
a. Elementary	K	5
b. Middle	6	8
c. High		

If request is for a new or inactivated school/building, will grade spans change for other schools/buildings in the district? If so, please specify what schools and grade spans will be changed:
Forest Heights STEM Academy will not result in a change in the grade spans at other LRSD schools.

If requesting assignment of a NEW building, please indicate the physical address of the building below:

Is this a Charter School? ☐ Yes ☒ No

If yes, ☐ Conversion ☐ Open Enrollment

Is this an Alternative School? ☐ Yes ☒ No

Please state briefly the reason(s) for the assignment/change/inactivation. Attach additional sheet(s), if necessary.
The LRSD School Board, on the Superintendent's recommendation, approved converting Forest Heights Middle School (6-8) to Forest Heights STEM Academy (K-8)

Dr. [illegible] Superintendent's Signature — Date: 3-6-14

501-447-1000 Telephone Number — 501-447-1159 Fax Number — 501-447-1000 E-Mail Address

APSCN office use only

☒ Approved ☐ Not Approved ☐ More Information Needed

LEA Number Assigned 6001075 Effective Date July 1, 2014

Comments Closed and open under new name + grade level

Please return to: Carmen Jordan
APSCN, 101 E. Capitol, Suite 101
Little Rock, AR 72201

Tel: (501) 682-4887
Fax: (501) 682-5035

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ARKANSAS DEPARTMENT OF EDUCATION

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AUG 11 2014
SUPERINTENDENT'S OFFICE

RECEIVED
AUG 11 2014
SUPERINTENDENT'S OFFICE

FAX

TO:	Supt. Dexter Suggs/Summer Young	FROM:	CARMEN JORDAN – 501-682-4887
FAX:	501-447-1159	PAGES:	3
PHONE:		DATE:	August 11, 2014
RE:	LEA Change Form	CC:	

☒ Urgent ☒ For Review ☐ Please Comment ☐ Please Reply ☐ Please Recycle

The LEA request forms have been received and approved for the following:

- Closure of LEA 6001068, Accelerated Learning Center
- Closure of LEA 6001070, Hamilton Learning Academy

Please note: These changes are effective August 11, 2014. Contact me if there are questions about this change.

Please retain copies of the attached form as it is your OFFICIAL notification.

Some changes have the potential to impact a school's Accountability Status under ESEA Flexibility. Please contact the Office of Public School Accountability at 501-682-7339 regarding concerns about a school's Accountability Status.

Revised: 7/14/2005

Arkansas Department of Education LEA Number Assignment/Change Form

Important: All LEA number changes will be processed July 1st through September 1st annually. No request will be processed before or after this time period. Forms must be filled out completely and correctly and signed by superintendent only.

District Name: Little Rock School District District LEA # 6001000

Request is for: ☐ Change School/Building Description ☒ Inactivation of LEA Number

Current School Building Name: Hamilton Learning Academy LEA# 6001070

CURRENT SCHOOL	GRADE LOW	GRADE HIGH
a. Elementary		
b. Middle	6	8
c. High	9	12

Request is for: ☐ Assignment of New LEA

Name of New/Changed School/Building:

NEW/CHANGED SCHOOL	GRADE LOW	GRADE HIGH
a. Elementary		
b. Middle		
c. High		

If request is for a new or inactivated school/building, will grade spans change for other schools/buildings in the district? If so, please specify what schools and grade spans will be changed:
No

If requesting assignment of a NEW building, please indicate the physical address of the building below:
N/A

Is this a Charter School? ☐ Yes ☒ No

If yes, ☐ Conversion ☐ Open Enrollment

Is this an Alternative School? ☒ Yes ☐ No

Please state briefly the reason(s) for the assignment/change/inactivation. Attach additional sheet(s), if necessary.
Hamilton is a program that serves students who are not successful in their home schools for short periods of time; it is not a full service school. Accountability for students will be assigned to the home school.

Superintendent's Signature 7-30-14 Date

501-447-1002 Telephone Number | 501-447-1159 Fax Number | Dexter.Suggs@lrsd.org E-Mail Address

APSCN office use only
☒ Approved ☐ Not Approved ☐ More Information Needed
LEA Number Assigned
Effective Date Aug 11, 2014
Comments Closed

Please return to: Carmen Jordan
APSCN, 101 E. Capitol, Suite 101
Little Rock, AR 72201

Tel: (501) 682-4887
Fax: (501) 682-5035

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LITTLE ROCK

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COMMISSIONER'S OFFICE
DEC 19 2014
DEPARTMENT OF EDUCATION

December 19, 2014

Mr. Tony Wood, Commissioner
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201-1019

Re: Appeal of Academic Distress Identification

Dear Mr. Wood:

In accordance with Ark. Code Ann. §6-15-428(b) and the instructions contained in your letter dated November 25, 2014, please accept this letter as SIATech Charter High School's appeal of the Department of Education's identification of the school as being as in academic distress.

I respectfully ask that the State Board of Education take into account the following information about SIATech Charter High School during its consideration of our appeal.

SIATech Charter High School serves a unique portion of the student population in the Little Rock metropolitan area. Our students withdrew from their previous schools for various reasons and most spent one or more terms out of school. These students enroll in SIATech to reengage in school and complete their high school diploma because we offer an individualized, proficiency-based curriculum, small classes, and personalized instruction from highly qualified teachers.

SIATech students encounter a number of challenges outside of school: food insecurity, homelessness, single teenage parenting, lack of transportation, inability to find a job, gang pressures, and parental absence due to imprisonment and/or substance addiction. In addition, many SIATech students have faced incarceration, probation, and the effects of substance abuse as they try to "get by." These students are already statistics in the school system: they are no longer in their graduation cohort, they are "dropouts". However, to refuse to provide educational opportunities for these students simply because we can no longer gain points for their diplomas is unconscionable. All students deserve the opportunity to acquire a free high school diploma through a public school, and the fact that some students need more time to complete their academic requirements is no reason to withdraw opportunities. Most of our students enter with reading and mathematics levels well below their last grade level, behind on credits, with missed end-of-course exams, and they are usually overage for their grade level. At SIATech, we offer these students a nonjudgmental environment, a supportive staff, and we recognize that the challenges our students face outside of school hours bleed into the school day and affect a student's ability to learn. Our challenge, which we are meeting as we prepare these students for college, career, and/or military service, entails shifting a student's focus toward a chosen future rather than one dictated by statistics.

RECEIVED
DEC 30 2014
DIVISION OF PUBLIC
SCHOOL ACCOUNTABILITY

6224 Interstate 30
Little Rock, AR 72209
PH 501.562.0395
info@siatech.org
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RECEIVED
COMMISSIONER'S OFFICE
DEC 29 2014
DEPARTMENT OF EDUCATION

SPRINGDALE
SCHOOL DISTRICT

Dr. Jim D. Rollins
Superintendent

December 19, 2014
Re: Academic Distress: Springdale Alternative School

CERTIFIED MAIL
RETURN RECEIPT REQUESTED

Tony Wood, Commissioner
Arkansas Department of Education,
Four Capitol Mall
Little Rock, Arkansas 72201

Dear Commissioner Wood,

Enclosed in this packet please find our district request for your administrative team and Arkansas State Board of Education to review the appeal concerning the Springdale Alternative Environment change in classification designation.

I sincerely appreciate the board's time in reviewing this most important appeal for our students. We appreciate your dedication to the students in our state and look forward to the opportunity to discuss the reasons for this requested changed contained in the enclosure.

Sincerely,

Jim D. Rollins, Superintendent

JDR/av
Enclosure

cc: Clay Hendrix
Megan Witonski

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DEC 31 2014
DIVISION OF PUBLIC
SCHOOL ACCOUNTABILITY

Written Justification

for why

Springdale Alternative School

LEA 72-07-067

should not be classified as being in

Academic Distress

Springdale Alternative School, also known as Archer Learning Center, is an alternative program for high school students formerly operated as a Local Educational Agency (LEA) by the Springdale School District in Springdale, Arkansas. The program began in August 2004 and requested an LEA number in June 2008 as a school with a grade configuration that included eighth through 12th grades. The first reported test scores for the LEA began in the 2009 school year.

There are several reasons for the appeal to not be designated as an academic distress school.

- Meeting the needs of students
- Increased graduation rate
- Decreased dropout rate
- Increased attendance rate
- Eighty percent change in faculty and staff members
- Dramatic increase in student achievement from 0 percent Proficient/ Advanced (2009) to 63 percent in literacy (2014).
- Dramatic increase in student achievement from 7 percent Proficient/ Advanced (2009) to 53 percent in Algebra (2014). Also an increase from 14 percent Proficient/Advanced (2009) to 58% in Geometry (2014).
- The school LEA no longer exists.

The program met the needs of students and families since the inception.

When initially designated as a school it functioned to meet the needs of students who benefit from alternative learning based on Arkansas Code 16-18-508 and Arkansas Code 16-18-509. The school began to observe Arkansas Law 1118 of 2011 and Arkansas Department of Education (ADE) Rules. Section 5 of Arkansas Law 1118 of 2011. Within this section, the law indicates that the program should be designed to eliminate barriers to learning. This is achieved by providing beneficial interventions, personalized learning, a smaller student to teacher ratio, continuous monitoring of progress, and an individualized plan enrollment and for exiting the program. The Nichols Behavioral Checklist as well as careful student monitoring was essential to the success of each pupil.

Students who attended this school found a learning environment that better met their needs. Data analysis revealed the increase in graduation rate, decrease in the dropout rate, and increased attendance rate when compared to their attendance rate at their former traditional high school.

The district respectfully requests the honorable members of the Arkansas State Board of Education not designate Springdale Alternative School as a school in academic distress because of the positive impact on the lives of students and families and our community by meeting the needs of students and families.

The district responded quickly and dramatically after being designated as a priority school

The school was designated as a Needs Improvement: Priority School in 2011-2012. To respond to that designation, the district made several changes. These changes included changing the school leadership and the new leadership was granted permission to make changes in the faculty and staff as extensively as was deemed necessary. Since July 2012, over 80 percent of the faculty and staff have changed.

The district respectfully requests the honorable members of the Arkansas State Board of Education not designate Springdale Alternative School as a school in academic distress because of the district's commitment and proven record of taking whatever measures necessary to reform the school.

In the years immediately following designation as a Priority School, student achievement increased quickly and dramatically.

In the years following, the district implemented school takeover reform measures, student achievement increased dramatically. In the 2011-2012, the average proficiency rate of students in benchmark and end of course (EOC) literacy and mathematics combined was 12.6 percent. The same figure in the 2012-2013 school year was 55.4 percent, increasing the proficiency rate by 42.8 percent Again in the 2013-2014 school year, the proficiency rate increased another 6.7 percent to 62 percent, which is comparable to many traditional high schools across the state.

Academic distress designation is considered when 49.5 percent or less of students in a school achieve proficient or advanced in mathematics and literacy for the most recent three year period.

The district respectfully requests the honorable members of the Arkansas State Board of Education not designate Springdale Alternative School as a school in academic distress based upon the quick and dramatic increase in student achievement.

The LEA was closed at the end of the 2013-2014 school year.

The designation of Academic Distress has no effect on a school that no longer exists as an LEA. Reform measures cannot be enforced at a school that does not exist and it is hardly professionally predictable to improve on the dramatic increases already realized.

The district understands and acknowledges that the designation is based upon student achievement data from the previous school year data during which the school was an independent LEA. Additionally, the district understands the Arkansas StateBoard of Education has the flexibility to designate or not designate a school as being in academic distress according to Section 3.02.2.1 of the ACTAAP Rules.

The district respectfully requests the honorable members of the Arkansas State Board of Education not designate Springdale Alternative School as a school in academic distress because the LEA has been closed.

Recommendations for Removal from Academic Distress

This document certifies that the following schools/districts are no longer at or below the 49.5 percent proficiency level that caused them to be classified in academic distress: Augusta High School, Fordyce High School, Marvell-Elaine High School, Osceola High School, Harris Elementary, Jacksonville High School, Lee County School District, and Strong-Huttig School District. Section 3.02 et seq. of the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program states that academic distress classification is assigned to any public school or public school district in which 49.5 percent or less of its students achieve proficient or advanced in math and literacy on the state-mandated criterion referenced assessments administered in that district for the most recent three (3) year period… The following schools/districts are recommended for removal.

District	School LEA#	School Name	2012-2014 Percent Proficient or Advanced
Augusta	7401003	Augusta High School	50.169
Fordyce	2002007	Fordyce High School	56.277
Marvel-Elaine	5404032	Marvell-Elaine High School	51.659
Osceola	4713051	Osceola High School	52.348
Pulaski County Special	6003102	Harris Elementary	50.83
Pulaski County Special	6003123	Jacksonville High School	54.363

District	District LEA	2012-2014 Percent Proficient or Advanced
Lee County School District	3904000	49.513
Strong-Huttig School District	7009000	50.713

In addition to the above, the ADE requests that any school and/or district which ceases to exist after being identified or classified as being in academic distress, no longer be required to be included in any future reports to the State Board of Education.

Schools with Proficiency of 49.5 Percent or Less

District Number	District Name	School LEA Number	School Name	Academic Distress Status	2012 - 2014 Percent Proficient Math + ELA
7302	BEEBE SCHOOL DISTRICT	7302703	BADGER ACADEMY	Yes	20.588
4702	BLYTHEVILLE SCHOOL DISTRICT	4702706	BLYTHEVILLE HIGH SCHOOL-A NEW TECH SCHOOL	Yes	42.664
4702	BLYTHEVILLE SCHOOL DISTRICT	4702012	BLYTHEVILLE MIDDLE SCHOOL	Yes	49.423
4304	CABOT SCHOOL DISTRICT	4304016	CABOT LEARNING(IALE) ACADEMY	Yes	26.471
6044	COVENANTKEEPERS CHARTER SCHOOL	6044702	COVENANT KEEPERS CHARTER	Yes	46.640
901	DERMOTT SCHOOL DISTRICT	901003	DERMOTT HIGH SCHOOL	Yes	48.562
3502	DOLLARWAY SCHOOL DISTRICT	3502010	DOLLARWAY HIGH SCHOOL	Yes	32.306
6201	FORREST CITY SCHOOL DISTRICT	6201011	FORREST CITY HIGH SCHOOL	Yes	43.979
6201	FORREST CITY SCHOOL DISTRICT	6201702	LINCOLN ACADEMY OF EXCELLENCE	Yes	46.513
6201	FORREST CITY SCHOOL DISTRICT	6201010	FORREST CITY JR. HIGH	Yes	48.240
6601	FORT SMITH SCHOOL DISTRICT	6601005	BELLE POINT ALTERNATIVE CENTER	Yes	28.205
5403	HELENA/ W.HELENA SCHOOL DIST.	5403019	CENTRAL HIGH SCHOOL	Yes	44.666
2603	HOT SPRINGS SCHOOL DISTRICT	2603013	SUMMIT SCHOOL	Yes	28.358
6001	LITTLE ROCK SCHOOL DISTRICT	6001070	W.D. HAMILTON LEARNING ACADEMY	Yes	4.762
6001	LITTLE ROCK SCHOOL DISTRICT	6001068	ACCELERATED LEARNING PROGRAM	Yes	11.111
6001	LITTLE ROCK SCHOOL DISTRICT	6001002	HALL HIGH SCHOOL	Yes	39.255
6001	LITTLE ROCK SCHOOL DISTRICT	6001702	CLOVERDALE AEROSPACE TECH CHAR	Yes	41.360
6001	LITTLE ROCK SCHOOL DISTRICT	6001064	MCCLELLAN MAGNET HIGH SCHOOL	Yes	43.697
6001	LITTLE ROCK SCHOOL DISTRICT	6001063	J.A. FAIR HIGH SCHOOL	Yes	44.420
6001	LITTLE ROCK SCHOOL DISTRICT	6001013	HENDERSON MIDDLE SCHOOL	Yes	46.041
6001	LITTLE ROCK SCHOOL DISTRICT	6001052	BASELINE ELEMENTARY SCHOOL	Yes	46.208
6001	LITTLE ROCK SCHOOL DISTRICT	6001009	FOREST HEIGHTS MIDDLE SCHOOL	Yes	49.100
3505	PINE BLUFF SCHOOL DISTRICT	3505042	PINE BLUFF HIGH SCHOOL	Yes	38.132
3505	PINE BLUFF SCHOOL DISTRICT	3505025	BELAIR MIDDLE SCHOOL	Yes	47.782
3505	PINE BLUFF SCHOOL DISTRICT	3505034	OAK PARK ELEMENTARY SCHOOL	Yes	48.276
6003	PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003125	WILBUR D. MILLS HIGH SCHOOL	Yes	48.398
6003	PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003119	JACKSONVILLE MIDDLE SCHOOL	Yes	48.885
6052	SIATECH LITTLE ROCK CHARTER	6052703	SIATECH HIGH CHARTER	Yes	4.167
7207	SPRINGDALE SCHOOL DISTRICT	7207067	SPRINGDALE ALTERNATIVE SCHOOL	Yes	45.161
5206	STEPHENS SCHOOL DISTRICT	5206033	STEPHENS HIGH SCHOOL	Yes	46.076
7009	STRONG-HUTTIG SCHOOL DISTRICT	7009049	STRONG HIGH SCHOOL	Yes	43.464
3509	WATSON CHAPEL SCHOOL DISTRICT	3509067	WATSON CHAPEL HIGH SCHOOL	Yes	45.221

ARKANSAS DEPARTMENT OF EDUCATION
EMERGENCY RULES GOVERNING EDUCATOR LICENSURE
FEBRUARY 12, 2015

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ARKANSAS DEPARTMENT OF EDUCATION
EMERGENCY RULES GOVERNING EDUCATOR LICENSURE

CHAPTER 1:
TRADITIONAL LICENSURE

1-1.0 REGULATORY AUTHORITY AND PURPOSE

1-1.01 These Rules shall be known as Arkansas Department of Education Rules Governing Educator Licensure.

1-1.02 The State Board of Education 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, 6-17-401 *et seq.*, 6-17-2601 *et seq.,* 6-20-2204, 6-20-2305, 6-41-609, 6-61-133, 25-15-201 *et seq,*

1-1.03 The purposes of these Rules are to:

1-1.03.1 Establish requirements and procedures for the issuance, licensure, re-licensure, and continuance of licensure of educators in the public schools of this state, as required by Ark. Code Ann. § 6-17-402;

1-1.03.2 Provide for the acceptance of educator licenses by reciprocity, as required by Ark. Code Ann. § 6-17-403;

1-1.03.3 Implement as a prerequisite to licensure the requirement of basic-skills, pedagogical, and content-area assessments, as required by Ark. Code Ann. §§ 6-17-402, 6-17-601, & 6-15-1004;

1-1.03.4 Implement as a prerequisite to licensure the requirement of college-level coursework in Arkansas History for certain educators, as required by Ark. Code Ann. § 6-17-418;

1-1.03.5 Provide for the issuance of provisional licenses, as required by Ark. Code Ann. §§ 6-17-403 & 6-17-418;

1-1.03.6 Provide for the issuance of provisional and standard licenses through nontraditional programs, under Ark. Code Ann. § 6-17-409; and

1-1.03.7 Provide for a Lifetime Teaching License, under Ark. Code Ann. § 6-17-2601 *et seq*.

1-1.04 These Rules implement Arkansas law requiring that school districts provide ten (10) professional development days in the basic contract for teachers under Ark. Code Ann. § 6-17-2402;

1-1.04.1 It is noted here that higher education shall include within educator preparation programs curriculum that addresses requirements established by Arkansas statutes governing preparation for educator licensure, including without limitation, instruction in:

1-1.04.1.1 Child maltreatment, under Ark. Code Ann. § 6-61-133; and

1-1.04.1.2 Information on the identification of students at risk for dyslexia and related disorders, under Ark. Code Ann. § 6-41-609.

1-1.05 In addition to the pathways to licensure contained in these Rules, the Arkansas Department of Career Education Program Policies and Procedures for Career and Technical Education provide other pathways to licensure for individuals who meet that Department's requirements and who:

1-1.05.1 Hold a bachelor's or higher degree in the career or technical area to be taught; or

1-1.05.2 Document a minimum of four (4) years of experience in the career or technical area to be taught, and hold a high school diploma or GED credential.

1-2.0 DEFINITIONS

For the purposes of these Rules:

1-2.01 "Accelerated Teaching Program" means a program intended for college graduates that provides intensive training and support for a period of two (2) or more years for teaching and leading in schools, including the Teach for America program, the Arkansas Teacher Corps program offered by the University of Arkansas at Fayetteville, or another accelerated teaching program approved by the Department.

1-2.02 "Accredited College or University" means an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

1-2.03 "Accredited Guidance and School Counseling Program" means a guidance and school counseling program that is offered by an accredited college or university, and the program is accredited by the Council for the Accreditation of Educator Preparation (CAEP), or approved by the licensing authority of a state government.

1-2.04 "Accredited Speech-Language Pathology or School Psychology Program" means a speech-language pathology or school psychology program that is offered by an accredited college or university, and the program is:

1-2.04.1 Nationally accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association; or

1-2.04.2 Nationally accredited in school psychology by the Commission on Accreditation of the American Psychological Association; or

1-2.04.3 Approved by the National Association of School Psychologists; or

1-2.04.4 Nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

1-2.05 "Accredited Educator Preparation Program" means an educator preparation program that is:

1-2.05.1 Accredited by the Council for Accreditation of Educator Preparation (CAEP); or

1-2.05.2 Accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation; or

1-2.05.3 Approved by the licensing authority of a state government.

1-2.06 "Additional Licensure Plan (ALP)" means a plan approved by the Office of Educator Licensure that allows an individual holding a Standard License or Provisional License (by reciprocity only) to accept employment or assignment in an out-of-area position, prior to completion of the requirements for the required endorsement, licensure content area, or level of licensure, for no more than three (3) years dependent on successful progress towards completion.

1-2.07 "Administrator License" means a five (5)-year renewable license, issued by the State Board, which allows the license holder to serve as an administrator in Arkansas public schools. Administrator licenses include:

1-2.07.1 "Curriculum/Program Administrator" - a school leader who is responsible for program development and administration, and who may be responsible for employment evaluation decisions, in one (1) of the following areas:

1-2.07.1.1 Special Education;

1-2.07.1.2 Gifted and Talented Education;
1-2.07.1.3 Career and Technical Education;
1-2.07.1.4 Content Area Specialist, in a licensure content area;
1-2.07.1.5 Curriculum Specialist; or
1-2.07.1.6 Adult Education;

1-2.07.2 "Building-Level Administrator" - a principal, assistant principal, or vice principal in an Arkansas public school or in the Arkansas Correctional Schools;

1-2.07.3 "District-Level Administrator" - a superintendent, assistant/associate superintendent, or deputy superintendent.

1-2.08 "Administrator Licensure Completion Plan (ALCP)" means a plan approved by the Office of Educator Licensure that allows an individual holding a Standard License to accept employment as an administrator, prior to completion of the requirements for an Administrator License, for no more than three (3) years dependent on successful progress towards completion.

1-2.09 "Affected District" means a public school district that loses territory or students as a result of annexation, consolidation, or detachment.

1-2.10 "Ancillary License" means a five (5)-year renewable license, issued by the State Board, that does not require prior classroom teaching experience, and which allows the license holder to practice in Arkansas public schools as a School Psychology Specialist or Speech Language Pathologist.

1-2.11 "Approved Professional Development" means the continuing learning experiences for educator that meet the standards and focus areas under the Department's Rules Governing Professional Development.

1-2.12 "ArkansasIDEAS" means 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.

1-2.13 "Arkansas Professional Pathway to Educator Licensure Program (APPEL)" means the program administered by the Department, whose participants hold a minimum of a baccalaureate degree (and have passed the appropriate state-mandated assessments) and are allowed to teach in an Arkansas public school with a Provisional Teaching License. The program requirements consist of two (2) years of teaching and instructional modules, which must be completed within three (3) years.

1-2.14 "Breach of Fiduciary Trust" means the wrongful misappropriation by a person of any fund or property, which had lawfully been committed to him or her in a fiduciary character.

1-2.15 "Certified Mentor" means a person who:

1-2.15.1 Holds a current Arkansas teaching or administrator's license, unless the person is employed where the law does not require a license or the legal requirement for a teaching license is waived in the charter of a charter school; and

1-2.15.2 Is certified by the Department's Office of Educator Effectiveness as trained in the state-adopted mentoring model.

1-2.16 "Charter School" includes an open-enrollment public charter school, limited enrollment public charter school, conversion public charter school, or other type of public charter school authorized under Arkansas law.

1-2.17 "Department" means the Arkansas Department of Education.

1-2.18 "Educational Entity" means a school district, a charter school, or an education service cooperative.

1-2.19 "Educational Setting" for purposes of a Lifetime Teaching License, means the employment setting where the licensed employee works, including without limitation: public school, private school, institution of higher education, education service cooperative, Department, adult education setting or other agency/organization that employs licensed teachers for educational purposes.

1-2.20 "Educator" means any individual holding a license issued by the State Board, specifically including, without limitation, teachers, administrators, library media specialists, and counselors.

1-2.21 "Endorsement" means any licensure area or licensure level that may be added only to an existing Standard License.

1-2.22 "Good Standing" means, for the purpose of reciprocity, that:

1-2.22.1 There are no ethics proceedings or proceedings on criminal offenses for which the license would be subject to sanctions in Arkansas pending against a licensee;

1-2.22.2 The licensee has not been sanctioned for an ethics violation or criminal offense for which the license would be subject to sanction in Arkansas during the two (2) most recent years of teaching experience, if any; and

1-2.22.3 The license has not been revoked by or is not currently under suspension in the licensing state or country based on an offense for which the license would be subject to sanction in Arkansas.

1-2.23 "Highly-Qualified Teacher" means a teacher who is highly qualified as defined by the Department's Rules Governing Highly Qualified Teachers Promulgated Pursuant to the No Child Left Behind Act of 2001.

1-2.24 "Internship" means a practical administrative or curricular experience within a program of study, which provides the candidate with practice in the specific licensure content area, or in the specific administrative area and level sought.

1-2.25 "LEADS" is the acronym for the Leadership Excellence and Development System.

1-2.26 "Level of Licensure" or "Licensure Level" means the grade/age level parameter of the teaching license as identified in Appendix A, Areas and Levels of Licensure.

1-2.27 "Licensure Content Area" means a particular content field as recognized by the State Board. Licensure content areas are listed in Appendix A, Areas and Levels of Licensure.

1-2.28 "Lifetime Teaching License" means a standard Arkansas teaching license that is issued without the teacher having to meet the general renewal requirements of professional development and teaching experience. There is no fee for the Lifetime Teaching License.

1-2.29 "Mentoring" means the acts of a certified mentor providing support and focused feedback to a novice teacher (according to the state-adopted mentoring model) with the goal of enhancing instructional skills, classroom management, and professional behavior.

1-2.30 "Nontraditional Licensure Program" means an alternative licensure program under these rules, including the Arkansas Professional Pathway to Educator Licensure program, the Professional Provisional Teaching License, the Accelerated Teaching Program Provisional and Standard Teaching License, and the Master's Degree in Teaching Provisional and Standard Teaching License.

1-2.31 "Novice Teacher" means a licensed teacher employed under an employment contract with a public school, charter school, or school district who has less than one (1) year of public school classroom teaching experience, not including student internship or substitute teaching.

1-2.32 "Out-of-Area Position" means a licensed position requiring a particular license, endorsement, licensure content area, or level of licensure that the employee filling the position does not currently hold.

1-2.33 "Passing Score" for a state-mandated basic-skills, pedagogical, or content-area assessment means the cut score on the assessment approved by the State Board.

1-2.33.1 A passing score on a basic-skills, pedagogical, or content-area assessment approved by the State Board before the currently approved version of an assessment will be accepted for three (3) years after the date the State Board discontinued or replaced the assessment provided the passing score was achieved before the date the assessment was discontinued or replaced.

1-2.34.2 In lieu of the state-approved basic skills assessment, an applicant may substitute:

1-2.34.2.1 A minimum composite score of 24 on the ACT with scores of at least 22 in each of the Reading, Mathematics, and either a 22 on the English/Writing section or a passing score on the Praxis Core Writing Section; or

1-2.34.2.4 A minimum SAT composite score of 1650 in combined Math and Critical Reading, and Writing, with a minimum score of 510 in each of the Math, Critical Reading, and Writing sections.

1-2.35 "Preservice Teacher" means an unlicensed person admitted to an educator preparation program approved by the Department that is offered by an institution of higher education in this state.

1-2.36 "Private Credential Evaluation Agency" means an independent agency approved by the Department that:

1-2.36.1 Is located in the United States; and
1-2.36.2 Provides an educational background assessment that:

1-2.36.2.1 Contains a course-by-course evaluation of the applicant's transcript;

1-2.36.2.2 Indicates the applicant's major area of study and documents the candidate's cumulative grade point average;

1-2.36.2.3 Documents whether the applicant's out-of-country degree is equivalent to one that would have been completed at an accredited college or university in the United States;

1-2.36.2.4 Documents whether the out-of-country professional preparation program is equivalent to one that would have been completed at an accredited ~~teacher~~ educator preparation program or accredited speech-language pathology or school psychology program;

1-2.36.2.5 Indicates the areas of licensure represented by the out-of-country license; and

1-2.36.2.6 Documents which areas of licensure on the out-of-country license are equivalent to the areas of licensure approved by the State Board.

1-2.37 "Professional Development" means a coordinated set of planned, learning development activities for teachers that are based on research, are standards-based and that meet the focus areas for professional development required by the Department.

1-2.38 "Program of Study" means a curriculum that requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions for a particular endorsement to an educator's license, a licensure content area, or level of licensure, and is:

1-2.38.1 Provided by one (1) or more accredited colleges or universities;

1-2.38.2 Aligned with Arkansas Teaching Standards and the appropriate content knowledge and pedagogical competencies for the respective licensure areas; and

1-2.38.3 Approved by the Department.

1-2.39 "Provisional License" means a temporary non-renewable license issued by the State Board that allows the license holder to teach or work in Arkansas public schools.

1-2.39.1 In the nontraditional licensure context, a provisional license:

1-2.39.1.1 Is available to nontraditional licensure candidates who have not completed all requirements for a Standard Arkansas teaching license; and

1-2.39.1.2 Is subject to revocation for failure to complete annual requirements for the applicable nontraditional licensure program.

1-2.40 "Provisional Professional Teaching License" means a three-year provisional license issued to an experienced professional for the purpose of teaching on a part-time or full-time basis as teacher-of-record in an Arkansas public school.

1-2.41 "Receiving or Resulting Public School District" means a public school district that is created or gains territory or students as the result of a consolidation, annexation, or detachment.

1-2.42 "Reciprocity" means the recognition of a teaching license from another state or country based on these Rules or the terms of the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement for Educator Licensure.

1-2.43 "School Psychology Specialist" means an individual holding an Ancillary License in School Psychology.

1-2.44 "Speech Language Pathologist" means an individual holding an Ancillary License in Speech Pathology.

1-2.45 "Standard License" means a five-year renewable license, issued by the State Board, which allows the license holder to perform professional education services for the licensure content area and licensure level specified on the license.

1-2.46 "Standard License Equivalent" means a current, unrestricted, non-probationary, non-provisional teaching license that allows an individual to work as a teacher, administrator, counselor, or library media specialist in another state's public schools and is in good standing with the licensing state.

1-2.47 "State Board" means the Arkansas State Board of Education.

1-2.48 "Successful Completion":

1-2.48.1 In relation to post-secondary credit-hours taken to add an endorsement or administrator licensure to a license, means:

1-2.48.1.1 Maintaining a minimum grade-point average (GPA) of 2.7 for undergraduate-level coursework; and

1-2.48.1.2 Maintaining a minimum grade-point average (GPA) of 3.00 for graduate-level coursework; and

1-2.48.2 In relation to background checks, means that the individual cleared both the state and federal criminal history checks and cleared the Child Maltreatment Central Registry check as provided under the ADE Rules Governing Background Checks.

1-2.49 "Teacher of Record" means an individual (or individuals in co-teaching assignments) who has been assigned the lead responsibility for a student's learning in a subject/course with aligned performance measures.

1-2.50 "Teaching Experience," for the purpose of a Lifetime Teaching License, means the experience gained while working in an educational setting as a teacher, librarian, counselor, administrator, educational consultant, substitute teacher or other licensed position.

1-2.51 "TESS" means the Teacher Excellence and Support System.

1-2.52 "Waiver", for purposes of Chapter 4 – General Provisions for all Licenses, means an approval granted by the Department allowing a public school district or charter school to employ:

1-2.52.1 A licensed individual in an out-of-area position for more than thirty (30) days during one (1) school year; or

1-2.52.2 An unlicensed or non-degreed substitute teacher in an out-of-area position for more than thirty (30) consecutive days during one (1) semester.

ARKANSAS DEPARTMENT OF EDUCATION
EMERGENCY RULES GOVERNING EDUCATOR LICENSURE

CHAPTER 2:
TRADITIONAL LICENSURE

2-1.0 STANDARD LICENSE REQUIREMENTS

Standard License – Traditional (Expired or No Previous License)

2-1.01 The Office of Educator Licensure shall issue a Standard License upon receipt of the following from an applicant who does not hold a current, valid educator license from Arkansas or another state or country:

2-1.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

2-1.01.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks.

2-1.01.2.1 A preservice teacher who is disqualified from licensure or employment in a public school as a result of the background checks required under Ark. Code Ann. § 6-17-410(c) may apply for a waiver of the disqualification under the Rules Governing Background Checks;

2-1.01.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessments as mandated by the State Board, except as noted in Section 1-2.36 of these rules;

2-1.01.4 An official transcript from an accredited college or university documenting an awarded bachelor's degree or higher;

2-1.0.14.1 An applicant whose post-secondary degree is from a non-accredited college or university outside of the United States, shall have his or her credentials evaluated by a Department-approved private credential evaluation agency.

2-1.01.5 Documentation of successful completion of an accredited educator preparation program.

2-1.01.5.1 An awarded education degree from an institution inside of Arkansas shall be recognized for licensure only if the institution's Licensure Officer signs and verifies the application for licensure;

2-1.01.5.2 An applicant who has never been licensed and whose most recent licensure content area degree or educator preparation program was completed more than ten (10) years before the date of application shall be required to complete a current program of study as determined by an accredited educator preparation program;

2-1.01.6 For an applicant seeking licensure in Early Childhood (P-4), Elementary Education (K-6), Middle Childhood (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university;

2-1.01.6.1 The reference to Early Childhood (P-4) here applies only to an applicant who entered a P-4 teacher education program before Fall 2015.

2-1.01.7 If an applicant for first-time licensure or administrator licensure or for the addition of a licensure content area, endorsement, or level of licensure, was enrolled in a program of study prior to July 1, 2015, and meets all other requirements for licensure, the Office of Educator Licensure may reference and utilize the licensure content areas, endorsements, or levels of licensure that were recognized by the State Board immediately prior to the effective date of these Rules.

2-1.01.8 For an applicant holding an expired license from another state, a copy of the expired license.

2-1.01.8.1 An applicant holding an expired license from another state is not required to document completion of the basic-skills assessment required under Section 2-1.01.3; and

2-1.01.9 Documentation of the completion of the following professional development, which may be obtained on ArkansasIDEAS the applicant's teacher education program, or other method of delivery approved by the Department under the Rules Governing Professional Development:

2-1.01.9.1 Two (2) hours of parental involvement;
2-1.01.9.2 Two (2) hours of child maltreatment training;

2-1.01.9.3 Two (2) hours of teen suicide awareness and prevention; and

2-1.01.9.4 Dyslexia awareness.

Standard License - Reciprocity

2-1.02 The Office of Educator Licensure shall issue a Standard License upon receipt of the following from an applicant holding a current, valid educator license from another state:

2-1.02.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

2-1.02.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks;

2-1.02.3 A copy of the out-of-state license(s) held by the applicant;

2-1.02.4 Certification from the state that issued the license that the license has been in good standing for the most recent two (2) years;

2-1.02.5 An official score report: (a) reflecting passing scores on the appropriate basic-skills, pedagogical, and content-area assessments required by the licensing state; or (b) if the licensing state does not require such assessments, reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessments as mandated by the State Board, except as noted in Section 1-2.36 of these rules.

2-1.02.5.1 This requirement shall be waived upon the receipt of documentation on school district, agency, or organization letterhead of at least three (3) years of experience in another state as a licensed teacher, administrator, library media specialist, or counselor, or similar licensed experience in a licensure content area or level of licensure;

2-1.02.6 An official transcript documenting an awarded bachelor's degree or higher from an accredited college or university;

2-1.02.7 Documentation of one (1) of the following:

2-1.02.7.1 Successful completion of a program of teacher education at an accredited college or university, but only if the applicant possesses a Standard License Equivalent;

2-1.02.7.2 Successful completion of an accredited educator preparation program; or

2-1.02.7.3 Current certification from the National Board of Professional Teaching Standards; and

2-1.02.8 For applicants seeking licensure in Early Childhood (P-4), Elementary Education (K-6), Middle Childhood (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS; and

2-1.02.9 Documentation of the completion of the following professional development through the Arkansas IDEAS Portal:

2-1.02.9.1 Two (2) hours of parental involvement;
2-1.02.9.2 Two (2) hours of child maltreatment training;
2-1.02.9.3 Two (2) hours of teen suicide awareness and prevention; and
2-1.02.9.4 Dyslexia awareness.

2-1.04 The Department may recommend to the State Board that a person's Arkansas Standard License issued by reciprocity be revoked, suspended, or placed on probation if the out-of-state license is revoked, suspended, or placed on probation, as applicable, by the issuing state for any reason that a Standard License may be revoked, suspended, or placed on probation in Arkansas.

Provisional License – Traditional

2-1.05 The Office of Educator Licensure shall issue a non-renewable, one (1) year Provisional License to an applicant who:

2-1.05.1 Submits a completed application for provisional licensure, with payment of any fees (if applicable) as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

2-1.05.2 Submits proof of employment with an Arkansas public school district, open-enrollment public charter school, or other agency or organization, in a position that requires an educator license; and

2-1.05.3 Meets all of the requirements of Sections 2-1.01 or 2-1.02 of these Rules except for:

2-1.05.3.1 Successful completion of Arkansas History coursework required by Section 2-1.01.6; or

2-1.05.3.3 Submission of an official score report reflecting passing scores, as approved by the State Board, on the appropriate pedagogical assessments as mandated by the State Board, as required by 2-1.01.3.

2-1.05.4 The Provisional License may be converted to a Standard License upon the submission of written verification of completion of the missing requirements within the one-year term of the Provisional License.

Provisional License – Reciprocity

2-1.06 The Office of Educator Licensure shall issue a non-renewable, one (1) year Provisional License to a licensee who holds a current or expired Standard License Equivalent, and who:

2-1.06.1 Submits a completed application for provisional licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

2-1.06.2 Submits proof of employment with an Arkansas public school district, open-enrollment public charter school, or other agency or organization in a position that requires an educator license; and

2-1.06.3 Meets all of the requirements of Sections 2-1.01 through 2-1.04 of these Rules except for:

2-1.06.3.1 Verification of the professional development required by 2-1.01.8;

2-1.06.3.2 For applicants seeking licensure in Early Childhood, Elementary (K-6), Middle Childhood (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS; or

2-1.06.3.3 Submission of an official score report reflecting passing scores, as approved by the State Board, on the appropriate

pedagogical and content-area assessments as mandated by the State Board, as required by 2-1.02.5.

2-1.06.4 The Provisional License may be converted to a Standard License upon the submission of written verification of completion of the missing requirements within the one-year term of the Provisional License.

Provisional and Standard License – Out-of-Country Applicant

2-1.07 The Office of Educator Licensure shall issue a two-year Provisional License to an applicant who holds an out-of-country license or its equivalent and who:

2-1.07.1 Submits a completed application for Provisional licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

2-1.07.2 Is not a United States citizen and provides evidence satisfactory to the Department that the applicant meets the criteria of an exception under U.S.C. § 1261 for the state to issue a professional license;

2-1.07.3 Submits documentation of the successful completion of a Department-approved assessment of English-language skills;

2-1.07.4 Submits an official college transcript evaluation from a private credential evaluation agency approved by the Department;

2-1.07.5 Submits proof of employment with an Arkansas public school district, charter school, or other agency or organization in a position that requires an educator license;

2-1.07.6 Submits verification of professional development as required by 2-1.01.9; and

2-1.07.7 Meets all of the requirements of Sections 2-1.02 through 2-1.04 of these Rules, except for 2-1.02.5.

2-1.08 In the second year of the Provisional License, the applicant shall provide to the Department documentation of:

2-1.08.1 For applicants seeking licensure in Early Childhood, Elementary (K-6), Middle Childhood (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS.

2-1.08.2 Submission of an official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical and content-area assessments as mandated by the State Board, as required by 2-1.02.5.

2-1.09 During the two (2) years of provisional licensure, an out-of-country applicant shall participate in the mentoring required of novice teachers under the Department's Rules Governing Mentoring Programs.

2-1.10 The Department may rescind the Provisional License for the licensee's failure to meet any of the requirements for the Provisional License.

2-1.11 The Provisional License may be converted to a Standard License upon completion of all requirements in Sections 2-1.07 through 2-1.09.

2-1.11.1 Licensure content areas, levels, and endorsements listed on an out-of-country license may be recognized for reciprocity in accordance with the credential evaluation required in Section 2-1.06.4 of these Rules. An applicant whose licensure content area, endorsement, or level is not recognized by Arkansas shall receive the licensure content area, endorsement, or level of licensure that most closely parallels their out-of-country licensure content area, endorsement, or level.

2-1.11.2 An applicant whose licensure content area, endorsement, or level is not recognized by Arkansas shall receive the licensure content area, endorsement, or level of licensure that most closely parallels their out-of-state licensure area, endorsement, or level.

2-1.12 The Department may recommend to the State Board that a person's Arkansas Standard License issued to an out-of-country applicant be revoked, suspended, or placed on probation if the out-of-country license is revoked, suspended, or placed on probation, as applicable, by the issuing country for any reason that a Standard License may be revoked, suspended, or placed on probation in Arkansas.

2-2.0 ANCILLARY LICENSE REQUIREMENTS

2-2.01 The Office of Educator Licensure shall issue an Ancillary License in Speech-Language Pathology or School Psychology upon receipt of the following from an applicant, whether or not the applicant is licensed in another state:

2-2.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

2-2.01.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks;

2-2.01.3 An official score report reflecting passing scores, as approved by the State Board, on the specialty area assessment for Speech Pathology or School Psychology as mandated by the State Board; and

2-2.01.4 Documentation of one (1) of the following:

2-2.01.4.1 An official transcript documenting an awarded bachelor's and master's or higher degree, from an accredited college or university, in Speech Language Pathology, and either:

2-2.01.4.1.1 Successful completion of a graduate-level, accredited Speech-Language Pathology program, or a degree with equivalent competencies; or

2-2.01.4.1.2 Certification of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association; or

2-2.01.4.2 An official transcript documenting an awarded master's or higher degree, from an accredited college or university, in School Psychology, or Psychology, and successful completion of a graduate-level, accredited School Psychology program.

2-2.02 A licensure content area, endorsement, or level of licensure shall not be added to an Ancillary License and the applicant must first obtain a Standard License, except as follows:

2-2.02.1 An individual holding an Ancillary License in Speech Language Pathology or School Psychology may add a Curriculum/Program Administrator License in Special Education by meeting the criteria of 3-2.0 of these Rules.

2-3.0 ADDING ENDORSEMENTS, AREAS, AND LEVELS OF LICENSURE

General Provisions

2-3.01 The Office of Educator Licensure shall add an endorsement, licensure content area, or level of license to a Standard License upon receipt of the following from an applicant:

2-3.01.1 A completed application for addition of area or level, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

2-3.01.2 If an endorsement requires a program of study (see Appendix A):

2-3.01.2.1 An official transcript documenting successful completion of a program of study at an accredited educator preparation program, to include an internship in the licensure content area to be taught; and

2-3.01.2.2 An official score report reflecting passing scores, as approved by the State Board, on the appropriate licensure content area assessment as mandated by the State Board.

2-3.01.3 When a licensure content area assessment is not approved or available for a specific licensure area, the Department may use a current Principles of Learning and Teaching exam.

2-3.01.4 For applicants seeking an endorsement for Elementary Education (K-6), Middle Childhood (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS;

2-3.01.5 For applicants seeking an endorsement for Birth to Kindergarten (B-K), Elementary Education (K-6), documentation of successful completion of six (6) hours of instruction in reading that includes at a minimum theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers, and disciplinary literacy, and if disciplinary literacy was not embedded in the six (6) hours, documentation of successful completion of either a 3-hour course in disciplinary literacy or a 45-hour professional development piece in disciplinary literacy through ArkansasIDEAS; and

2-3.01.6 For applicants seeking an endorsement for Middle Childhood (4-8) documentation of successful completion of either a 3-hour course in disciplinary literacy or a 45-hour professional development piece in disciplinary literacy through ArkansasIDEAS.

2-3.02 An educator may not use an endorsement as a platform for testing out of other areas and levels of licensure.

Endorsement by testing out:

2-3.03 The licensure content areas that may be added as an endorsement to a license by testing out are identified on Appendix A.

2-3.04 To add a level endorsement by testing out, the level to be added must be no more than one level above or one level below that of the original licensure level or licensure content area (See Appendix A).

Endorsement by program of study:

2-3.05 The areas and levels of licensure that are not eligible for testing out and require a program of study are:

2-3.05.1 Any licensure level that is more than one (1) level above or one (1) level below that of the licensure level or area on the license first issued to the licensee by the Department. (See Appendix A);

2-3.05.2 As noted on Appendix A; and

2-3.05.3 The addition of a Curriculum/Program Administrator endorsement to an Ancillary License, an adult education license issued by the Department, or a career-technical permit that was issued pursuant to regulations established by the Arkansas Department of Career Education. No other addition or endorsement may be made to an Ancillary License, an adult education license, or a career-technical permit. An applicant must first obtain a Standard License.

2-3.05.4 An individual holding a Standard License first issued with a guidance and school counseling licensure area may add Building-Level Administrator by meeting the requirements of Section 3-1.0 of these rules.

Addition of Areas and Endorsements by Reciprocity

2-3.06 Except as otherwise provided herein, a Standard License issued by reciprocity shall be issued for and shall reflect only those licensure content areas, endorsements, and levels of licensure that are recognized by the State Board.

2-3.06.1 Licensure content areas, levels, and endorsements listed on an out-of-state license shall be recognized for licensure through reciprocity, as follows:

2-3.06.1.1 An applicant from a state with a reciprocity agreement through the National Association of State Directors of Teacher Education and Certification (NASDTEC) shall receive the Arkansas-equivalent licensure content areas, endorsements, or levels of licensure provided all other licensure requirements have been met.

2-3.06.1.2 An applicant whose licensure content area, endorsement, or level is not recognized by Arkansas shall receive the licensure content area, endorsement, or level of licensure that most closely parallels their out-of-state licensure area, endorsement, or level.

2-3.06.2 For the purpose of reciprocity, the Office of Educator Licensure may reference and utilize any licensure content area, endorsement, or level of licensure that has ever been recognized by the State Board in the past, regardless of whether the area, endorsement, or level is current.

2-3.06.3 Only the licensure content areas, levels, or endorsements specifically listed on an out-of-state license shall be recognized for licensure through reciprocity.

2-3.06.4 All coursework and testing completed for the purpose of adding an additional licensure area or areas for reciprocity shall first be applied to the out-of-state license before adding the new area or areas by reciprocity.

ARKANSAS DEPARTMENT OF EDUCATION
EMERGENCY RULES GOVERNING EDUCATOR LICENSURE

CHAPTER 3:
ADMINISTRATOR LICENSE REQUIREMENTS

3-1.0 Building-Level Administrator License

3-1.01 The Office of Educator Licensure shall issue a Building-Level Administrator endorsement to a Standard License upon receipt of the following from an applicant holding a current, Arkansas Standard License for a licensure content area, as a school counselor that was issued as a first-time licensure content area, or for a career and technical area as provided in these rules:

3-1.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

3-1.01.2 Documentation that the applicant has successfully completed any background checks required by the Department's Rules Governing Background Checks;

3-1.01.3 An official transcript documenting an awarded master's or higher degree from an accredited college or university in education, educational leadership, or a licensure content area;

3-1.01.3.1 An awarded degree from an institution inside of Arkansas shall be recognized for licensure only if the institution's Licensure Officer and Education Leadership Chair sign and verify the application for licensure;

3-1.01.4 If the master's degree is not in Educational Leadership, an official transcript documenting successful completion of a Department-approved, graduate-level program of study reflective of the standards for building-level administrator licensure, to include an internship aligned with Arkansas Teaching Standards and competencies, with experiences at both the K-6 and 7-12 levels;

3-1.01.4.1 An applicant who has never received an administrator license and whose program of study in Educational Leadership was completed more than ten (10) years before the date of application shall be required to meet all current licensure requirements as determined by either the Department or an accredited educational leadership program;

3-1.01.5 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrative licensure assessment as mandated by the State Board;

3-1.01.6 Documentation of at least four (4) years of P-12 experience as an educator who holds a valid standard license.

3-1.01.6.1 One (1) year of experience is defined as a minimum of one hundred sixty (160) days of full-time work in a single school year, either:

3-1.01.6.1.1 With a minimum of fifty percent (50%) of each day directly engaged in instruction with students in a classroom setting; or

3-1.01.6.1.2 As a guidance and school counselor.

3-1.01.6.2 For purposes of this Chapter 6, the term "standard license" does not include an ancillary license or technical permit.

3-1.01.6.3 Up to two (2) years of the experience requirement may be satisfied by equivalent working experience, including without limitation employment with an education service cooperative or the Department.

3-1.01.6.4 Teaching experience in a career and technical education area as recognized by the State Board may satisfy this requirement only if the educator has obtained a bachelor's degree or higher in:

3-1.01.6.4.1 The career and technical education area taught by the educator; or

3-1.01.6.4.2 Another licensure content area that is related to the career and technical education area taught by the educator; and

3-1.01.7 Documentation that the educator has successfully completed the training for administrators and evaluators on the implementation of the Teacher Excellence and Support System.

3-1.01.7.1 A person who receives a Building-Level Administrator's license shall complete the certification assessment for the

training before or after receiving the Building-Level Administrator's license.

3-2.0 Curriculum/Program Administrator License

3-2.01 The Office of Educator Licensure shall issue a Curriculum/Program Administrator endorsement to a Standard License upon receipt of the following from an applicant holding a Standard License in the relevant area, or an Ancillary License in Speech Language Pathology or School Psychology:

3-2.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

3-2.01.2 Documentation that the applicant has successfully completed any background checks required by the Department's Rules Governing Background Checks;

3-2.01.3 An official transcript documenting an awarded master's or higher degree from an accredited college or university in education, educational leadership, or a licensure content area, or in a Career and Technical Education area recognized by the Arkansas Department of Career Education;

3-2.01.3.1 An awarded degree from an Arkansas institution shall be recognized for licensure only if the institution's Licensure Officer and Education Leadership Chair sign and verify the application for licensure;

3-2.01.4 If the master's degree is not in Educational Leadership, an official transcript documenting successful completion of a graduate-level program of study reflective of the standards for curriculum/program administrator licensure, to include an internship;

3-2.01.4.1 An applicant who has never received an administrator license and whose program of study for curriculum/program administrator licensure was completed more than ten (10) years before the date of application shall be required to meet all current licensure requirements as determined by either the Department or an accredited educational leadership program;

3-2.01.5 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrative licensure assessment as mandated by the State Board;

3-2.01.6 Documentation of at least four (4) years of licensed experience in the relevant area as follows:

3-2.01.6.1 Special Education – Classroom teaching experience in special education, or experience in speech language pathology or school psychology, while employed by a public or private school under the terms of an approved teacher employment contract and not under a purchase-service contract;

3-2.01.6.2 Gifted and Talented Education – Classroom teaching experience in the area of gifted and talented education;

3-2.01.6.3 Career and Technical Education – Classroom teaching experience in one (1) or more career and technical education areas as recognized by the State Board, if the educator has obtained a bachelor's degree or higher in:

3-2.01.6.3.1 The career and technical education area taught by the educator; or

3-2.01.6.3.2 Another licensure content area that is related to the career and technical education area taught by the educator, as determined by the Department; and

3-2.01.6.4 Content Area Specialist – Classroom teaching experience in a licensure content area;

3-2.01.6.5 Curriculum Specialist – Experience as a school counselor, library media specialist, or classroom teacher in any licensure content area or level of licensure; or

3-2.01.6.6 Adult Education – Classroom teaching experience in the area of adult education.

3-2.01.6.7 One (1) year of experience is defined as a minimum of one hundred sixty (160) days of full-time work in a single school year, with a minimum of fifty percent (50%) of each day spent as a licensed classroom teacher, school counselor, or library media specialist.

3-2.01.6.8 Up to two (2) years of the experience requirement may be satisfied by equivalent working experience, including without limitation employment with an education service cooperative or the Department.

3-3.0 District-Level Administrator License

3-3.01 The Office of Educator Licensure shall issue a District-Level Administrator endorsement to a Standard License upon receipt of the following from an applicant holding a Building-Level or Curriculum/Program Administrator License:

3-3.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

3-3.01.2 Documentation that the applicant has applied for and successfully completed any background checks required by the Department's Rules Governing Background Checks within the immediately preceding twelve (12) months;

3-3.01.3 An official transcript documenting an awarded master's or higher degree from an accredited college or university in education, educational leadership, or a licensure content area;

3-3.01.3.1 An awarded degree from an Arkansas institution shall be recognized for licensure only if the institution's Licensure Officer and Education Leadership Chair sign and verify the application for licensure;

3-3.01.4 An official transcript documenting successful completion of a Department-approved, graduate-level program of study, above and beyond a master's degree, reflective of the standards for district-level administrator licensure, to include an internship;

3-3.01.4.1 An applicant whose program of study for district-level administrator licensure was completed more than ten (10) years before the date of application shall be required to meet all current licensure requirements as determined by either the Department or an accredited educational leadership program;

3-3.01.5 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrative licensure assessment as mandated by the State Board;

3-3.01.6 Documentation of at least four (4) years of licensed experience as required by Section 3-1.01.6 or 3-2.01.6 above, or four (4) years of building-level administrator experience; and

3-3.01.7 Documentation of at least one (1) year of experience as a building-level or curriculum/program administrator.

3-3.01.7.1 One (1) year of experience is defined as requiring a minimum of one hundred sixty (160) days of full-time work, in a single school year, with a minimum of fifty percent (50%) of each day spent as a building-level or curriculum/program administrator.

3-3.01.7.2 This one-year experience requirement may be satisfied by experience with an education service cooperative or the Department, if the Department determines that the experience is substantially equivalent to building-level administration experience.

ARKANSAS DEPARTMENT OF EDUCATION
EMERGENCY RULES GOVERNING EDUCATOR LICENSURE

CHAPTER 4:
GENERAL PROVISIONS FOR ALL LICENSES

4-1.0 LICENSE EFFECTIVE DATES

4-1.01 A Standard License, Ancillary License, or Technical Permit is a renewable license, valid for a period of five (5) years.

4-1.02 A first-time license is effective from the first date of issuance through December 31 of the fourth full calendar year following the year of the issue date.

4-1.02.1 The first year of a first-time license issued after January 1 of the calendar year shall expire on December 31 even if the first year is not a full calendar year.

4-1.03 Addition of an endorsement, including an Administrator's License, licensure content area, or level of licensure to a license shall reflect the actual date of the addition and the same expiration date as the licensee's Standard License.

4-1.04 The renewal of a license, including all endorsements, licensure content areas, and levels of licensure for the license, is effective from January 1 of the year following the expiration date of the old license, or if the old license was expired for more than one (1) year, January 1 of the year renewed, and expires on December 31 of the year of renewal.

4-1.05 A Provisional License is effective on the date of issuance stated on the license and expires on the last day of the provisional license period.

4-2.0 LICENSE RENEWAL

4-2.01 Applications for license renewal may be submitted to the Office of Educator Licensure no earlier than January 1 of the year of expiration of the license.

Professional Development Requirements for License Renewal - Generally

4-2.02 Except as specifically provided in these Rules for Educator Licensure, no license issued by the State Board may be renewed unless the following requirements of this Section 4-2.0 are met.

4-2.02.1 Every individual holding a license issued by the State Board shall document completion of the minimum hours of approved professional

development required annually each school year under Section 4-2.03 of these Rules.

4-2.02.2 Professional development completion may be documented by:

4-2.02.2.1 Submitting verification, by an authorized representative of the school, district, or organization employing the licensee, that the licensee has completed all professional development required during the term of the license; or

4-2.02.2.2 Submitting proof of completion of professional development hours attended.

4-2.02.3 Professional development completion shall be waived for a teacher who is retired, as verified by the Arkansas Teacher Retirement System (ATRS).

4-2.02.4 A retired teacher who returns to licensed employment shall complete the professional development required for the year in which the person applies for license renewal and in each year thereafter while employed in a licensed position.

Minimum Annual Professional Development Requirements

4-2.03 Each educator shall obtain thirty-six (36) hours of professional development annually for renewal of an educator's license.

4-2.03.1 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.

4-2.03.2 The thirty-six (36) professional development hours under this section shall include, at a minimum:

4-2.03.2.1 The professional development required in the educator's professional growth plan under the requirements of TESS or LEADS; and

4-2.03.2.2 Professional development required by law or by rule.

Scheduled Professional Development

4-2.04 The professional development required under this Section 4-2.04 shall include content that is provided by:

4-2.04.1 The Department, including ArkansasIDEAS;

4-2.04.2 An institution of higher education; ~~or~~

4-2.04.3 A provider approved by the Department;

4-2.04.4 An education service cooperative.

4-2.05 The two (2) hours in each area of professional development required under this Section 4-2.0 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.

4-2.06 If an educator obtains additional hours above the minimum requirements of this Section 4-2.0, the educator may count those additional hours toward the total minimum hours of professional development required for educators for that school year.

4-2.07 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:

4-2.07.1 Child Maltreatment Mandated Reporter

4-2.07.1.1 In the 2013-2014 school year and every fourth year thereafter, all educators shall obtain two (2) hours of professional development in:

(a) Recognizing the signs and symptoms of child maltreatment;

(b) 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;

(c) Methods for managing disclosures regarding child victims; and

(d) 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.

4-2.07.1.2 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.

4-2.07.2 Parent Involvement

4-2.07.2.1 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.

4-2.07.2.2 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.

4-2.07.3 Teen Suicide Awareness and Prevention

4-2.07.3.1 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.

4-2.07.3.2 The required professional development under this section may be accomplished by self-review of suitable suicide prevention materials approved by the Department.

4-2.07.4 Arkansas History

4-2.07.4.1 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.

4-2.08 Professional Development Requirements for Specific Licensure Areas

4-2.08.1 Administrator

4-2.08.1.1 For each administrator, the annual professional development requirement shall include training in data disaggregation, instructional leadership, and fiscal management.

4-2.08.1.2 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 Department's Rules Governing the Arkansas Financial Accounting and Reporting System and Annual Training Requirements.

4-2.08.1.3 An applicant for a building-level administrator license shall successfully complete the teacher evaluation professional development program.

4-2.08.1.3.1 An educator who receives a building-level administrator's license shall complete the credentialing assessment for the teacher evaluation professional development program either before or after receiving the building-level administrator's license.

4-2.08.2 Athletic Coaches

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

4-2.08.2.1 A concussion, dehydration, or other health emergency;

4-2.08.2.2 An environmental issue that threatens the health or safety of students; and

4-2.08.2.3 A communicable disease.

4-2.08.2.4 The training may include a component on best practices for a coach to educate parents of students involved in athletics on sports safety.

4-2.08.3 Advanced Placement

Each hour of approved training received by educators related to teaching an Advanced 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.

4-2.08.4 Adult Education

Educators working solely part time in one of the following settings shall obtain thirty (30) hours of professional development annually for licensure.

4-2.08.4 .1 Adult basic education;

4-2.08.4 .2 General adult education;

4-2.08.4 .3 English as a second language for adults; and

4-2.08.4 .4 General Educational Development Test examiners.

Renewal of Current / Recently Expired Licenses

4-2.09 The Office of Educator Licensure shall renew a Standard, Ancillary, or Administrator License that is current or has been expired for less than one (1) year, upon receipt of the following from a licensee:

4-2.09.1 A completed application for renewal, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

4-2.09.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks; and

4-2.09.3 Documentation of professional development completion, as required by Section 4-2.0.

4-2.09.3.1 An individual unable to document professional development completion may be eligible for a Provisional License by meeting the criteria of Section 2-1.05 of these Rules.

4-2.09.4 The Office of Educator Licensure may, in the last effective year of a license, automatically renew a Standard, Ancillary, or Administrator License, if:

4-2.09.4.1 The licensee is employed, during the last effective year of the license, by an Arkansas public school district, charter school, education service cooperative, or the Department;

4-2.09.4.2 The licensee or the licensee's employer pays any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C); and

4-2.09.4.3 The Office of Educator Licensure is able to document from its records that the licensee has satisfied the background check and professional development requirements of Sections 4-2.02 through 4-2.07 and 4-2.09.2.

Renewal of Licenses Expired More Than One (1) Year

4-2.10 The Office of Educator Licensure shall renew a Standard, Ancillary, or Administrator License that has been expired for more than one (1) year, upon receipt of the following from a licensee:

4-2.10.1 A completed application for renewal, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

4-2.10.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks; and

4-2.10.3 Documentation of completion of sixty (60) or more hours of approved professional development.

4-2.10.4 An individual required to take additional professional development may be eligible for a Provisional License by meeting the criteria of Section 2-1.05 of these Rules.

4-3.0 MISCELLANEOUS PROVISIONS

4-3.01 A Standard or Ancillary License may reflect the highest earned degree awarded to the licensee in:

4-3.01.1 Education, if the degree was awarded by an accredited teacher education program;

4-3.01.2 Educational Leadership, if the degree was awarded by an accredited college or university;

3-2.05.3 Speech-Language Pathology, if the degree was awarded by an accredited speech-language pathology program;

4-3.01.4 School Psychology, Psychology, or Counseling, if the degree was awarded by an accredited school psychology program; or

4-3.01.5 A licensure content area, if the degree was awarded by an accredited college or university.

4-3.02.4 Every individual holding a license issued by the State Board shall complete the child maltreatment recognition training required by Ark. Code Ann. § 6-61-133, Ark. Code Ann. § 6-17-709, and the Department's Rules Governing Professional Development.

4-3.03 An applicant who is not a U.S. citizen shall provide evidence satisfactory to the Department that the applicant meets the criteria of an exception under U.S.C. § 1261 for the state to issue a professional license.

4-3.04 The Office of Educator Licensure may issue a duplicate of a current license upon application of a current license holder, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C).

4-3.05 All information and documentation submitted for an Arkansas teaching license must be accurate, authentic, and unaltered. Any license issued as a result of a violation of this Section 4-3.06 will be null and void.

4-3.06 The Office of Educator Licensure, as authorized by the State Board, reserves the right to amend or rescind any license that has been issued in error.

4-3.07 If an applicant for first-time licensure or administrator licensure or for the addition of a licensure content area, endorsement, or level of licensure, was enrolled in a program of study prior to July 1, 2015, and meets all other requirements for licensure, the Office of Educator Licensure may reference and utilize the licensure content areas, endorsements, or levels of licensure that were recognized by the State Board immediately prior to the effective date of these Rules.

4-3.08 Any license issued by the Department is subject to revocation by the State Board pursuant to the Department's Rules Governing Background Checks.

4-4.0 WAIVERS FOR PUBLIC SCHOOLS AND SCHOOL DISTRICTS

4-4.01 Contracted Positions (ALP/ALCP)

Except as specifically allowed by law or regulation, no person shall be employed by a public school in an out-of-area position for more than thirty (30) instructional days without a waiver issued to the school pursuant to this Section 4-4.0.

4-4.01.1 Schools shall aggressively seek to employ in licensed positions individuals who are licensed and highly qualified (when required) for the grade level and licensure content areas assigned.

4-4.01.2 When a school cannot employ a qualified individual licensed at the grade level or for the licensure content area being assigned, the school shall actively recruit a licensed individual who will work under an Administrator Licensure Plan (ALP) or Administrator Licensure Completion Plan (ALCP) towards becoming licensed and highly qualified (when required) for the grade level assigned or for the specific licensure content area assigned.

4-4.01.3 Notwithstanding the other provisions of this Section 4-4.0, if the State Board or the Commissioner of Education orders the suspension or removal of a superintendent or school board under authority granted under Title 6 of the Arkansas Code, the State Board or Commissioner may appoint, subject to state law and for no more than three (3) consecutive school years, one (1) or more individuals in out-of-area positions as district-level administrators for that public school district.

4-4.01.4 This section 4-4.01 shall not apply to:

4-4.01.4.1 Non-degreed vocational-technical teachers; or

4-4.01.4.2 Those persons approved by the Department to teach the grade level or subject matter of the class in the Department's distance learning program.

Additional Licensure Plan (ALP)

4-4.02 The Office of Educator Licensure shall issue an ALP to an individual holding a Standard License and employed in an out-of-area position, upon the submission of a completed application for an ALP.

4-4.02.1 An ALP is valid for a maximum of three (3) years and is not renewable.

4-4.02.2 An ALP requiring a Department-approved program of study shall remain valid only so long as the applicant:

4-4.02.2.1 Successfully completes within the three (3) year period of the ALP any specialty-area assessment required to be designated as a highly-qualified teacher; and

4-4.02.2.2 Successfully completes a minimum of three (3) hours of program-of-study coursework in the first year of the ALP and a minimum of six (6) hours of Department-approved program-of-study coursework in both the second and third years.

4-4.03 An ALP requiring testing shall remain valid only so long as the applicant, by the end of each year of the ALP, either:

4-4.03.1 Successfully completes the content-knowledge portion(s) of the required specialty-area assessment required to be designated as a highly-qualified teacher; or

4-4.03.2 Successfully completes a minimum of three (3) hours of coursework in the licensure content area at an accredited college or university in the first year of the ALP and a minimum of six (6) hours of Department-approved program-of-study coursework in both the second and third years.

4-4.04 A school district may request an ALP for a person or a position one (1) time.

4-4.04.1 If the person does not make the progress required under 4-4.02.2, he or she is not eligible for another ALP in the same licensure content area.

4-4.04.2 If the person in the position for which the ALP was approved leaves the school district:

4-4.04.2.1 The ALP may transfer with the person as long as the person is making the progress required under 4-4.02.2; and

4-4.04.2.2 The school district may continue to use the ALP for the position until either the original expiration date of the ALP or the date the position is filled by an appropriately licensed individual.

4-4.05 Whether or not an ALP is issued, no person shall be employed by a public school in an out-of-area position for more than thirty (30) instructional days without a waiver issued pursuant to Section 4-4.0 of these Rules.

4-4.06 An individual holding a provisional license issued by reciprocity is eligible for an ALP subject to the remaining requirements of Sections 4-4.01 through 4-4.05.

Administrator Licensure Completion Plan (ALCP)

4-4.07 The Office of Educator Licensure shall issue an Administrator Licensure Completion Plan (ALCP) to an individual employed in an out-of-area position who:

4-4.07.1 Submits a completed application for an ALCP;

4-4.07.1.1 The application must be verified by the Educational Leadership Chair of the accredited college or university where the degree or program of study is offered;

4-4.07.2 Submits proof of employment with an Arkansas public school district, charter school, or other agency or organization, in a position that requires an Administrator License;

4-4.07.2.1 Employment must be verified by an authorized representative of the public school district, charter school, agency, or organization; and

4-4.07.3 Meets all of the requirements of Section 3-1.01, 3-2.01, or 3-3.01 of these Rules except for:

4-4.07.3.1 Successful completion of an awarded master's or higher degree as required by Section 3-1.01.3, 3-2.01.3, or 3-3.01.3;

4-4.07.3.2 Successful completion of a graduate-level program of study as required by Section 3.1.01.4, 3-2.01.3, or 3-3.01.3; or

4-4.07.3.3 Submission of an official score report reflecting passing scores on the appropriate administrative licensure assessment, as required by 3-1.01.5, 3-2.01.5, or 3-3.01.5.

4-4.08.4 An ALCP is valid for a maximum of three (3) years, is not renewable, and shall remain valid so long as the applicant:

4-4.08.4.1 Remains employed with an Arkansas public school district, charter school, or other agency or organization, in a position that requires an Administrator License;

4-4.08.4.2 Holds the degree required by Section 3-1.01.5, 3-2.01.5, or 3-3.01.5, or remains enrolled and actively participates in the appropriate degree program; and

4-4.08.4.3 Has completed, or remains enrolled and actively participates in the appropriate program of study required by Section 3.1.01.4, 3-2.01.4, or 3-3.01.4.

4-4.08.4.4 Active participation in a degree program or program of study means successful completion of a minimum of three (3) hours of graduate-level coursework in the first year of the ALCP, and a minimum of six (6) hours of graduate-level coursework in both the second and third years of the ALCP.

4-4.09.5 Whether or not an ALCP is issued, no person shall be employed by a public school in an out-of-area position for more than thirty (30) days without a waiver issued pursuant to Chapter 4, Section 4-4.0 of these Rules.

Waiver (ALP/ALCP)

4-4.10 The Office of Educator Licensure may grant a public school, agency, or organization a one-year waiver of the requirements of Sections 4-4.01 through 4-4.09 if it imposes an undue hardship in that a school is unable to timely fill a vacant position with a qualified individual licensed in the required licensure content area and level of licensure.

4-4.11 A request for waiver shall be submitted by the superintendent of the public school district or director of the charter school and shall include:

4-4.11.1 A listing of all licensed employees employed by the school district or charter school, including for each licensed employee:

4-4.11.1.1 Social Security number;

4-4.11.1.2 Current licensure area(s);

4-4.11.1.3 Whether the employee is currently employed in an out-of-area position, and if so, whether the position requires a highly-qualified teacher;

4-4.11.1.4 Any prior completed Additional Licensure Plan(s) (ALP); and

4-4.11.1.5 All prior school years in which the employee was employed in an out-of-area position;

4-4.11.2 A justification for the waiver documenting the efforts of the district or charter school to find a fully licensed, highly qualified employee. Districts will not have to verify re-advertising for the second and third years for a position, as long as the individual holds a valid ALP or ALCP;

4-4.11.3 A written plan with timelines for completion of the ALP or ALCP requirements; and

4-4.11.4 If a waiver was granted for the same position in the prior school year, evidence that the ALP or ALCP plan timelines are being met in accordance with Sections 4-4.02, 4-4.03, or 4-4.08.

4-4.12 A school, district, agency, or organization shall annually apply for renewal of the waiver each additional year the employee is working under an approved ALP or ALCP. The one (1)-year waiver may be renewed two (2) times, for a maximum of three (3) years of waiver for the same position, so long as the ALP or ACLP issued to the employee remains valid and the employee meets the ALP or ALCP plan timelines.

4-4.13 The district superintendent or charter school director shall send written notice of the assignment of an employee to an out-of-area position to the parent or guardian of each student in the employee's classroom no later than thirty (30) ~~school~~ instructional days after the date of the assignment.

4-4.13.1 Parental notice is not required for the out-of-area assignment of a counselor, library media specialist, or administrator.

4-4.14 The final decision regarding the granting of a waiver rests with the State Board.

Substitute Teachers

4-4.15 Since it is sometimes necessary to utilize the services of substitute personnel, public schools should select competent individuals who can be entrusted with the instructional responsibilities of the school. As much care should be given to the recruitment, selection, and utilization of those who will be used as substitutes as is given to licensed personnel.

4-4.15.1 A person employed as a temporary substitute for a licensed teacher in a public school shall:

4-4.15.1.1 Be a high school graduate; or

4-4.15.1.2 Hold a graduate equivalent degree (G.E.D.).

4-4.15.2 No class of students in any public school shall be under the instruction of a substitute teacher for more than thirty (30) consecutive instructional days in the same class during a school year unless the substitute teacher instructing the class has:

4-4.15.2.1 A bachelor's or higher degree awarded by an accredited college or university; or

4-4.15.2.2 A current Standard Teaching License, Ancillary License, Provisional License, Administrator's License, or Lifetime Teaching License issued by the State of Arkansas.

4-4.15.3 A public school shall request a waiver for each semester, not to exceed two (2) consecutive semesters to employ a substitute teacher whenever a class of students will be receiving instructions from the substitute teacher for longer than thirty (30) consecutive instructional days unless the substitute is fully licensed in Arkansas for areas in which the substitute is employed.

4-4.15.4 A public school may not avoid a waiver request by:

4-4.15.4.1 Relying on the license of another teacher or administrator in the building who is not the assigned substitute teacher and is not actively teaching the class;

4-4.15.4.2 Terminating the services of a substitute teacher(s) prior to the thirty-first (31st) instructional day;

4-4.15.4.3 Granting the substitute teacher one (1) or more days of personal or administrative leave; or

4-4.15.4.4 Using any other method of circumventing the intent of the law or these rules.

4-4.15.5 The district superintendent or charter school director shall send written notice of the assignment of a substitute teacher to an out-of-area position to the parent or guardian of each student in the teacher's classroom no later than thirty (30) consecutive instructional days after the date of the assignment.

4-4.15.6 This Section 4-4.15 shall not apply to non-degreed vocational-technical teachers.

4-4.15.7 The superintendent of a public school district or director of a charter school may apply for a waiver from the State Board if the requirements set forth in this Section 4-4.15 impose an undue hardship on the school or district.

4-4.15.7.1 A written application for waiver shall be submitted to the Department as soon as an undue hardship is determined by the superintendent or charter school director. The application letter shall include:

4-4.15.7.1.1 A justification of need for the waiver;

4-4.15.7.1.2 Documentation that a degreed or properly-licensed individual is not available to be employed;

4-4.15.7.1.3 Instructional area that will be assigned to the substitute teacher, and

4-4.02.8.1.4 The length of time the substitute will be employed.

4-4.15.7.2 Waivers for use of a substitute teacher for longer than thirty (30) consecutive instructional days may be granted for only one (1) semester but may be renewed for a second (2nd) semester. Such waivers are to be submitted immediately once the substitute has been in the classroom for thirty-one (31) days.

4-4.15.7.3 Applications for waivers shall be reviewed by the Department and presented to the State Board for its decision.

4-4.15.7.4 The final decision regarding the granting of this waiver will rest with the State Board.

4-4.15.7.5 Any school district or charter school granted this waiver will be reported in the Department's annual school district or school report card.

4-5.0 RENEWAL OF INITIAL OR PROVISIONAL LICENSES ISSUED UNDER OLD RULES

4-5.01 A licensee holding a current or expired "Initial Teaching License" issued by the State Board pursuant to the Department's Rules Governing Initial,

Standard/Advanced Level and Provisional Teacher Licensure (eff. July 2010 or July 2007) may renew the license as a Standard License pursuant to Section 4-2.0 of these rules.

4-5.02 A licensee holding a current or expired "Initial Administrator License" issued by the State Board pursuant to the Department's Rules Governing Initial and Standard / Advanced Level Administrator and Administrator – Arkansas Correctional School Licensure (eff. August 2003 or November 2010) may renew the license as a standard Administrator License under the applicable provisions of Chapter 3 of these rules.

ARKANSAS DEPARTMENT OF EDUCATION
EMERGENCY RULES GOVERNING EDUCATOR LICENSURE

CHAPTER 5:
NONTRADITIONAL LICENSURE

5-1.0 GENERAL REQUIREMENTS FOR NONTRADITIONAL LICENSURE

5-1.01 Unless specifically provided otherwise herein, each applicant for a provisional license issued under this Chapter 5 shall document the following:

5-1.01.1 A completed application form for the applicable nontraditional licensure program, with payment of any fees (if applicable) as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

5-1.01.2 Official transcript(s) documenting an awarded four-year college bachelor's degree or higher from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

5-1.01.2.1 For out-of-country candidates, an official college transcript evaluation from a private credential evaluation agency;

5-1.01.3 A minimum cumulative undergraduate or graduate grade point average (GPA) of 2.70 or a minimum GPA of 2.9 for the last 60 credit hours of coursework;

5-1.01.4 An official score report reflecting passing scores, as approved by the State Board, on the state required basic skills assessment.

5-1.01.4.1 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 assessment(s);

5-1.01.5 An official score report evidencing passing scores on the state-required assessments for the licensure content area in which the applicant seeks to teach; and

5-1.01.6 Before a candidate may enter a public school classroom, the candidate shall apply for and successfully complete the required background checks by the Child Maltreatment Central Registry, Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann.§ 6-17-410.

5-1.02 A Provisional Teaching License under this Chapter 5 is issued to a participant in one (1) license area (except as follows) based upon the areas and levels of teaching assignment approved by the State Board.

5-1.02.1 A Middle Childhood 4-8 participant must be licensed in two (2) or more of the four (4) middle childhood licensure content areas of math, science, social studies, and language arts, and may have one (1) or more endorsements approved by the State Board.

5-1.02.2 A Secondary participant may be issued a Provisional Teaching License in one (1) secondary licensure content area or in one (1) license content area with one (1) endorsement added.

5-1.02.2.1 To be licensed in two (2) areas, a Secondary participant must have successfully completed all state-mandated content specific licensure assessments for both areas, and have a teaching assignment in both licensure areas.

5-1.02.2.2 A Secondary participant with one (1) licensure area may add one (1) endorsement if the participant completes the required program of study, if applicable for the endorsement, successfully completes the state-mandated assessment for the endorsement, and has a teaching assignment in the endorsement area.

5-1.03 Unless specifically provided otherwise herein, each applicant for a Standard License issued under this Chapter 5 shall document the following:

5-1.03.1 A completed application for licensure;

51.03.2 Payment of the applicable licensure fee;

5-1.03.3 An official score report evidencing passing scores on the state-required pedagogical assessment, basic-skills assessment, and content-area assessments for the licensure content area in which the applicant seeks to teach;

5-1.03.4 For applicants seeking licensure in Middle Childhood (4-8), or Secondary Social Studies (7-12), document the successful completion of three (3) college credit hours in Arkansas History at an accredited

college or university or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS.

5-1.03.5 As required by the grade level or licensure content area for which the applicant seeks licensure, furnish evidence of successful completion of six (6) college credit-hours of instruction in reading that includes at a minimum theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers, and disciplinary literacy, and either a 3-hour course in disciplinary literacy at an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (completed with a grade of "B" or better) or a 45-hour professional development piece in disciplinary literacy through ArkansasIDEAS.

5-1.03.6 Document the completion of the following professional development through the Arkansas IDEAS Portal:

5-1.03.6.1 Two (2) hours of parental involvement;
5-1.03.6.2 Two (2) hours of child maltreatment training;
5-1.03.6.3 Two (2) hours of teen suicide awareness and prevention; and
5-1.03.6.4 Dyslexia awareness.

5-1.04 An individual who holds a provisional license under this Chapter 5 must participate in mentoring as required for novice teachers under the Department's Rules Governing Mentoring Programs or a substantial equivalent offered by the accelerated teaching program and approved by the Department.

5-1.05 An applicant who is not a U.S. citizen shall provide evidence satisfactory to the Department that the applicant meets the criteria of an exception under U.S.C. § 1261 for the state to issue a professional license.

5-2.0 ARKANSAS PROFESSIONAL PATHWAY TO EDUCATOR LICENSURE (APPEL)

5-2.01 The following is required for admission to the APPEL program:

5-2.01.1 Candidates for the APPEL program may be exempt from the standard minimum GPA requirement if all the following conditions are met:

5-2.01.1.1 Have at least fifteen (15) years of experience in the field related to the teaching/licensure subject area.

5-2.01.1.2 Demonstrate a minimum of a 2.25 cumulative undergraduate or graduate grade point average.

5-2.01.1.3 Submit one (1) letter of justification from the applicant expressing the relevance of the applicants' credentials to teach the subject in question.

5-2.01.1.4 Have two (2) professional letters of recommendation submitted by references to the Office of Educator Effectiveness; and

5-2.01.1.5 Complete the regular APPEL program application process.

5-2.02 In addition to meeting the requirements of Section 5-1.0, to obtain a Provisional Teaching License through APPEL a candidate must:

5-2.02.1 Be admitted into the APPEL program;

5-2.02.2 Be assigned to an APPEL program satellite site for instructional modules and successfully complete all required APPEL program instructional modules, including the summer instructional modules.

5-2.02.2.1 To maintain the Provisional Teaching License, the candidate must continue and successfully complete the school year instructional modules;

5-2.02.3 Document employment as a teacher-of-record, teaching a minimum of three (3) hours per day in the appropriate licensure area(s), with a certified mentor approved by the Department in an Arkansas public school, private school (as set forth in Section 5-2.02.3.3), charter school, or education service cooperative during the provisional licensure period.

5-2.02.3.1 If appropriate employment is not secured by October 1 of the year of admission into the APPEL program, the candidate shall be maintained on "hold" (one year only), until the following year.

5-2.02.3.2 A candidate on "hold" shall not be issued a license and shall be required to teach the following year. (The candidate shall still be required to complete two (2) years of teaching within a three-year period.)

5-2.02.3.3 A candidate may be employed in a private school setting 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.

5-2.03 If the appropriate state-mandated pedagogical assessment is not successfully completed within the APPEL program period, the Provisional Teaching License will be revoked. The participant will be allowed to attend Department-scheduled remedial sessions for one (1) year, during which time the participant may attempt to pass the assessment and, if successful, will be issued a Standard Teaching License.

5-2.03.1 If the pedagogical assessment is not successfully completed within the remedial year as provided under Section 5-2.03, the participant will be administratively withdrawn from the program.

5-2.04 An applicant for a Provisional Teaching Licensure under APPEL shall adhere to and abide by all the policies and procedures as outlined in the published APPEL Program Handbook for the year of admission.

5-2.05 A Provisional Teaching License is issued to an APPEL program participant at the beginning of the first year of participation in the program for:

5-2.05.1 One (1) year if the participant is in a one-year program; and

5-2.05.2 Two (2) years if the participant is in a two-year program.

5-2.06 An APPEL participant may not file an ALP or teach in an out-of-licensure area while enrolled in the APPEL program.

5-2.07 There are two (2) tracks in the APPEL program: a one-year program or a two-year program.

5-2.07.1 Candidates with a four-year degree who have completed a program of study in the field of Education (all coursework with the exception of Student Teaching) may be eligible to complete a one-year program if their degree was awarded within five (5) years of the date of application.

5-2.07.2 Candidates with a four-year degree, who have not completed a program of study in the field of Education, or those whose Education degree was awarded more than five (5) years before the date of application, must complete a two-year program.

5-2.08 In addition to meeting the requirements of Section 5-1.03, to obtain a Standard Teaching License, an APPEL participant shall successfully complete the APPEL program.

5-2.09 Annual enrollment in the APPEL program may be limited by:

5-2.09.1 Licensure requirements.

5-2.09.2 Licensure area and level of candidates (shortage areas may be given preference).

5-2.09.3 Program capacity (in which case applications will not be accepted after capacity is reached).

5-3.0 PROVISIONAL PROFESSIONAL TEACHING LICENSE

5-3.01 A Provisional Professional Teaching License (PPTL) is:

5-3.01.1 A nonrenewable three-year provisional license issued to an experienced professional for the purpose of teaching on a part-time or full-time basis as teacher-of-record in an Arkansas public school; and

5-3.01.2 Issued for one (1) or more licensure content areas.

5-3.02 In addition to meeting the requirements of Sections 5-1.01 and 5-1.02, to obtain a Provisional Professional Teaching License a candidate must:

5-3.02.1 Have a minimum of three (3) years of working experience in the licensure content area of the class to be taught.

5-3.02.2 Be offered employment to teach classes for credit in an Arkansas public school.

5-3.02.3 Submit one (1) letter of justification from the applicant expressing the relevance of the applicant's credentials to teach the subject in question.

5-3.02.4 Have two (2) professional letters of recommendation submitted by references to the Office of Educator Licensure.

5-3.03 An individual who receives a three-year Provisional Professional Teaching License shall complete, in the first year of provisional licensure, twenty-four (24) hours of training in pedagogy as determined by the Department.

5-3.03.1 The twenty-four (24) hours of training in pedagogy are in addition to and not considered a part of the annual professional development required for a Standard Teaching License.

5-3.04 In addition to meeting the requirements of Section 5-1.03, to obtain a Standard Teaching License, an individual holding a Provisional Professional Teaching License must:

5-3.04.1 Undergo a summative evaluation at the end of three (3) years of provisional licensure.

5-2.04.1.1 The applicant must have been identified by the employing school district as proficient or above on the summative evaluation; and

5-3.04.3 Provide a recommendation from the superintendent of the employing school district for full licensure.

5-4.0 ACCELERATED TEACHING PROGRAM

5-4.01 An Accelerated Teaching Program Provisional License is a nonrenewable provisional teaching license valid for the term of the accelerated teaching program issued to a participant in an accelerated teaching program who meets the following criteria:

5-4.01.1 Is a participant in an accelerated teaching program; and

5-4.01.2 Is teaching in an Arkansas public school.

5-4.02 In addition to meeting the requirements of Section 5-1.0, to obtain a Standard Teaching License, an individual who has completed an accelerated teaching program must furnish evidence of successful completion of the accelerated teaching program.

5-4.03 If Arkansas History is required, an applicant who meets all requirements of Section 5-4.03 except completion of the Arkansas History requirement and who has not previously held an Accelerated Teaching Program Provisional License may complete the Arkansas History requirement under a one-year nonrenewable Provisional Teaching License. If the Arkansas History requirement is completed during the one-year provisional licensure period, the applicant may be issued a Standard Teaching License.

5-5.0 MASTER'S DEGREE IN TEACHING PROVISIONAL AND STANDARD LICENSURE

5-5.01 In addition to meeting the requirements of Sections 5-1.01 and 5-1.02, an individual enrolled in a master's degree in teaching program (MAT, M.Ed., or MTLL) may obtain a Provisional Teaching License if the individual:

5-5.01.1 Submits evidence of enrollment in a master's degree in teaching program that:

5-5.01.1.1 Is from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation;

5-5.01.1.2 Either has attained recognition from its affiliated Council for Accreditation of Educator Preparation (CAEP) Specialized Professional Association (SPA), is accredited by a CAEP recognized organization associated with the field of study, or is recommended for approval based upon results of a CAEP or state review of the program; and

5-5.01.1.3 Is approved by the Department under the *ADE Policies Governing Programs for Educator Licensure Offered By Institutions of Higher Education in Arkansas*;

5-5.01.2 Maintains a cumulative grade point average in the master's degree in teaching program of no less than 3.0 (4.0 scale);

5-5.01.3 Documents employment as a teacher-of-record, teaching a minimum of three (3) hours per day in the appropriate licensure area(s).

5-5.03 In addition to meeting the requirements of Section 5-1.03, to obtain a Standard Teaching License under these Rules, an individual holding a master's degree in teaching (MAT, M.Ed., or MTLL) must submit official transcript(s) documenting an awarded master's degree in teaching from an accredited institution of higher education.

5-5.04 For an applicant who was not employed as a teacher-of-record and did not hold a Master's Degree in Teaching Provisional License under this section, a one-year, non-renewable provisional teaching license shall be available for an applicant who holds a Master's Degree in Teaching if the applicant has completed all other requirements under Section 5-5.03 but has not successfully completed:

5-5.04.1 The Arkansas History requirement under 5-1.03.4 if required; or

5-4.04.2 The instruction in reading and disciplinary literacy required under Section 5-1.03.5.

5-5.05 An individual receiving a Standard Teaching License under this Section 5-5.0 who was employed in a private school but not mentored under these rules while in a Master's Degree in Teaching program shall upon employment in a public school participate in mentoring as required for novice teachers under the Department's Rules Governing Mentoring Programs, unless the individual has completed mentoring or a substantial equivalent in an in-state private school 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 Arkansas' TESS.

ARKANSAS DEPARTMENT OF EDUCATION
EMERGENCY RULES GOVERNING EDUCATOR LICENSURE
CHAPTER 6:
LIFETIME TEACHING LICENSE

6-1.0 ELIGIBILITY REQUIREMENTS FOR OBTAINING THE LIFETIME TEACHING LICENSE

6-1.01 Applicants for the Standard Lifetime shall meet the following eligibility requirements:

6-1.01.1 Hold a current, or expired standard Arkansas teaching license;

6-1.01.2 Be at least (62) years of age; and

6-1.01.3 Either:

6-1.01.3.1 Have worked in an educational setting while maintaining an Arkansas teaching license, or

6-1.01.3.2 Have made significant contributions to education, educational research, or the profession of teaching through scholarly endeavors, teaching experience, excellence in teaching, or educational innovation;

6-1.02 Applicants shall apply for and successfully complete the criminal background checks and Child Maltreatment Central Registry check required under the Department's Rules Governing Background Checks upon application for the Lifetime Teaching License.

6-1.02.1 The required background check or Child Maltreatment Central Registry check cannot be older than one year at the time of application.

6-2.0 GENERAL POLICIES AND PROCEDURES RELATING TO THE LIFETIME TEACHING LICENSE

6-2.01 The Department shall issue a Lifetime Teaching License upon:

6-2.01.1 The applicant submitting to the Office of Educator Licensure at the Department a completed application requesting the Lifetime Teaching License, using the application form developed by the Department;

6-2.01.2 The applicant meeting the eligibility requirements in Section 6-1.0 of these rules; and

6-2.01.3 The application being approved by the State Board.

6-2.02 The Lifetime Teaching License shall reflect the applicant's licensure areas at the time of the application.

6-2.03 A teacher holding a Lifetime Teaching License is not required to renew his or her teaching license.

6-2.04 A Lifetime Teaching License is subject to the same laws for revocation as any Arkansas teaching license.

6-2.05 A Lifetime Teaching License holder is not subject to the requirements for annual professional development, except as provided in Section 6-3.02.2 of this rule.

6-2.06 The Lifetime Teaching License shall terminate upon the death or legal incapacity of the license holder.

6-3.0 EMPLOYMENT OF LIFETIME TEACHING LICENSE HOLDERS

6-3.01 A Lifetime Teaching License holder is eligible to serve a school district, educational services cooperative or the Department in the following capacities:

6-3.01.1 Substitute teacher

6-3.01.2 Tutor

6-3.01.3 Mentor

6-3.01.4 Test Investigator

6-3.01.5 Scholastic Audit Consultant

6-3.01.6 Others as defined by the Department

6-3.02 A Lifetime Teaching License holder who becomes employed full-time or part-time by a school district, education service cooperative as a licensed educator, or by the Department in a position that requires a current license issued by the State Board shall:

6-3.02.1 Apply for and successfully complete the criminal background checks and Child Maltreatment Central Registry check required under the Department's Rules Governing Background Checks; and

6-3.02.2 Participate in the professional development programs as required by the employing school district, cooperative or Department.

6-3.02.2.1 A Lifetime Teaching License holder who has not taught or been employed in an educational setting for which a license is required for one (1) or more years shall be required to provide the Department verification of twenty (20) hours of relevant professional development prior to reentering the educational setting.

6-3.02.3 A school district that hires a Lifetime Teaching License holder shall notify the Department of the within thirty (30) days of the employment of the Lifetime Teaching License holder.

ARKANSAS DEPARTMENT OF EDUCATION
EMERGENCY RULES GOVERNING EDUCATOR LICENSURE
CHAPTER 7:
EMERGENCY AND EFFECTIVE DATES

7-1.01 Whereas, the State Board of Education and the Arkansas Department of Education are proposing these rule changes for the purpose of providing qualified educators in Arkansas public schools, and to remove some barriers to the recruitment and retention of persons interested in becoming licensed teachers and administrators; and

Whereas, these rules need to be implemented immediately so that school districts and educator preparation programs may plan appropriately for training and staffing educators in public schools; and

Whereas, the State Board of Education finds that imminent peril exists to the public educational health, safety and welfare of the school children in Arkansas due to the need for qualified and effective licensed educators in public schools;

Therefore the State Board of Education and the Arkansas Department of Education promulgate these rules as Emergency Rules Governing Educator Licensure pursuant to authority of Ark. Code Ann. § 25-15-204 in order to implement the changes needed for the proper licensure of public school teachers, administrators, and other licensed school personnel.

7-1.02 These Emergency Rules shall go into effect on February 12, 2015.

7-1.03 These Emergency Rules shall expire June 12, 2015.

Appendix A: LEVELS AND AREAS OF LICENSURE

CHART 1.A
FIRST-TIME LICENSURE AREAS

	AVAILABLE LICENSURE LEVEL (see also Chart 3.)						
LICENSURE CONTENT AREA:	**B-K**	**K-6**	**4-8**	**7-12**	**K-12**	**4-12**	**PS**
*ECH/SP.ED INTEGRATED	X						
ELEMENTARY		X					
MIDDLE CHILDHOOD (Math, Science, Lang Arts, Social Studies) Must choose any two of the four content areas listed for initial licensure. Any area may be added individually to a Standard License.			X				
BIOLOGY/LIFE SCIENCE				X			
CHEMISTRY				X			
PHYSICS				X			
**PHYSICAL SCIENCE				X			
ENGLISH LANG ARTS				X			
SOCIAL STUDIES				X			
PHYSICS/MATHEMATICS				X			
MATHEMATICS				X			
DRAMA				X			
SPEECH				X			
ART					X		
VOCAL MUSIC					X		
INSTRUMENTAL MUSIC					X		
DRAMA / SPEECH					X		
PHYSICAL EDU / HEALTH					X		
* SPECIAL EDUCATION					X		
FOREIGN LANGUAGES					X		
* GUIDANCE & SCHOOL COUNSELING					X		
*ADULT EDUCATION							X
***COMPUTER SCIENCE						X	
CAREER AND TECHNICAL EDUCATION:							
BUSINESS TECHNOLOGY						X	
MARKETING TECHNOLOGY				X			
AGRICULTURE SCIENCE & TECH				X			
FAMILY & CONSUMER SCIENCE				X			
INDUSTRIAL TECHNOLOGY				X			

* These areas cannot be added to a standard license by testing out.

** The reference to physical science here applies only to an applicant who entered a physical science teacher education program before fall 2016.

*** Available when the content-area assessment or program of study is available

NOTE: B-K=BIRTH TO KINDERGARTEN; ECH=EARLY CHILDHOOD; SP.ED=SPECIAL EDUCATION; PS=POST-SECONDARY

Appendix A: LEVELS AND AREAS OF LICENSURE

CHART 1.B
ENDORSEMENT TO STANDARD LICENSE

	AVAILABLE LICENSURE LEVEL (see also Chart 3.)								
	***AGE 3-4 SP. ED.	B-K	K-6	4-8	7-12	K-12	4-12	P-12	PS
LICENSURE CONTENT AREA:									
*ECH/SP.ED INTEGRATED		X							
*AGE 3-4 ECH	X								
AGE 3-4 SP. ED	X								
ELEMENTARY			X						
MIDDLE CHILDHOOD (Math, Science, Lang Arts, Social Studies) Must choose any two of the four content areas listed for initial licensure. Any area may be added individually to a Standard License.				X					
BIOLOGY/LIFE SCIENCE					X				
CHEMISTRY					X				
PHYSICS					X				
**PHYSICAL SCIENCE					X				
EARTH SCIENCE					X				
ENGLISH LANG ARTS					X				
SOCIAL STUDIES					X				
PHYSICS/MATHEMATICS					X				
MATHEMATICS					X				
DRAMA					X				
SPEECH					X				
JOURNALISM					X				
ART			X		X	X			
VOCAL MUSIC			X		X	X			
INSTRUMENTAL MUSIC			X		X	X			
DRAMA / SPEECH						X			
PHYSICAL EDU / HEALTH			X		X	X			
* SPECIAL EDUCATION						X			
* VISUAL SPECIALIST						X			
* HEARING SPECIALIST						X			
FOREIGN LANGUAGES			X		X	X			
* GUIDANCE & SCHOOL COUNSELING						X			
*ADULT EDUCATION									X
*DYSLEXIA THERAPIST						X			
****COMPUTER SCIENCE							X		
CAREER AND TECHNICAL EDUCATION:									
BUSINESS TECHNOLOGY							X		
MARKETING TECHNOLOGY					X				
AGRICULTURE SCIENCE & TECH					X				
FAMILY & CONSUMER SCIENCE					X				
INDUSTRIAL TECHNOLOGY					X				

	AVAILABLE LICENSURE LEVEL (see also Chart 3.)								
	***AGE 3-4 SP. ED.	B-K	K-6	4-8	7-12	K-12	4-12	P-12	PS
ADMINISTRATOR LICENSURE:									
*DISTRICT-LEVEL ADMINISTRATOR									
*BUILDING-LEVEL ADMINISTRATOR								X	
*CURRICULUM/PROGRAM ADMINISTRATOR								X	

* These areas cannot be added to a standard license by testing out.

** The reference to physical science here applies only to an applicant who entered a physical science teacher education program before fall 2016.

*** Must hold a special education license to test out of age 3-4 special education

**** Available when the content-area assessment or program of study is available

NOTE: B-K=BIRTH TO KINDERGARTEN; ECH=EARLY CHILDHOOD; SP.ED=SPECIAL EDUCATION; PS=POST-SECONDARY

Appendix A: LEVELS AND AREAS OF LICENSURE

CHART 2.
ENDORSEMENT BY PROGRAM OF STUDY ONLY

	AVAILABLE LICENSURE LEVEL				
	AGE 3-4	**K-6**	**5-6**	**K-12**	**P-12**
EXCEPTION AREA ENDORSEMENTS: (EXCEPTION AREA ENDORSEMENTS CANNOT BE ADDED TO A STANDARD TEACHING LICENSE BY TESTING OUT.)					
LIBRARY MEDIA SPECIALIST				X	
READING SPECIALIST				X	
GUIDANCE & SCHOOL COUNSELING				X	
GIFTED & TALENTED				X	
ENGLISH AS A SECOND LANGUAGE				X	
EDUCATIONAL EXAMINER				X	
COACHING				X	
INSTRUCTIONAL FACILITATOR				X	
GRADE 5-6 ENDORSEMENT (FOR 7-12 TEACHER LICENSED IN A CORE CONTENT AREA(S) OF MATH, SCIENCE, LANG ARTS OR SOCIAL STUDIES)			X		
AGE 3-4 ENDORSEMENT (FOR TEACHERS HOLDING AN ELEMENTARY K-6 LICENSE; NON-SPECIAL ED)	X				
CONTENT SPECIALIST (FOR MATH, SCIENCE AND LITERACY FOR TEACHERS HOLDING A K-6 LICENSE)		X			
DYSLEXIA THERAPIST				X	
EDUCATIONAL LEADERSHIP & SUPERVISION:					
DISTRICT-LEVEL ADMINISTRATOR					X
BUILDING-LEVEL ADMINISTRATOR					X
CURRICULUM/PROGRAM ADMINISTRATOR					X
ANCILLARY STUDENT SERVICES:					
SCHOOL PSYCHOLOGY SPECIALIST				X	
SPEECH LANGUAGE PATHOLOGY				X	

Appendix A: LEVELS AND AREAS OF LICENSURE

CHART 3.
ENDORSEMENT BY TESTING OUT

This chart is to be used in conjunction with Chart 1.

	AVAILABLE ENDORSEMENT LEVEL					
	AGE 3-4 SP. ED.	**K-6**	**4-8**	**4-12**	**7-12**	**K-12**
FIRST-TIME LICENSURE LEVEL FOR ANY CONTENT AREA:						
B-K Integrated		X				
P-4*		X	X			
K-6		X	X			
1-6		X	X			
4-8		X	X	X	X	
4-12		X	X	X	X	
7-12			X	X	X	
P-8		X	X	X		
K-12			X	X	X	X
K-12 SP. ED	X	X	X	X	X	X

* The reference to P-4 here applies only to an applicant who entered a P-4 teacher education program before Fall 2015.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING EDUCATOR LICENSURE
_____, 2015

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ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING EDUCATOR LICENSURE

CHAPTER 1:
TRADITIONAL LICENSURE

1-1.0 REGULATORY AUTHORITY AND PURPOSE

1-1.01 These Rules shall be known as Arkansas Department of Education Rules Governing Educator Licensure.

1-1.02 The State Board of Education 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, 6-17-401 *et seq.*, 6-17-2601 *et seq.,* 6-20-2204, 6-20-2305, 6-41-609, 6-61-133, 25-15-201 *et seq,*

1-1.03 The purposes of these Rules are to:

1-1.03.1 Establish requirements and procedures for the issuance, licensure, re-licensure, and continuance of licensure of educators in the public schools of this state, as required by Ark. Code Ann. § 6-17-402;

1-1.03.2 Provide for the acceptance of educator licenses by reciprocity, as required by Ark. Code Ann. § 6-17-403;

1-1.03.3 Implement as a prerequisite to licensure the requirement of basic-skills, pedagogical, and content-area assessments, as required by Ark. Code Ann. §§ 6-17-402, 6-17-601, & 6-15-1004;

1-1.03.4 Implement as a prerequisite to licensure the requirement of college-level coursework in Arkansas History for certain educators, as required by Ark. Code Ann. § 6-17-418; ~~and~~

1-1.03.5 Provide for the issuance of provisional licenses, as required by Ark. Code Ann. §§ 6-17-403 & 6-17-418;

1-1.03.6 Provide for the issuance of provisional and standard licenses through nontraditional programs, under Ark. Code Ann. § 6-17-409; and

1-1.03.7 Provide for a Lifetime Teaching License, under Ark. Code Ann. § 6-17-2601 *et seq*.

1-1.04 These Rules implement Arkansas law requiring that school districts provide ten (10) professional development days in the basic contract for teachers under Ark. Code Ann. § 6-17-2402;

1-1.04.1 It is noted here that higher education shall include within educator preparation programs curriculum that addresses requirements established by Arkansas statutes governing preparation for educator licensure, including without limitation, instruction in:

1-1.04.1.1 Child maltreatment, under Ark. Code Ann. § 6-61-133; and

1-1.04.1.2 Information on the identification of students at risk for dyslexia and related disorders, under Ark. Code Ann. § 6-41-609.

~~1.04 These Rules provide three pathways to educator licensure:~~

~~1.04.1 Completion of a bachelor's or higher degree from an accredited teacher preparation program at an accredited college or university;~~

~~1.04.2 Completion of an accredited speech-language pathology or school psychology program; and~~

~~1.04.3 Licensure by reciprocity.~~

~~1.05 In addition to the pathways contained in these Rules, the Department's Rules Governing the Non-Traditional Licensure Program provide other pathways to licensure for individuals holding a bachelor's degree or higher from an accredited college or university, including without limitation:~~

~~1.05.1 Completion of the Arkansas Professional Pathway to Educator Licensure (APPEL), formerly known as the Non-Traditional Licensure Program;~~

~~1.05.2 Professional Teaching Permits and Provisional Professional Teaching Licenses for experienced professionals to teach in their areas of expertise;~~

~~1.05.2 Acceptance into an accelerated teaching program, such as Teach For America or the University of Arkansas' Arkansas Teacher Corps; and~~

~~1.05.3 Completion of a master's degree in teaching from an accredited teacher preparation program at an accredited college or university.~~

1-1.05 In addition to the pathways to licensure contained in these Rules, the Arkansas Department of Career Education Program Policies and Procedures for Career and Technical Education provide other pathways to licensure for individuals who meet that Department's requirements and who:

1-1.05.1 Hold a bachelor's or higher degree in the career or technical area to be taught; or

1-1.05.2 Document a minimum of four (4) years of experience in the career or technical area to be taught, and hold a high school diploma or GED credential.

1-2.0 DEFINITIONS

For the purposes of these Rules:

1-2.01 "Accelerated Teaching Program" means a program intended for college graduates that provides intensive training and support for a period of two (2) or more years for teaching and leading in schools, including the Teach for America program, the Arkansas Teacher Corps program offered by the University of Arkansas at Fayetteville, or another accelerated teaching program approved by the Department.

1-2.02 "Accredited College or University" means an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

~~In addition to any approvals required under these Rules, institutions of higher education may be subject to other applicable laws or regulations, including without limitation Ark. Code Ann. § 6-61-301 *et seq.* and the Policies, Rules, and Regulations of the Arkansas Higher Education Coordinating Board.~~

1-2.03 "Accredited Guidance and School Counseling Program" means a guidance and school counseling program that is offered by an accredited college or university, and the program is accredited by the Council for the Accreditation of Educator Preparation (CAEP), or approved by the licensing authority of a state government.

1-2.04 "Accredited Speech-Language Pathology or School Psychology Program" means a speech-language pathology or school psychology program that is offered by an accredited college or university, and the program is:

1-2.04.1 Nationally accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association; or

1-2.04.2 Nationally accredited in school psychology by the Commission on Accreditation of the American Psychological Association; or

1-2.04.3 Approved by the National Association of School Psychologists; or

1-2.04.4 Nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

1-2.05 "Accredited ~~Teacher~~ Educator Preparation Program" means ~~a teacher~~ an educator preparation program that is:

1-2.05.1 ~~Nationally accredited by the National Council for Accreditation of Teacher Education (NCATE), Teacher Education Accreditation Council (TEAC), or~~ Accredited by the Council for Accreditation of Educator Preparation (CAEP); or

1-2.05.2 ~~Nationally accredited~~ Accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation; or

1-2.05.3 Approved by the licensing authority of a state government.

1-2.06 "Additional Licensure Plan (ALP)" means a plan approved by the Office of Educator Licensure that allows an individual holding a Standard License or Provisional License (by reciprocity only) to accept employment or assignment in an out-of-area position, prior to completion of the requirements for the required endorsement, licensure content area, or level of licensure, for no more than three (3) years dependent on successful progress towards completion.

1-2.07 "Administrator License" means a five (5)-year renewable license, issued by the State Board, which allows the license holder to serve as an administrator in Arkansas public schools. Administrator licenses include:

1-2.07.1 "Curriculum/Program Administrator" ~~means~~ - a school leader who is responsible for program development and administration, and who may be responsible for employment evaluation decisions, in one (1) of the following areas:

1-2.07.1.1 Special Education;
1-2.07.1.2 Gifted and Talented Education;
1-2.07.1.3 Career and Technical Education;
1-2.07.1.4 Content Area Specialist, in a licensure content area;
1-2.07.1.5 Curriculum Specialist; or
1-2.07.1.6 Adult Education;

1-2.07.2 "Building-Level Administrator" ~~means~~ - a principal, assistant principal, or vice principal in an Arkansas public school or in the Arkansas Correctional Schools;

1-2.07.3 "District-Level Administrator" ~~means~~ - a superintendent, assistant/associate superintendent, or deputy superintendent.

1-2.08 "Administrator Licensure Completion Plan (ALCP)" means a plan approved by the Office of Educator Licensure that allows an individual holding a Standard License to accept employment as an administrator, prior to completion of the requirements for an Administrator License, for no more than three (3) years dependent on successful progress towards completion.

1-2.09 "Affected District" means a public school district that loses territory or students as a result of annexation, consolidation, or detachment.

1-2.10 "Ancillary License" means a five (5)-year renewable license, issued by the State Board, that does not require prior classroom teaching experience, and which allows the license holder to practice in Arkansas public schools as a School Psychology Specialist or Speech Language Pathologist.

1-2.11 "Approved Professional Development" means the continuing learning experiences for educator that meet the standards and focus areas under the Department's Rules Governing Professional Development.

1-2.12 "ArkansasIDEAS" means 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.

1-2.13 "Arkansas Professional Pathway to Educator Licensure Program (APPEL)" means the program administered by the Department, whose participants hold a minimum of a baccalaureate degree (and have passed the appropriate state-mandated assessments) and are allowed to teach in an Arkansas public school with a Provisional Teaching License. The program requirements consist of two (2) years of teaching and instructional modules, which must be completed within three (3) years.

1-2.14 "Breach of Fiduciary Trust" means the wrongful misappropriation by a person of any fund or property, which had lawfully been committed to him or her in a fiduciary character.

1-2.15 "Certified Mentor" means a person who:

1-2.15.1 Holds a current Arkansas teaching or administrator's license, unless the person is employed where the law does not require a license or the legal requirement for a teaching license is waived in the charter of a charter school; and

1-2.15.2 Is certified by the Department's Office of Educator Effectiveness as trained in the state-adopted mentoring model.

1-2.16 "Charter School" includes an open-enrollment public charter school, limited enrollment public charter school, conversion public charter school, or other type of public charter school authorized under Arkansas law.

1-2.17 "Department" means the Arkansas Department of Education.

1-2.18 "Educational Entity" means a school district, a charter school, or an education service cooperative.

1-2.19 "Educational Setting" for purposes of a Lifetime Teaching License, means the employment setting where the licensed employee works, including without limitation: public school, private school, institution of higher education, education service cooperative, Department, adult education setting or other agency/organization that employs licensed teachers for educational purposes.

1-2.20 "Educator" means any individual holding a license issued by the State Board, specifically including, without limitation, teachers, administrators, library media specialists, and counselors.

1-2.21 "Endorsement" means ~~a teaching or administrative~~ any licensure area or licensure level ~~which~~ that may be added only to an existing Standard License ~~and may not be issued as a first-time license~~.

~~2.23 "Exception Area Endorsement" means an endorsement which may be added to a Standard License only by:~~

~~2.23.1 The completion of a program of study; or~~

~~2.23.2 Reciprocity recognition of a license endorsement from another state or country.~~

1-2.22 "Good Standing" means, for the purpose of reciprocity, that:

1-2.22.1 There are no ethics proceedings or ~~similar~~ proceedings on criminal offenses for which the license would be subject to sanctions in Arkansas pending against a licensee;

1-2.22.2 The licensee has not been sanctioned for an ethics violation or ~~similar charges against the license~~ criminal offense for which the license would be subject to sanction in Arkansas during the two (2) most recent years of teaching experience, if any; and

1-2.22.3 The license ~~is current~~ has not been revoked by or is not currently under suspension in the licensing state or country based on an offense for which the license would be subject to sanction in Arkansas.

1-2.23 "Highly-Qualified Teacher" means a teacher who is highly qualified as defined by the Department's Rules Governing Highly Qualified Teachers Promulgated Pursuant to the No Child Left Behind Act of 2001.

1-2.24 "Internship" means a practical administrative or curricular experience within a program of study, which provides the candidate with practice in the specific licensure content area, or in the specific administrative area and level sought.

~~2.28.1 Internships must take place in a K-12 public or private school, the Arkansas Correctional Schools, or in another setting as approved by the Department.~~

~~2.28.2 A separate internship is required for each administrative area and level sought.~~

1-2.25 "LEADS" is the acronym for the Leadership Excellence and Development System.

1-2.26 "Level of Licensure" or "Licensure Level" means the grade/age level parameter of the teaching license as identified in Appendix A, Areas and Levels of Licensure.

1-2.27 "Licensure Content Area" means a particular content field as recognized by the State Board. Licensure content areas are listed in Appendix A, Areas and Levels of Licensure.

1-2.28 "Lifetime Teaching License" means a standard Arkansas teaching license that is issued without the teacher having to meet the general renewal requirements of professional development and teaching experience. There is no fee for the Lifetime Teaching License.

1-2.29 "Mentoring" means the acts of a certified mentor providing support and focused feedback to a novice teacher (according to the state-adopted mentoring model) with the goal of enhancing instructional skills, classroom management, and professional behavior.

1-2.30 "Nontraditional Licensure Program" means an alternative licensure program under these rules, including the Arkansas Professional Pathway to Educator Licensure program, the Professional Provisional Teaching License, the Accelerated Teaching Program Provisional and Standard Teaching License, and the Master's Degree in Teaching Provisional and Standard Teaching License.

1-2.31 "Novice Teacher" means a licensed teacher employed under an employment contract with a public school, charter school, or school district who~~:~~

~~2.35.1 Has~~ has less than one (1) year of public school classroom teaching experience, not including student internship or substitute teaching~~;~~ ~~and~~.

~~2.35.2 Has been assigned lead responsibility for a student's learning in a subject/course aligned with Department standards/frameworks.~~

1-2.32 "Out-of-Area Position" means a licensed position requiring a particular license, endorsement, licensure content area, or level of licensure that the employee filling the position does not currently hold.

1-2.33 "Passing Score" for a state-mandated basic-skills, pedagogical, or content-area assessment means the cut score on the assessment approved by the State Board.

1-2.33.1 A passing score on a basic-skills, pedagogical, or content-area assessment approved by the State Board before the currently approved version of an assessment will be accepted for three (3) years after the date the State Board discontinued or replaced the assessment provided the passing score was achieved before the date the assessment was discontinued or replaced.

1-2.34.2 In lieu of the state-approved basic skills assessment, an applicant may substitute:

1-2.34.2.1 A minimum composite score of 24 on the ACT with scores of at least 22 in each of the Reading, Mathematics, and either a 22 on the English/Writing section or a passing score on the Praxis Core Writing Section; or

1-2.34.2.4 A minimum SAT composite score of 1650 in combined Math and Critical Reading, and Writing, with a minimum score of 510 in each of the Math, Critical Reading, and Writing sections.

1-2.35 "Preservice Teacher" means an unlicensed person admitted to ~~a teacher~~ an educator preparation program approved by the Department that is offered by an institution of higher education in this state.

1-2.36 "Private Credential Evaluation Agency" means an independent agency approved by the Department that:

1-2.36.1 Is located in the United States; and

1-2.36.2 Provides an educational background assessment that:

1-2.36.2.1 Contains a course-by-course evaluation of the applicant's transcript;

1-2.36.2.2 Indicates the applicant's major area of study and documents the candidate's cumulative grade point average;

1-2.36.2.3 Documents whether the applicant's out-of-country degree is equivalent to one that would have been completed at an accredited college or university in the United States;

1-2.36.2.4 Documents whether the out-of-country professional preparation program is equivalent to one that would have been completed at an accredited ~~teacher~~ educator preparation program or accredited speech-language pathology or school psychology program;

1-2.36.2.5 Indicates the areas of licensure represented by the out-of-country license; and

1-2.36.2.6 Documents which areas of licensure on the out-of-country license are equivalent to the areas of licensure approved by the State Board.

1-2.37 "Professional Development" means a coordinated set of planned, learning development activities for teachers that are based on research, are standards-based and that meet the focus areas for professional development required by the Department.

1-2.38 "Program of Study" means a curriculum that requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions for a particular endorsement to an educator's license, a licensure content area, or level of licensure, and is:

1-2.38.1 Provided by one (1) or more accredited colleges or universities;

1-2.38.2 Aligned with Arkansas ~~licensure standards~~ Teaching Standards and the appropriate content knowledge and pedagogical competencies for the respective licensure areas; and

1-2.38.3 Approved by the Department.

1-2.39 "Provisional License" means a temporary non-renewable license issued by the State Board ~~which~~ that allows the license holder to teach or work in Arkansas public schools.

1-2.39.1 ~~For the purpose of these Rules, "Provisional License" does not include a provisional license issued pursuant to the Department's Rules Governing the Non-Traditional Licensure Program~~ In the nontraditional licensure context, a provisional license:

1-2.39.1.1 Is available to nontraditional licensure candidates who have not completed all requirements for a Standard Arkansas teaching license; and

1-2.39.1.2 Is subject to revocation for failure to complete annual requirements for the applicable nontraditional licensure program.

1-2.40 "Provisional Professional Teaching License" means a three-year provisional license issued to an experienced professional for the purpose of teaching on a part-time or full-time basis as teacher-of-record in an Arkansas public school.

1-2.41 "Receiving or Resulting Public School District" means a public school district that is created or gains territory or students as the result of a consolidation, annexation, or detachment.

1-2.42 "Reciprocity" means the recognition of a teaching license from another state or country based on these Rules or the terms of the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement for Educator Licensure.

1-2.43 "School Psychology Specialist" means an individual holding an Ancillary License in School Psychology. ~~A School Psychology Specialist may add a Curriculum/Program Administrator License in Special Education by meeting the criteria of Section 3-2.0 of these Rules, but is not eligible to add any other licensure content area, endorsement, or level of licensure except by completing a teacher preparation program as required by Section 2-2.02 of these Rules.~~

1-2.44 "Speech Language Pathologist" means an individual holding an Ancillary License in Speech Pathology. ~~A Speech Language Pathologist may add a Curriculum/Program Administrator License in Special Education by meeting the criteria of Section 3-2.0 of these Rules, but is not eligible to add any other licensure content area, endorsement, or level of licensure except by completing a teacher preparation program as required by Section 2-2.02 of these Rules.~~

1-2.45 "Standard License" means a five ~~(5)~~-year renewable license, issued by the State Board, which allows the license holder to ~~teach in Arkansas public schools~~

perform professional education services for the licensure content area and licensure level specified on the license.

~~2.48.1 "Standard License" includes an Advanced License issued pursuant to the Department's Rules Governing Initial, Standard/Advanced Level and Provisional Teacher Licensure (eff. July 2010 or July 2007).~~

1-2.46 "Standard License Equivalent" means a current, unrestricted, non-probationary, non-provisional teaching license that allows an individual to work as a teacher, administrator, counselor, or library media specialist in another state's public schools and is in good standing with the licensing state.

1-2.47 "State Board" means the Arkansas State Board of Education.

1-2.48 "Successful Completion" ~~means,~~:

1-2.48.1 ~~solely in~~ In relation to post-secondary credit-hours taken to add an endorsement or administrator licensure to a license, means:

1-2.48.1.1 Maintaining a minimum grade-point average (GPA) of ~~2.50~~ 2.7 for undergraduate-level coursework; and

1-2.48.1.2 Maintaining a minimum grade-point average (GPA) of 3.00 for graduate-level coursework; and

1-2.48.2 In relation to background checks, means that the individual cleared both the state and federal criminal history checks and cleared the Child Maltreatment Central Registry check as provided under the ADE Rules Governing Background Checks.

1-2.49 "Teacher of Record" means an individual (or individuals in co-teaching assignments) who has been assigned the lead responsibility for a student's learning in a subject/course with aligned performance measures.

1-2.50 "Teaching Experience," for the purpose of a Lifetime Teaching License, means the experience gained while working in an educational setting as a teacher, librarian, counselor, administrator, educational consultant, substitute teacher or other licensed position.

1-2.51 "TESS" means the Teacher Excellence and Support System.

1-2.52 "Waiver", for purposes of Chapter 4 – General Provisions for all Licenses, means an approval granted by the Department allowing a public school district or ~~open-enrollment public~~ charter school to employ:

1-2.52.1 A licensed individual in an out-of-area position for more than thirty (30) days during one (1) school year; or

1-2.52.2 An unlicensed or non-degreed substitute teacher in an out-of-area position for more than thirty (30) consecutive days during one (1) semester.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING EDUCATOR LICENSURE

CHAPTER 2:
TRADITIONAL LICENSURE

2-1.0 ~~INSTRUCTIONAL~~ STANDARD LICENSE REQUIREMENTS

Standard License – Traditional (Expired or No Previous License)

2-1.01 The Office of Educator Licensure shall issue a Standard License upon receipt of the following from an applicant who does not hold a current, valid educator license from Arkansas or another state or country:

2-1.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

2-1.01.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks ~~and License Revocation~~.

2-1.01.2.1 ~~An unlicensed person admitted to a teacher education program approved by the Department~~ A preservice teacher who is disqualified from licensure or employment in a public school as a result of the background checks required under Ark. Code Ann. § 6-17-410(c) may apply for a waiver of the disqualification under the Rules Governing Background Checks ~~and License Revocation~~;

2-1.01.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessments as mandated by the State Board, except as noted in Section 1-2.36 of these rules;

2-1.01.4 An official transcript from an accredited college or university documenting an awarded bachelor's degree or higher;

2-1.0.14.1 An applicant whose post-secondary degree is from a non-accredited college or university outside of the United States, shall have his or her credentials evaluated by a Department-approved private credential evaluation agency.

2-1.01.5 Documentation of successful completion of an accredited ~~teacher~~ educator preparation program.

2-1.01.5.1 An awarded education degree from an institution inside of Arkansas shall be recognized for licensure only if the institution's Licensure Officer signs and verifies the application for licensure;

~~3.01.5.2 An awarded education degree from an institution outside of Arkansas shall be recognized for licensure only if the degree is recognized for licensure in the state where the institution maintains its principal place of business;~~

2-1.01.5.2 An applicant who has never been licensed and whose most recent ~~education~~ licensure content area degree or ~~teacher~~ educator preparation program was completed more than ten (10) years before the date of application shall be required to complete a current program of study as determined by an accredited ~~teacher~~ educator preparation program;

2-1.01.6 For an applicant seeking licensure in Early Childhood (P-4), Elementary Education (K-6), Middle ~~School~~ Childhood (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university;

2-1.01.6.1 The reference to Early Childhood (P-4) here applies only to an applicant who entered a P-4 teacher education program before Fall 2015.

2-1.01.7 If an applicant for first-time licensure or administrator licensure or for the addition of a licensure content area, endorsement, or level of licensure, was enrolled in a program of study prior to July 1, 2015, and meets all other requirements for licensure, the Office of Educator Licensure may reference and utilize the licensure content areas, endorsements, or levels of licensure that were recognized by the State Board immediately prior to the effective date of these Rules.

2-1.01.8 For an applicant holding an expired license from another state ~~or country~~, a copy of the expired license.

2-1.01.8.1 An applicant holding an expired license from another state is not required to document completion of the basic-skills assessment required under Section 2-1.01.3; and

2-1.01.9 Documentation of the completion of the following professional development, which may be obtained ~~through the~~ on ArkansasIDEAS ~~Portal,~~ the applicant's teacher education program, or other method of delivery approved by the Department under the Rules Governing Professional Development:

2-1.01.9.1 Two (2) hours of parental involvement;
2-1.01.9.2 Two (2) hours of child maltreatment training; ~~and~~
2-1.01.9.3 Two (2) hours of teen suicide awareness and prevention; and
2-1.01.9.4 Dyslexia awareness.

Standard License - Reciprocity

2-1.02 The Office of Educator Licensure shall issue a Standard License upon receipt of the following from an applicant holding a current, valid educator license from ~~and in good standing with~~ another state ~~or country~~:

2-1.02.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

2-1.02.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks ~~and License Revocation~~;

2-1.02.3 A copy of the out-of-state ~~or out-of-country~~ license(s) held by the applicant;

2-1.02.4 Certification from the state that issued the license that the license has been in good standing for the most recent two (2) years;

2-1.02.5 An official score report: (a) reflecting passing scores on the appropriate basic-skills, pedagogical, and content-area assessments required by the licensing state; or (b) if the licensing state does not require such assessments, reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessments as mandated by the State Board, except as noted in Section 1-2.36 of these rules.

2-1.02.5.1 This requirement shall be waived upon the receipt of documentation on school district, agency, or organization letterhead of at least three (3) years of experience in another state as a licensed teacher, administrator, library media specialist, or counselor, or similar licensed

experience in a licensure content area or level of licensure;

2-1.02.6 An official transcript documenting an awarded bachelor's degree or higher from an accredited college or university;

2-1.02.7 Documentation of one (1) of the following:

2-1.02.7.1 Successful completion of a program of teacher education at an accredited college or university, but only if the applicant possesses a Standard License Equivalent;

2-1.02.7.2 Successful completion of an accredited ~~teacher~~ educator preparation program; or

2-1.02.7.3 Current certification from the National Board of Professional Teaching Standards; and

2-1.02.8 For applicants seeking licensure in Early Childhood (P-4), Elementary Education (K-6), Middle ~~School~~Childhood (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS; and

~~The reference to Early Childhood (P-4) here applies only to an applicant who entered a P-4 teacher education program before Fall 2015; and~~

2-1.02.9 Documentation of the completion of the following professional development through the Arkansas IDEAS Portal:

2-1.02.9.1 Two (2) hours of parental involvement;
2-1.02.9.2 Two (2) hours of child maltreatment training; ~~and~~
2-1.02.9.3 Two (2) hours of teen suicide awareness and prevention; and
2-1.02.9.4 Dyslexia awareness.

~~3.02.9 An applicant holding an expired license from another state or country may seek licensure by complying with the requirements of Section 3.01 of these Rules.~~

2-1.04 The Department may recommend to the State Board that a person's Arkansas Standard License issued by reciprocity be revoked, suspended, or placed on probation if the out-of-state license is revoked, suspended, or placed on probation,

as applicable, by the issuing state for any reason that a Standard License may be revoked, suspended, or placed on probation in Arkansas.

Provisional License – Traditional

2-1.05 The Office of Educator Licensure shall issue a non-renewable, one (1) year Provisional License to an applicant who:

2-1.05.1 Submits a completed application for provisional licensure, with payment of any fees (if applicable) as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

2-1.05.2 Submits proof of employment with an Arkansas public school district, open-enrollment public charter school, or other agency or organization, in a position that requires an educator license; and

2-1.05.3 Meets all of the requirements of Sections 2-1.01 or 2-1.02 of these Rules except for:

2-1.05.3.1 Successful completion of Arkansas History coursework required by Section 2-1.01.6; or

2-1.05.3.3 Submission of an official score report reflecting passing scores, as approved by the State Board, on the appropriate pedagogical assessments as mandated by the State Board, as required by 2-1.01.3.

2-1.05.4 The Provisional License may be converted to a Standard License upon the submission of written verification of completion of the missing requirements within the one-year term of the Provisional License.

Provisional License – Reciprocity

2-1.06 The Office of Educator Licensure shall issue a non-renewable, one (1) year Provisional License to a licensee who holds a current or expired Standard~~, Ancillary, or Administrator~~ License Equivalent, and who:

2-1.06.1 Submits a completed application for provisional licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

2-1.06.2 Submits proof of employment with an Arkansas public school district, open-enrollment public charter school, or other agency or organization in a position that requires an educator license; and

2-1.06.3 Meets all of the requirements of Sections 2-1.01 through 2-1.04 of these Rules except for:

2-1.06.3.1 Verification of the professional development required by 2-1.01.8;

2-1.06.3.2 For applicants seeking licensure in Early Childhood Education, Elementary (K-6), Middle Childhood (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of ~~Arkansas History coursework required by 3.01.6 or 3.02.7~~ three (3) college credit-hours in Arkansas History at an accredited college or university or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS; or

2-1.06.3.3 Submission of an official score report reflecting passing scores, as approved by the State Board, on the appropriate pedagogical and content-area assessments as mandated by the State Board, as required by 2-1.02.5.

2-1.06.4 The Provisional License may be converted to a Standard License upon the submission of written verification of completion of the missing requirements within the one-year term of the Provisional License.

Provisional and Standard License – Out-of-Country Applicant

2-1.07 The Office of Educator Licensure shall issue a two-year Provisional License to an applicant who holds an out-of-country license or its equivalent and who:

2-1.07.1 Submits a completed application for Provisional licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

2-1.07.2 Is not a United States citizen and provides evidence satisfactory to the Department that the applicant meets the criteria of an exception under U.S.C. § 1261 for the state to issue a professional license;

2-1.07.3 Submits documentation of the successful completion of a Department-approved assessment of English-language skills;

2-1.07.4 Submits an official college transcript evaluation from a private credential evaluation agency approved by the Department;

2-1.07.5 Submits proof of employment with an Arkansas public school district, charter school, or other agency or organization in a position that requires an educator license;

2-1.07.6 Submits verification of professional development as required by 2-1.01.9; and

2-1.07.7 Meets all of the requirements of Sections 2-1.02 through 2-1.04 of these Rules, except for 2-1.02.5.

2-1.08 In the second year of the Provisional License, the applicant shall provide to the Department documentation of:

2-1.08.1 For applicants seeking licensure in Early Childhood Education, Elementary (K-6), Middle Childhood (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS.

2-1.08.2 Submission of an official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical and content-area assessments as mandated by the State Board, as required by 2-1.02.5.

2-1.09 During the two (2) years of provisional licensure, an out-of-country applicant shall participate in the mentoring required of novice teachers under the Department's Rules Governing Mentoring Programs.

2-1.10 The Department may rescind the Provisional License for the licensee's failure to meet any of the requirements for the Provisional License.

2-1.11 The Provisional License may be converted to a Standard License upon completion of all requirements in Sections 2-1.07 through 2-1.09.

2-1.11.1 Licensure content areas, levels, and endorsements listed on an out-of-country license may be recognized for reciprocity in accordance with the credential evaluation required in Section 2-1.06.4 of these Rules. An applicant whose licensure content area, endorsement, or level is not recognized by Arkansas shall receive the licensure content area, endorsement, or level of licensure that most closely parallels their out-of-country licensure content area, endorsement, or level.

2-1.11.2 An applicant whose licensure content area, endorsement, or level is not recognized by Arkansas shall receive the licensure content area,

endorsement, or level of licensure that most closely parallels their out-of-state licensure area, endorsement, or level.

2-1.12 The Department may recommend to the State Board that a person's Arkansas Standard License issued to an out-of-country applicant be revoked, suspended, or placed on probation if the out-of-country license is revoked, suspended, or placed on probation, as applicable, by the issuing country for any reason that a Standard License may be revoked, suspended, or placed on probation in Arkansas.

2-2.0 ANCILLARY LICENSE REQUIREMENTS

2-2.01 The Office of Educator Licensure shall issue an Ancillary License in Speech-Language Pathology or School Psychology upon receipt of the following from an applicant, whether or not the applicant is licensed in another state:

2-2.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

2-2.01.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks ~~and License Revocation~~;

2-2.01.3 An official score report reflecting passing scores, as approved by the State Board, on the specialty area assessment for Speech Pathology or School Psychology as mandated by the State Board; and

2-2.01.4 Documentation of one (1) of the following:

2-2.01.4.1 An official transcript documenting an awarded bachelor's and master's or higher degree, from an accredited college or university, in Speech Language Pathology, and either:

2-2.01.4.1.1 Successful completion of a graduate-level, accredited Speech-Language Pathology program, or a degree with equivalent competencies; or

2-2.01.4.1.2 Certification of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association; or

2-2.01.4.2 An official transcript documenting an awarded master's or higher degree, from an accredited college or university,

in School Psychology, ~~Counseling,~~ or Psychology, and successful completion of a graduate-level, accredited School Psychology program.

2-2.02 ~~The Office of Educator Licensure shall add a~~ A licensure content area, endorsement, or level of licensure shall not be added to an Ancillary License ~~only upon receipt of the following from an applicant~~ and the applicant must first obtain a Standard License, except as follows:

~~2-2.02.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);~~

~~2-2.02.2 An official transcript documenting the successful completion of:~~

~~2-2.02.2.1 A program of study at an accredited teacher preparation program, to include an internship in the licensure content area to be taught; or~~

~~2-2.02.2.2 The Arkansas Professional Pathway to Teacher Educator Licensure Program (APPTL) (APPEL), formerly known as the NonTraditional Licensure Program under the Department's Rules pertaining to the Non-traditional Licensure Program; or~~

~~2-2.02.2.3 Any other pathway to licensure permitted by the Department's Rules Governing the Non-Traditional Non-traditional Licensure Programs;~~

~~2-2.02.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessment(s) as mandated by the State Board.~~

~~4.02.4 Documentation of the licensed experience, if any, required by these Rules for the licensure content area, endorsement, or level of licensure sought.~~

2-2.02.1 ~~Notwithstanding the requirements of Section 2-2.02, an~~ An individual holding an Ancillary License in Speech Language Pathology or School Psychology may add a Curriculum/Program Administrator License in Special Education by meeting the criteria of 3-2.0 of these Rules.

2-3.0 ADDING ENDORSEMENTS, AREAS, AND LEVELS OF LICENSURE

~~5.01 Except as otherwise provided herein, a Standard License shall be issued for and shall reflect only those licensure content areas, endorsements, and levels of licensure that are recognized by the State Board.~~

~~5.01.1 Content areas, levels, and endorsements listed on an out-of-state license shall be recognized for licensure through reciprocity, as follows:~~

~~5.01.1.1 An applicant from a state with a reciprocity agreement through the National Association of State Directors of Teacher Education and Certification (NASDTEC) shall receive the Arkansas-equivalent licensure content areas, endorsements, or levels of licensure provided all other licensure requirements have been met.~~

~~5.01.1.2 An applicant whose content area, endorsement, or level is not recognized by Arkansas shall receive the licensure content area, endorsement, or level of licensure that most closely parallels their out-of-state licensure area, endorsement, or level.~~

~~5.01.1.3 If none of the content areas or endorsements listed on an out-of-state license parallel an Arkansas licensure content area, the Office of Educator Licensure shall issue a license reflecting the same content area or endorsement reflected on the out-of-state license, with a notation that the identified content area or endorsement is by reciprocity and does not conform to an Arkansas-approved licensure content area or endorsement.~~

~~5.01.2 Content areas, levels, and endorsements listed on an out-of-country license may be recognized for reciprocity in accordance with the credential evaluation required in Section 8.04 of these Rules. An applicant whose content area, endorsement, or level is not recognized by Arkansas shall receive the licensure content area, endorsement, or level of licensure that most closely parallels their out-of-country licensure area, endorsement, or level.~~

~~5.01.3 For the purpose of reciprocity, the Office of Educator Licensure may reference and utilize any licensure content area, endorsement, or level of licensure that has ever been recognized by the State Board in the past, regardless of whether the area, endorsement or level is current.~~

~~5.01.4 Only the content areas, levels, or endorsements specifically listed on an out-of-state or out-of-country license shall be recognized for licensure through reciprocity.~~

General Provisions

2-3.01 The Office of Educator Licensure shall add an endorsement, licensure content area, or level of license to a Standard License upon receipt of the following from an applicant:

2-3.01.1 A completed application for addition of area or level, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

2-3.01.2 If an endorsement requires a program of study (see Appendix A):

2-3.01.2.1 An official transcript documenting successful completion of a program of study at an accredited educator preparation program, to include an internship in the licensure content area to be taught; and

2-3.01.2.2 An official score report reflecting passing scores, as approved by the State Board, on the appropriate licensure content area assessment as mandated by the State Board.

2-3.01.3 When a licensure content area assessment is not approved or available for a specific licensure area, the Department may use a current Principles of Learning and Teaching exam.

2-3.01.4 For applicants seeking an endorsement for Elementary Education (K-6), Middle Childhood (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS;

2-3.01.5 For applicants seeking an endorsement for Birth to Kindergarten (B-K), Elementary Education (K-6), documentation of successful completion of six (6) hours of instruction in reading that includes at a minimum theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers, and disciplinary literacy, and if disciplinary literacy was not embedded in the six (6) hours, documentation of successful completion of either a 3-hour course in disciplinary literacy or a 45-hour professional development piece in disciplinary literacy through ArkansasIDEAS; and

2-3.01.6 For applicants seeking an endorsement for Middle Childhood (4-8) documentation of successful completion of either a 3-hour course in

disciplinary literacy or a 45-hour professional development piece in disciplinary literacy through ArkansasIDEAS.

2-3.02 An educator may not use an endorsement as a platform for testing out of other areas and levels of licensure.

Endorsement by testing out:

2-3.03 The licensure content areas that may be added as an endorsement to a license by testing out are identified on Appendix A.

2-3.04 To add a level endorsement by testing out, the level to be added must be no more than one level above or one level below that of the original licensure level or licensure content area (See Appendix A).

Endorsement by program of study:

2-3.05 The areas and levels of licensure that are not eligible for testing out and require a program of study are:

2-3.05.1 Any licensure level that is more than one (1) level above or one (1) level below that of the licensure level or area on the license first issued to the licensee by the Department. (See Appendix A);

2-3.05.2 As noted on Appendix A; and

2-3.05.3 The addition of a Curriculum/Program Administrator endorsement to an Ancillary License, an adult education license issued by the Department, or a career-technical permit that was issued pursuant to regulations established by the Arkansas Department of Career Education. No other addition or endorsement may be made to an Ancillary License, an adult education license, or a career-technical permit. An applicant must first obtain a Standard License.

2-3.05.4 An individual holding a Standard License first issued with a guidance and school counseling licensure area may add Building-Level Administrator by meeting the requirements of Section 3-1.0 of these rules.

Addition of Areas and Endorsements by Reciprocity

2-3.06 Except as otherwise provided herein, a Standard License issued by reciprocity shall be issued for and shall reflect only those licensure content areas, endorsements, and levels of licensure that are recognized by the State Board.

2-3.06.1 Licensure content areas, levels, and endorsements listed on an out-of-state license shall be recognized for licensure through reciprocity, as follows:

2-3.06.1.1 An applicant from a state with a reciprocity agreement through the National Association of State Directors of Teacher Education and Certification (NASDTEC) shall receive the Arkansas-equivalent licensure content areas, endorsements, or levels of licensure provided all other licensure requirements have been met.

2-3.06.1.2 An applicant whose licensure content area, endorsement, or level is not recognized by Arkansas shall receive the licensure content area, endorsement, or level of licensure that most closely parallels their out-of-state licensure area, endorsement, or level.

2-3.06.2 For the purpose of reciprocity, the Office of Educator Licensure may reference and utilize any licensure content area, endorsement, or level of licensure that has ever been recognized by the State Board in the past, regardless of whether the area, endorsement, or level is current.

2-3.06.3 Only the licensure content areas, levels, or endorsements specifically listed on an out-of-state license shall be recognized for licensure through reciprocity.

2-3.06.4 All coursework and testing completed for the purpose of adding an additional licensure area or areas for reciprocity shall first be applied to the out-of-state license before adding the new area or areas by reciprocity.

~~**Addition of Areas and Endorsements**~~

~~5.02 The Office of Educator Licensure shall add an endorsement, licensure content area, or level of license to a Standard License upon receipt of the following from an applicant:~~

~~5.02.1 A completed application for addition of area, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);~~

~~5.02.2 If required by Appendix A or by Section 5.03 below, an official transcript from an accredited college or university documenting completion of a Department-approved program of study;~~

~~5.02.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate pedagogical or specialty-area assessment as mandated by the State Board, or as mandated by the state where the program of study was completed if that state requires an assessment; and~~

~~5.02.4 For applicants seeking addition of Elementary Education (K-6), Middle School (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university.~~

~~5.02.5 All teacher education coursework must be completed at an accredited teacher preparation program.~~

~~5.03 No licensure content area or level of licensure may be added to a license by testing out if the area or level is more than one level above or below that of the initial license held by the licensee. Specifically, a Department-approved program of study at an accredited college or university is a required pre-requisite for:~~

~~5.03.1 Adding any exception area endorsement to any license;~~

~~5.03.2 Adding any K-6 licensure content area to a license with an initial licensure level of 7-12, or K-12;~~

~~5.03.3 Adding any 4-8 licensure content area to a license with an initial licensure level of B-K;~~

~~5.03.4 Adding any 4-12 licensure content area to a license with an initial licensure level of B-K, P-4, K-6, or 1-6;~~

~~5.03.5 Adding any 7-12 licensure content area to a license with an initial licensure level of B-K, P-4, K-6, or 1-6; and~~

~~5.03.6 Adding any K-12 licensure content area to a license with an initial licensure level of B-K, P-4, K-6, 1-6, 4-8, 4-12, P-8, or 7-12.~~

~~5.03.7 The reference to an initial licensure level of P-4 here applies only to an applicant who entered a P-4 teacher education program before Fall 2015.~~

~~5.04 A licensure content area, endorsement, or level of licensure may be transferred by reciprocity to an existing Arkansas license only by following the requirements of Sections 5.02 and 5.03 above.~~

~~5.04.1 All coursework and testing completed for the purpose of adding an additional licensure area or areas for reciprocity shall first be applied to the out-of-state license before adding the new area or areas by reciprocity.~~

~~5.05 The Office of Educator Licensure shall add a licensure content area, endorsement, or level of licensure to an adult education license, a school counselor license issued as an initial licensure area, or career and technical permit that was issued pursuant to regulations established by the Arkansas Department of Career Education, only upon receipt of the following from an applicant:~~

~~5.05.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);~~

~~5.05.2 An official transcript documenting the successful completion of:~~

~~5.05.2.1 A program of study at an accredited teacher preparation program, to include an internship in the licensure content area to be taught;~~

~~5.05.2.2 The Arkansas Professional Pathway to Educator Licensure (APPEL), formerly known as the Non-Traditional Licensure Program; or~~

~~5.05.2.3 Any other pathway to licensure permitted by the Department's Rules Governing Nontraditional Licensure Programs; and~~

~~5.05.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessment(s) as mandated by the State Board.~~

~~5.05.4 Notwithstanding the requirements of Section 5.02, an individual holding school counseling as an initial licensure area may add Building-Level Administrator by meeting the requirements of Section 6.01.~~

~~**Additional Licensure Plans (ALP)**~~

~~5.06 The Office of Educator Licensure shall issue an Additional Licensure Plan (ALP) to an individual holding a Standard License and employed in an out-of-area position, upon the submission of a completed application for an ALP, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C).~~

~~5.06.1 An ALP is valid for a maximum of three (3) years and is not renewable.~~

~~5.06.2 An ALP requiring a Department-approved program of study shall remain valid only so long as the applicant:~~

~~5.06.2.1 Successfully completes in the first year of the ALP any specialty-area assessment required to be designated as a highly-qualified teacher; and~~

~~5.06.2.2 Successfully completes a minimum of three (3) hours of program-of-study coursework in the first year of the ALP and a minimum of six (6) hours of Department-approved program-of-study coursework in both the second and third years.~~

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

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

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

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

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

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING EDUCATOR LICENSURE

CHAPTER 3:
ADMINISTRATOR LICENSE REQUIREMENTS

~~6.0 Administrator License Requirements~~

3-1.0 Building-Level Administrator License

3-1.01 The Office of Educator Licensure shall issue a Building-Level Administrator endorsement to a Standard License upon receipt of the following from an applicant holding a current, Arkansas Standard License ~~in a content teaching~~ for a licensure content area, as a school counselor that was issued as ~~an initial~~ a first-time licensure content area, or ~~in~~ for a career and technical area as provided in these rules:

3-1.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

3-1.01.2 Documentation that the applicant has successfully completed any background checks required by the Department's Rules Governing Background Checks ~~and License Revocation~~;

3-1.01.3 An official transcript documenting an awarded master's or higher degree from an accredited college or university in education, educational leadership, or a licensure content area;

3-1.01.3.1 An awarded degree from an institution inside of Arkansas shall be recognized for licensure only if the institution's Licensure Officer and Education Leadership Chair sign and verify the application for licensure;

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

3-1.01.4 If the master's degree is not in Educational Leadership, an official transcript documenting successful completion of a Department-approved, graduate-level program of study reflective of the standards for building-level administrator licensure, to include an internship aligned with Arkansas Teaching Standards and competencies, with ~~adequate and substantial~~ experiences at both the K-6 and 7-12 levels;

3-1.01.4.1 An applicant who has never received an administrator license and whose program of study in Educational Leadership was completed more than ten (10) years before the date of application shall be required to meet all current licensure requirements as determined by either the Department or an accredited educational leadership program;

3-1.01.5 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrative licensure assessment as mandated by the State Board;

3-1.01.6 Documentation of at least four (4) years of P-12 experience as ~~a licensed classroom teacher, school counselor, or library media specialist~~ an educator who holds a valid standard license.

3-1.01.6.1 One (1) year of experience is defined as a minimum of ~~one hundred twenty (120)~~ one hundred sixty (160) days of full-time work in a single school year, either:

3-1.01.6.1.1 With a minimum of fifty percent (50%) of each day directly engaged in instruction with students in a classroom setting; or

3-1.01.6.1.2 As a guidance and school counselor.

3-1.01.6.2 ~~Experience as an Educational Examiner, Adult Education, Athletic Director/Coaching, School Administrator, Speech Pathologist, or School Psychology Specialist shall not count towards this experience requirement~~ For purposes of this Chapter 6, the term "standard license" does not include an ancillary license or technical permit.

3-1.01.6.3 Up to two (2) years of the experience requirement may be satisfied by equivalent working experience, including without limitation employment with an education service cooperative or the Department.

3-1.01.6.4 Teaching experience in a career and technical education area as recognized by the State Board may satisfy this requirement only if the educator has obtained a bachelor's degree or higher in:

3-1.01.6.4.1 The career and technical education area taught by the educator; or

3-1.01.6.4.2 Another licensure content area that is related to the career and technical education area taught by the educator; and

3-1.01.7 Documentation that the educator has successfully completed the training for administrators and evaluators on the implementation of the Teacher Excellence and Support System ~~teacher evaluation professional development program~~.

3-1.01.7.1 A person who receives ~~an initial~~ a Building-Level Administrator's license shall complete the certification assessment for the ~~teacher evaluation professional development program~~ training before or after receiving the ~~initial~~ Building-Level Administrator's license.

3-2.0 Curriculum/Program Administrator License

3-2.01 The Office of Educator Licensure shall issue a Curriculum/Program Administrator endorsement to a Standard License upon receipt of the following from an applicant holding a Standard License in the relevant area, or an Ancillary License in Speech Language Pathology or School Psychology:

3-2.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

3-2.01.2 Documentation that the applicant has successfully completed any background checks required by the Department's Rules Governing Background Checks ~~and License Revocation~~;

3-2.01.3 An official transcript documenting an awarded master's or higher degree from an accredited college or university in education, educational leadership, or a licensure content area, or in a Career and Technical Education area recognized by the Arkansas Department of Career Education;

3-2.01.3.1 An awarded degree from an Arkansas institution ~~inside of Arkansas~~ shall be recognized for licensure only if the institution's Licensure Officer and Education Leadership Chair sign and verify the application for licensure;

~~6.02.3.2 An awarded degree from an institution outside of Arkansas shall be recognized for licensure only if the degree is recognized for licensure in the state where the institution maintains its principal place of business;~~

3-2.01.4 If the master's degree is not in Educational Leadership, an official transcript documenting successful completion of a graduate-level program of study reflective of the standards for curriculum/program administrator licensure, to include an internship;

3-2.01.4.1 An applicant who has never received an administrator license and whose program of study for curriculum/program administrator licensure was completed more than ten (10) years before the date of application shall be required to meet all current licensure requirements as determined by either the Department or an accredited educational leadership program;

3-2.01.5 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrative licensure assessment as mandated by the State Board;

3-2.01.6 Documentation of at least four (4) years of licensed experience in the relevant area as follows:

3-2.01.6.1 Special Education – Classroom teaching experience in special education, or experience in speech language pathology or school psychology, while employed by a public or private school under the terms of an approved teacher employment contract and not under a purchase-service contract;

3-2.01.6.2 Gifted and Talented Education – Classroom teaching experience in the area of gifted and talented education;

3-2.01.6.3 Career and Technical Education – Classroom teaching experience in one (1) or more career and technical education areas as recognized by the State Board, if the educator has obtained a bachelor's degree or higher in:

3-2.01.6.3.1 The career and technical education area taught by the educator; or

3-2.01.6.3.2 Another licensure content area that is related to the career and technical education area taught by the educator, as determined by the Department; and

~~2.01.7 Documentation that the educator has successfully completed the teacher evaluation professional development program.~~

~~2.01.7.1 A person who receives an initial Building-Level Administrator's license shall complete the certification assessment for the teacher evaluation professional development program before or after receiving the an initial Building-Level Administrator's license.~~

3-2.01.6.4 Content Area Specialist – Classroom teaching experience in a licensure content area;

3-2.01.6.5 Curriculum Specialist – Experience as a school counselor, library media specialist, or classroom teacher in any licensure content area or level of licensure; or

3-2.01.6.6 Adult Education – Classroom teaching experience in the area of adult education.

3-2.01.6.7 One (1) year of experience is defined as a minimum of ~~one hundred twenty (120)~~ one hundred sixty (160) days of full-time work in a single school year, with a minimum of fifty percent (50%) of each day spent as a licensed classroom teacher, school counselor, or library media specialist.

3-2.01.6.8 Up to two (2) years of the experience requirement may be satisfied by equivalent working experience, including without limitation employment with an education service cooperative or the Department.

3-3.0 District-Level Administrator License

3-3.01 The Office of Educator Licensure shall issue a District-Level Administrator endorsement to a Standard License upon receipt of the following from an applicant holding a Building-Level or Curriculum/Program Administrator License:

3-3.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

3-3.01.2 Documentation that the applicant has applied for and successfully completed any background checks required by the Department's Rules Governing Background Checks ~~and License Revocation~~ within the immediately preceding twelve (12) months;

3-3.01.3 An official transcript documenting an awarded master's or higher degree from an accredited college or university in education, educational leadership, or a licensure content area;

3-3.01.3.1 An awarded degree from an Arkansas institution ~~inside of Arkansas~~ shall be recognized for licensure only if the institution's Licensure Officer and Education Leadership Chair sign and verify the application for licensure;

~~6.03.3.2 An awarded degree from an institution outside of Arkansas shall be recognized for licensure only if the degree is recognized for licensure in the state where the institution maintains its principal place of business;~~

3-3.01.4 An official transcript documenting successful completion of a Department-approved, graduate-level program of study, above and beyond a master's degree, reflective of the standards for district-level administrator licensure, to include an internship;

3-3.01.4.1 An applicant whose program of study for district-level administrator licensure was completed more than ten (10) years before the date of application shall be required to meet all current licensure requirements as determined by either the Department or an accredited educational leadership program;

3-3.01.5 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrative licensure assessment as mandated by the State Board;

3-3.01.6 Documentation of at least four (4) years of licensed experience as required by Section 3-1.01.6 or 3-2.01.6 above, or four (4) years of building-level administrator experience; and

3-3.01.7 Documentation of at least one (1) year of experience as a building-level or curriculum/program administrator.

3-3.01.7.1 One (1) year of experience is defined as requiring a minimum of ~~one hundred twenty (120)~~ one hundred sixty (160) days of full-time work, in a single school year, with a minimum of fifty percent (50%) of each day spent as a building-level or curriculum/program administrator.

3-3.01.7.2 This one-year experience requirement may be satisfied by experience with an education service cooperative or the Department, if the Department determines that the

experience is substantially equivalent to building-level administration experience.

~~**Administrator Licensure Completion Plan (ALCP)**~~

~~6.04 The Office of Educator Licensure shall issue an Administrator Licensure Completion Plan (ALCP) to an individual employed in an out-of-area position who:~~

~~6.04.1 Submits a completed application for an ALCP, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);~~

~~6.04.1.1 The application must be verified by the Educational Leadership Chairperson of the accredited college or university where the degree or program of study is offered;~~

~~6.04.2 Submits proof of employment with an Arkansas public school district, open-enrollment public charter school, or other agency or organization, in a position that requires an Administrator License;~~

~~6.04.2.1 Employment must be verified by an authorized representative of the public school district, charter school, agency or organization; and~~

~~6.04.3 Meets all of the requirements of Sections 6.01, 6.02, or 6.03 of these Rules except for:~~

~~6.04.3.1 Successful completion of an awarded master's or higher degree as required by 6.01.3, 6.02.3, or 6.03.3;~~

~~6.04.3.2 Successful completion of a graduate-level program of study as required by 6.01.4, 6.02.4, or 6.03.4; or~~

~~6.04.3.3 Submission of an official score report reflecting passing scores on the appropriate administrative licensure assessment, as required by 6.01.5, 6.02.5, or 6.03.5.~~

~~6.04.4 An ALCP is valid for a maximum of three (3) years, is not renewable, and shall remain valid so long as the applicant:~~

~~6.04.4.1 Remains employed with an Arkansas public school district, open-enrollment public charter school, or other agency or organization, in a position that requires an Administrator License;~~

~~6.04.4.2 Holds the degree required by 6.01.3, 6.02.3, or 6.03.3, or remains enrolled and actively participates in the appropriate degree program; and~~

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

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

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

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING EDUCATOR LICENSURE

CHAPTER 4:
GENERAL PROVISIONS FOR ALL LICENSES

4-1.0 LICENSE EFFECTIVE DATES

4-1.01 A Standard License, Ancillary License, or Technical Permit is a renewable license, valid for a period of five (5) years.

4-1.02 A first-time license is effective from the first date of issuance through December 31 of the fourth full calendar year following the year of the issue date.

4-1.02.1 The first year of a first-time license issued after January 1 of the calendar year shall expire on December 31 even if the first year is not a full calendar year.

4-1.03 Addition of an endorsement, including an Administrator's License, licensure content area, or level of licensure to a license shall reflect the actual date of the addition and the same expiration date as the licensee's Standard License.

4-1.04 The renewal of a license, including all endorsements, licensure content areas, and levels of licensure for the license, is effective from January 1 of the year following the expiration date of the old license, or if the old license was expired for more than one (1) year, January 1 of the year renewed, and expires on December 31 of the year of renewal.

4-1.05 A Provisional License is effective on the date of issuance stated on the license and expires on the last day of the provisional license period.

4-2.0 LICENSE RENEWAL

4-2.01 Applications for license renewal may be submitted to the Office of Educator Licensure no earlier than January 1 of the year of expiration of the license.

Professional Development Requirements for License Renewal - Generally

4-2.02 Except as specifically provided ~~herein~~ in these Rules for Educator Licensure, no license issued by the State Board may be renewed unless the following requirements of this Section 4-2.0 are met.

4-2.02.1 Every individual holding a license issued by the State Board shall document completion of ~~sixty (60) or more hours of~~ the minimum

hours of approved professional development required annually each school year under Section 4-2.03 of these Rules ~~approved professional development each year, as required by the Department's Rules Governing Professional Development~~.

4-2.02.2 Professional development completion may be documented by:

4-2.02.2.1 Submitting verification, by an authorized representative of the school, district, or organization employing the licensee, that the licensee has completed all professional development required during the term of the license; or

4-2.02.2.2 Submitting proof of completion of professional development hours attended.

4-2.02.3 Professional development completion shall be waived for a teacher who is retired, as verified by the Arkansas Teacher Retirement System (ATRS).

4-2.02.4 A retired teacher who returns to licensed employment shall complete the professional development required for the year in which the person applies for license renewal and in each year thereafter while employed in a licensed position.

Minimum Annual Professional Development Requirements

4-2.03 Each educator shall obtain thirty-six (36) hours of professional development annually for renewal of an educator's license.

4-2.03.1 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.

4-2.03.2 The thirty-six (36) professional development hours under this section shall include, at a minimum:

4-2.03.2.1 The professional development required in the educator's professional growth plan under the requirements of TESS or LEADS; and

4-2.03.2.2 Professional development required by law or by rule.

Scheduled Professional Development

4-2.04 The professional development required under this Section 4-2.04 shall include content that is provided by:

4-2.04.1 The Department, including ArkansasIDEAS;

4-2.04.2 An institution of higher education; ~~or~~

4-2.04.3 A provider approved by the Department;

4-2.04.4 An education service cooperative.

4-2.05 The two (2) hours in each area of professional development required under this Section 4-2.0 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.

4-2.06 If an educator obtains additional hours above the minimum requirements of this Section 4-2.0, the educator may count those additional hours toward the total minimum hours of professional development required for educators for that school year.

4-2.07 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:

4-2.07.1 Child Maltreatment Mandated Reporter

4-2.07.1.1 In the 2013-2014 school year and every fourth year thereafter, all educators shall obtain two (2) hours of professional development in:

(a) Recognizing the signs and symptoms of child maltreatment;

(b) 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;

(c) Methods for managing disclosures regarding child victims; and

(d) 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.

4-2.07.1.2 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.

4-2.07.2 Parent Involvement

4-2.07.2.1 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.

4-2.07.2.2 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.

4-2.07.3 Teen Suicide Awareness and Prevention

4-2.07.3.1 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.

4-2.07.3.2 The required professional development under this section may be accomplished by self-review of suitable suicide prevention materials approved by the Department.

4-2.07.4 Arkansas History

4-2.07.4.1 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.

4-2.08 Professional Development Requirements for Specific Licensure Areas

4-2.08.1 Administrator

4-2.08.1.1 For each administrator, the annual professional development requirement shall include training in data disaggregation, instructional leadership, and fiscal management.

4-2.08.1.2 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 Department's Rules Governing the Arkansas Financial Accounting and Reporting System and Annual Training Requirements.

4-2.08.1.3 An applicant for a building-level administrator license shall successfully complete the teacher evaluation professional development program.

4-2.08.1.3.1 An educator who receives a building-level administrator's license shall complete the credentialing assessment for the teacher evaluation professional development program either before or after receiving the building-level administrator's license.

4-2.08.2 Athletic Coaches

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

4-2.08.2.1 A concussion, dehydration, or other health emergency;

4-2.08.2.2 An environmental issue that threatens the health or safety of students; and

4-2.08.2.3 A communicable disease.

4-2.08.2.4 The training may include a component on best practices for a coach to educate parents of students involved in athletics on sports safety.

4-2.08.3 Advanced Placement

Each hour of approved training received by educators related to teaching an Advanced 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.

4-2.08.4 Adult Education

Educators working solely part time in one of the following settings shall obtain thirty (30) hours of professional development annually for licensure.

4-2.08.4 .1 Adult basic education;

4-2.08.4 .2 General adult education;

4-2.08.4 .3 English as a second language for adults; and

4-2.08.4 .4 General Educational Development Test examiners.

Renewal of Current / Recently Expired Licenses

4-2.09 The Office of Educator Licensure shall renew a Standard, Ancillary, or Administrator License that is current or has been expired for less than one (1) year, upon receipt of the following from a licensee:

4-2.09.1 A completed application for renewal, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

4-2.09.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks ~~and License Revocation~~; and

4-2.09.3 Documentation of professional development completion, as required by Section 4-2.0.

4-2.09.3.1 An individual unable to document professional development completion may be eligible for a Provisional License by meeting the criteria of Section 2-1.05 of these Rules.

4-2.09.4 The Office of Educator Licensure may, in the last effective year of a license, automatically renew a Standard, Ancillary, or Administrator License, if:

4-2.09.4.1 The licensee is employed, during the last effective year of the license, by an Arkansas public school district, ~~open-enrollment public~~ charter school, education service cooperative, or the Department;

4-2.09.4.2 The licensee or the licensee's employer pays any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C); and

4-2.09.4.3 The Office of Educator Licensure is able to document from its records that the licensee has satisfied the background check and professional development requirements of Sections 4-2.02 through 4-2.07 and 4-2.09.2.

Renewal of Licenses Expired More Than One (1) Year

4-2.10 The Office of Educator Licensure shall renew a Standard, Ancillary, or Administrator License that has been expired for more than one (1) year, upon receipt of the following from a licensee:

4-2.10.1 A completed application for renewal, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

4-2.10.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks ~~and License Revocation~~; and

4-2.10.3 Documentation of completion of sixty (60) or more hours of approved professional development.

4-2.10.4 An individual required to take additional professional development may be eligible for a Provisional License by meeting the criteria of Section 2-1.05 of these Rules.

~~**7.05 Provisional Licenses**~~

~~The Office of Educator Licensure shall issue a non-renewable, one (1) year Provisional License to a licensee who holds a current or expired Standard, Ancillary, or Administrator License, and who:~~

~~7.05.1 Submits a completed application for Provisional licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);~~

~~7.05.2 Submits proof of employment with an Arkansas public school district, open-enrollment public charter school, or other agency or organization in a position that requires an educator license; and~~

~~7.05.3 Meets all of the requirements of Sections 7.02 or 7.03 of these Rules except for verification of professional development as required by 7.01.~~

~~7.05.4 The Provisional License may be converted to a Standard, Ancillary, or Administrator License upon the submission of written verification of completion of sixty (60) hours of approved professional development that was completed during the one-year term of the Provisional License.~~

~~7.06 Applications for license renewal may be submitted to the Office of Educator Licensure no earlier than January 1 of the year of expiration of the license.~~

~~8.0 General Provisions for all Licenses~~

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

~~8.01.1 Regardless of when it is issued, an Administrator License shall reflect the same beginning and expiration dates as the licensee's Standard License.~~

~~8.01.2 The beginning date of a license renewal shall be January 1 of the year following the expiration date of the old license, unless the old license was expired more than one (1) year.~~

~~8.01.3 The beginning date of the renewal of a license that had been expired for more than one (1) year shall be January 1 of the year renewed.~~

~~8.01.4 Addition of an endorsement, licensure content area, or level of licensure to a license shall not affect the beginning and expiration dates of the license.~~

~~8.02 A Provisional License shall become effective on the licensee's first contracted day with the public school district, open-enrollment public charter school, or other agency or organization.~~

4-3.0 MISCELLANEOUS PROVISIONS

4-3.01 A Standard~~,~~ or Ancillary~~, or Administrator~~ License may reflect the highest earned degree awarded to the licensee in:

4-3.01.1 Education, if the degree was awarded by an accredited teacher education program;

4-3.01.2 Educational Leadership, if the degree was awarded by an accredited college or university;

3-2.05.3 Speech-Language Pathology, if the degree was awarded by an accredited speech-language pathology program;

4-3.01.4 School Psychology, Psychology, or Counseling, if the degree was awarded by an accredited school psychology program; or

4-3.01.5 A licensure content area, if the degree was awarded by an accredited college or university.

~~4-3.02 Notwithstanding any provision to the contrary, an applicant for licensure who holds a teaching license from outside the United States, or whose post-secondary degree is from a non-accredited college or university outside of the United States, may satisfy degree and accredited program requirements as follows:~~

~~4-3.02.1 The applicant shall have his or her credentials evaluated by a Department-approved credential evaluation agency located in the United States.~~

~~4-3.02.2 The credential evaluation agency shall:~~

~~4-3.02.2.1 Complete a course-by-course evaluation of the applicant's transcript;~~

~~4-3.02.2.2 Indicate the applicant's major area of study;~~

~~4-3.02.2.3 Document whether the applicant's out-of-country degree is equivalent to one that would have been completed at an accredited college or university;~~

~~4-3.02.2.4 Document whether the out-of-country professional preparation program is equivalent to one that would have been completed at an accredited teacher preparation program or accredited speech-language pathology or school psychology program;~~

~~4-3.02.2.5 Indicate the areas of licensure represented by the out-of-country license; and~~

~~4-3.02.2.6 Document which areas of licensure on the out-of-country license are equivalent to the areas of licensure approved by the State Board.~~

~~4-3.02.3 The evaluation performed by the credential evaluation agency shall determine eligibility for licensure in Arkansas.~~

4-3.02.4 Every individual holding a license issued by the State Board shall complete the child maltreatment recognition training required by Ark. Code Ann. § 6-61-133, Ark. Code Ann. § 6-17-709, and the Department's Rules Governing Professional Development.

4-3.03 An applicant who is not a U.S. citizen shall provide evidence satisfactory to the Department that the applicant meets the criteria of an exception under U.S.C. § 1261 for the state to issue a professional license.

4-3.04 The Office of Educator Licensure may issue a duplicate of a current license upon application of a current license holder, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C).

4-3.05 All information and documentation submitted for an Arkansas teaching license must be accurate, authentic, and unaltered. Any license issued as a result of a violation of this Section 4-3.06 will be null and void.

4-3.06 The Office of Educator Licensure, as authorized by the State Board, reserves the right to amend or rescind any license that has been issued in error.

4-3.07 If an applicant for first-time licensure or administrator licensure or for the addition of a licensure content area, endorsement, or level of licensure, was enrolled in a program of study prior to July 1, 2015, and meets all other requirements for licensure, the Office of Educator Licensure may reference and utilize the licensure content areas, endorsements, or levels of licensure that were recognized by the State Board immediately prior to the effective date of these Rules.

4-3.08 Any license issued by the Department is subject to revocation by the State Board pursuant to the Department's Rules Governing Background Checks.

~~**Mentoring Requirements for Novice Teachers and Beginning Administrators**~~

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

~~8.09.1 Mentoring for a novice teacher shall consist of a licensed, certified mentor providing support and focused feedback with regard to instructional skills, classroom management, and professional behaviors.~~

~~8.09.2 Mentoring for a beginning administrator shall consist of a certified mentor providing support and focused feedback with regard to skills, management, and professional behaviors.~~

~~8.09.3 Mentors, novice teachers, and beginning administrators shall attend all Department-mandated training, orientation, or informational meetings.~~

~~8.09.4 A beginning administrator working under an ALCP shall participate in mentoring for the duration of the ALCP.~~

~~8.09.5 A novice teacher in a licensed pre-kindergarten setting may in the alternative participate in mentoring offered pursuant to rules promulgated by the Arkansas Department of Human Services.~~

~~8.10 Every Arkansas public school district, open-enrollment public charter school, or other public educational setting that employs a novice teacher or beginning administrator shall:~~

~~8.10.1 Notify the Office of Educator Effectiveness, no later than September 1 of each year, of the appointment of an induction project director who will act as the liaison for the program to the Department;~~

~~8.10.1.1 Induction project directors are responsible for coordination of mentor assignments, oversight of mentor funding appropriations, adherence to state rules and guidelines related to mentoring, and all written and fiscal reporting and communications to the Department;~~

~~8.10.1.2 Induction project directors must attend the annual Project Director Update meeting sponsored by the Office of Educator Effectiveness, in order to have access to the Department's online data system and to be qualified to pair a novice teacher or beginning administrator with a certified mentor;~~

~~8.10.1.3 As funds are available, induction project directors shall be compensated with a stipend via a sliding scale (not to exceed $1,000) based on the number of novice teachers and beginning administrators in the school or district;~~

~~8.10.2 Submit to the Office of Educator Effectiveness via the Office's online data system:~~

~~8.10.2.1 No later than September 30 of each year, a register of all novice teacher/mentor pairs and beginning administrator/ mentor pairs employed by the school or district; and~~

~~8.10.2.2 No later than September 30 of each year, an assurance statement, signed by the induction project director, district superintendent, or charter-school director, that the school or district is in compliance with these Rules regarding mentoring.~~

~~8.10.3 Assign to each novice teacher, within three (3) weeks of the novice teacher's first contract day of the school year, a certified, licensed mentor teacher who is located in the same building, and who:~~

~~8.10.3.1 Has a compatible background in licensure content area and level of licensure;~~

~~8.10.3.2 Is trained and certified in the state-adopted mentoring model; and~~

~~8.10.3.3 Has at least three (3) years of successful teaching experience under a non-provisional license;~~

~~8.10.3.4 The Office of Educator Effectiveness may grant exceptions to these requirements on a case-by-case basis, including the requirement that the mentor teacher be located in the same building;~~

~~8.10.3.5 Only one (1) novice teacher may be assigned to each mentor teacher, except as allowed by the Office of Educator Effectiveness;~~

~~8.10.4 Assign to each beginning administrator, within three (3) weeks of the beginning administrator's first contract day of the school year, a certified, licensed administrator mentor who has been certified in the state-adopted mentoring model;~~

~~8.10.5 Release the following persons for training, orientation, or informational meetings:~~

~~8.10.5.1 Mentors and induction project directors to attend the initial mentor training and any mandatory statewide orientation or informational meetings held by the Department; and~~

~~8.10.5.2 Beginning administrators to attend induction training and any mandatory statewide orientation or informational meetings held by the Department;~~

~~8.10.6 Provide released time during the contract day for a novice teacher and mentor to work together on the mentoring modules;~~

~~8.10.7 Assist a novice teacher and mentor to schedule focused observations and professional development activities, and provide activities for mentors and novice teachers, which engage them in collaborative dialogue, problem solving, and professional development.~~

~~8.10.7.1 Mentor teachers shall perform a minimum of one(1) formal classroom observation per semester for each novice teacher and shall provide feedback focused on increased professional growth.~~

~~8.10.7.2 Novice teachers shall observe the mentor in the mentor's classroom a minimum of one (1) observation during the first semester;~~

~~8.10.8 Notify the Office of Educator Effectiveness, via the Office's online data system, within fifteen (15) days of any personnel changes that might affect annual mentoring budget allocations (such as hiring of a novice teacher midyear, or a novice teacher resigning midyear and being replaced by an experienced teacher for whom mentoring is not appropriate); and~~

~~8.10.9 Submit, via the Office's online data system, the end-of-year budget report reflecting mentor stipend expenditures, no later than July 15 of each year.~~

~~8.10.9.1 Mentor stipends shall be distributed and disbursed within the parameters established by the Department.~~

~~8.11 The Office of Educator Effectiveness will monitor the quality of each public school or district's mentoring program by reviewing all mentoring documentation.~~

~~8.11.1 All required mentoring and observation documentation shall be uploaded to the Office's online data system and verified by the induction project director.~~

~~8.11.2 Mentoring observational information shall not be utilized in any way for employment or evaluation decisions unless students are at risk, either physically or emotionally.~~

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

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

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

~~8.12.3 Failure to submit all appropriate documentation.~~

4-4.0 WAIVERS FOR PUBLIC SCHOOLS AND SCHOOL DISTRICTS

4-4.01 Contracted Positions (ALP/ALCP)

~~9.01~~Except as specifically allowed by law or regulation, no person shall be employed by a public school in an out-of-area position for more than thirty (30) instructional days without a waiver issued to the school pursuant to this Section 4-4.0.

4-4.01.1 Schools shall aggressively seek to employ in licensed positions individuals who are licensed and highly qualified (when required) for the grade level and licensure content areas assigned.

4-4.01.2 When a school cannot employ a qualified individual licensed at the grade level or for the licensure content area being assigned, the school shall actively recruit a licensed individual who will work under an Administrator Licensure Plan (ALP) or Administrator Licensure Completion Plan (ALCP) towards becoming licensed and highly qualified (when required) for the grade level assigned or for the specific licensure content area assigned.

4-4.01.3 Notwithstanding the other provisions of this Section 4-4.0, if the State Board or the Commissioner of Education orders the suspension or removal of a superintendent or school board under authority granted under Title 6 of the Arkansas Code, the State Board or Commissioner may appoint, subject to state law and for no more than three (3) consecutive school years, one (1) or more individuals in out-of-area positions as district-level administrators for that public school district.

4-4.01.4 This section 4-4.01 shall not apply to:

4-4.01.4.1 Non-degreed vocational-technical teachers; or

4-4.01.4.2 Those persons approved by the Department to teach the grade level or subject matter of the class in the Department's distance learning program.

Administrator Licensure Plan (ALP)

4-4.02 The Office of Educator Licensure shall issue an ALP to an individual holding a Standard License and employed in an out-of-area position, upon the submission of a completed application for an ALP.

4-4.02.1 An ALP is valid for a maximum of three (3) years and is not renewable.

4-4.02.2 An ALP requiring a Department-approved program of study shall remain valid only so long as the applicant:

4-4.02.2.1 Successfully completes within the three (3) year period of the ALP any specialty-area assessment required to be designated as a highly-qualified teacher; and

4-4.02.2.2 Successfully completes a minimum of three (3) hours of program-of-study coursework in the first year of the ALP and a minimum of six (6) hours of Department-approved program-of-study coursework in both the second and third years.

4-4.03 An ALP requiring testing shall remain valid only so long as the applicant, by the end of each year of the ALP, either:

4-4.03.1 Successfully completes the content-knowledge portion(s) of the required specialty-area assessment required to be designated as a highly-qualified teacher; or

4-4.03.2 Successfully completes a minimum of three (3) hours of coursework in the licensure content area at an accredited college or university in the first year of the ALP and a minimum of six (6) hours of Department-approved program-of-study coursework in both the second and third years.

4-4.04 A school district may request an ALP for a person or a position one (1) time.

4-4.04.1 If the person does not make the progress required under 4-4.02.2, he or she is not eligible for another ALP in the same licensure content area.

4-4.04.2 If the person in the position for which the ALP was approved leaves the school district:

4-4.04.2.1 The ALP may transfer with the person as long as the person is making the progress required under 4-4.02.2; and

4-4.04.2.2 The school district may continue to use the ALP for the position until either the original expiration date of the ALP or the date the position is filled by an appropriately licensed individual.

4-4.05 Whether or not an ALP is issued, no person shall be employed by a public school in an out-of-area position for more than thirty (30) instructional days without a waiver issued pursuant to Section 4-4.0 of these Rules.

4-4.06 An individual holding a provisional license issued by reciprocity is eligible for an ALP subject to the remaining requirements of Sections 4-4.01 through 4-4.05.

Administrator Licensure Completion Plan (ALCP)

4-4.07 The Office of Educator Licensure shall issue an Administrator Licensure Completion Plan (ALCP) to an individual employed in an out-of-area position who:

4-4.07.1 Submits a completed application for an ALCP;

4-4.07.1.1 The application must be verified by the Educational Leadership Chair of the accredited college or university where the degree or program of study is offered;

4-4.07.2 Submits proof of employment with an Arkansas public school district, charter school, or other agency or organization, in a position that requires an Administrator License;

4-4.07.2.1 Employment must be verified by an authorized representative of the public school district, charter school, agency, or organization; and

4-4.07.3 Meets all of the requirements of Section 3-1.01, 3-2.01, or 3-3.01 of these Rules except for:

4-4.07.3.1 Successful completion of an awarded master's or higher degree as required by Section 3-1.01.3, 3-2.01.3, or 3-3.01.3;

4-4.07.3.2 Successful completion of a graduate-level program of study as required by Section 3.1.01.4, 3-2.01.3, or 3-3.01.3; or

4-4.07.3.3 Submission of an official score report reflecting passing scores on the appropriate administrative licensure assessment, as required by 3-1.01.5, 3-2.01.5, or 3-3.01.5.

4-4.08.4 An ALCP is valid for a maximum of three (3) years, is not renewable, and shall remain valid so long as the applicant:

4-4.08.4.1 Remains employed with an Arkansas public school district, charter school, or other agency or organization, in a position that requires an Administrator License;

4-4.08.4.2 Holds the degree required by Section 3-1.01.5, 3-2.01.5, or 3-3.01.5, or remains enrolled and actively participates in the appropriate degree program; and

4-4.08.4.3 Has completed, or remains enrolled and actively participates in the appropriate program of study required by Section 3.1.01.4, 3-2.01.4, or 3-3.01.4.

4-4.08.4.4 Active participation in a degree program or program of study means successful completion of a minimum of three (3) hours of graduate-level coursework in the first year of the ALCP, and a minimum of six (6) hours of graduate-level coursework in both the second and third years of the ALCP.

4-4.09.5 Whether or not an ALCP is issued, no person shall be employed by a public school in an out-of-area position for more than thirty (30) days without a waiver issued pursuant to Chapter 4, Section 4-4.0 of these Rules.

Waiver (ALP/ALCP)

4-4.10 The Office of Educator Licensure may grant a public school, agency, or organization a one-year waiver of the requirements of Sections 4-4.01 through 4-4.09 if it imposes an undue hardship in that a school is unable to timely fill a vacant position with a qualified individual licensed in the required licensure content area and level of licensure.

4-4.11 A request for waiver shall be submitted by the superintendent of the public school district or director of the charter school and shall include:

4-4.11.1 A listing of all licensed employees employed by the school district or charter school, including for each licensed employee:

4-4.11.1.1 Social Security number;

4-4.11.1.2 Current licensure area(s);

4-4.11.1.3 Whether the employee is currently employed in an out-of-area position, and if so, whether the position requires a highly-qualified teacher;

4-4.11.1.4 Any prior completed Additional Licensure Plan(s) (ALP); and

4-4.11.1.5 All prior school years in which the employee was employed in an out-of-area position;

4-4.11.2 A justification for the waiver documenting the efforts of the district or charter school to find a fully licensed, highly qualified employee. Districts will not have to verify re-advertising for the second and third years for a position, as long as the individual holds a valid ALP or ALCP;

4-4.11.3 A written plan with timelines for completion of the ALP or ALCP requirements; and

4-4.11.4 If a waiver was granted for the same position in the prior school year, evidence that the ALP or ALCP plan timelines are being met in accordance with Sections 4-4.02, 4-4.03, or 4-4.08.

4-4.12 A school, district, agency, or organization shall annually apply for renewal of the waiver each additional year the employee is working under an approved ALP or ALCP. The one (1)-year waiver may be renewed two (2) times, for a maximum of three (3) years of waiver for the same position, so long as the ALP or ACLP issued to the employee remains valid and the employee meets the ALP or ALCP plan timelines.

4-4.13 The district superintendent or charter school director shall send written notice of the assignment of an employee to an out-of-area position to the parent or guardian of each student in the employee's classroom no later than thirty (30) ~~school~~ instructional days after the date of the assignment.

4-4.13.1 Parental notice is not required for the out-of-area assignment of a counselor, library media specialist, or administrator.

4-4.14 The final decision regarding the granting of a waiver rests with the State Board.

Substitute Teachers

4-4.15 Since it is sometimes necessary to utilize the services of substitute personnel, public schools should select competent individuals who can be entrusted with the instructional responsibilities of the school. As much care should be given to the recruitment, selection, and utilization of those who will be used as substitutes as is given to licensed personnel.

4-4.15.1 A person employed as a temporary substitute for a licensed teacher in a public school shall:

4-4.15.1.1 Be a high school graduate; or

4-4.15.1.2 Hold a graduate equivalent degree (G.E.D.).

4-4.15.2 No class of students in any public school shall be under the instruction of a substitute teacher for more than thirty (30) consecutive ~~school~~ instructional days in the same class during a school year unless the substitute teacher instructing the class has:

4-4.15.2.1 A bachelor's or higher degree awarded by an accredited college or university; or

4-4.15.2.2 ~~An educator license~~ A current Standard Teaching License, Ancillary License, Provisional License, Administrator's License, or Lifetime Teaching License issued by the State of Arkansas.

4-4.15.3 A public school shall request a waiver for each semester, not to exceed two (2) consecutive semesters to employ a substitute teacher whenever a class of students will be receiving instructions from ~~a~~ the substitute teacher ~~or teachers~~ for longer than thirty (30) consecutive instructional days unless the substitute is fully licensed in Arkansas for areas in which the substitute is employed.

4-4.15.4 A public school may not avoid a waiver request by:

4-4.15.4.1 Relying on the license of another teacher or administrator in the building who is not the assigned substitute teacher and is not actively teaching the class;

4-4.15.4.2 Terminating the services of a substitute teacher(s) prior to the thirty-first (31st) instructional day;

4-4.15.4.3 Granting the substitute teacher one (1) or more days of personal or administrative leave; or

4-4.15.4.4 Using any other method of circumventing the intent of the law or these rules.

~~9.07.5 A substitute teacher or teachers possessing a bachelor's degree shall continue to teach the class from at least the thirty-first (31st) consecutive day after the regular teacher is absent from the class until the return of the regular teacher to that class.~~

4-4.15.5 The district superintendent or charter school director shall send written notice of the assignment of a substitute teacher to an out-of-area position to the parent or guardian of each student in the teacher's classroom no later than thirty (30) ~~school~~ consecutive instructional days after the date of the assignment.

4-4.15.6 This Section 4-4.15 shall not apply to non-degreed vocational-technical teachers.

4-4.15.7 The superintendent of a public school district or director of ~~an open-enrollment public~~ a charter school may apply for a waiver from the ~~Arkansas~~ State Board ~~of Education~~ if the requirements set forth in this Section 4-4.15 impose an undue hardship on the school or district.

4-4.15.7.1 A written application for waiver shall be submitted to the Department as soon as an undue hardship is determined by the superintendent or charter school director. The application letter shall include:

4-4.15.7.1.1 A justification of need for the waiver;

4-4.15.7.1.2 Documentation that a degreed or properly-licensed individual is not available to be employed;

4-4.15.7.1.3 Instructional area that will be assigned to the substitute teacher, and

4-4.02.8.1.4 The length of time the substitute will be employed.

4-4.15.7.2 Waivers for use of a substitute teacher for longer than thirty (30) consecutive instructional days may be granted for only one (1) semester but may be renewed for a

second (2nd) semester. Such waivers are to be submitted immediately once the substitute has been in the classroom for thirty-one (31) days.

4-4.15.7.3 Applications for waivers shall be reviewed by the Department and presented to the State Board ~~of Education~~ for its decision.

4-4.15.7.4 The final decision regarding the granting of this waiver will rest with the State Board ~~of Education~~.

4-4.15.7.5 Any school district or ~~open-enrollment public~~ charter school granted this waiver will be reported in the Department's annual school district or school report card.

4-5.0 ~~CONVERSION OF EXISTING~~ RENEWAL OF INITIAL OR PROVISIONAL LICENSES ISSUED UNDER OLD RULES

4-5.01 A licensee holding a current or expired "Initial Teaching License" issued by the State Board pursuant to the Department's Rules Governing Initial, Standard/Advanced Level and Provisional Teacher Licensure (eff. July 2010 or July 2007) may renew the license as ~~obtain~~ a Standard License ~~upon the submission of the following:~~ pursuant to Section 4-2.0 of these rules.

~~10.01.1 A completed application for conversion, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C); and~~

~~10.01.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation.~~

~~10.02 A licensee holding an expired Initial Teaching License issued by the State Board pursuant to any of the Department's prior Rules may obtain a Standard License by complying with the provisions of Section 3.01 of these Rules.~~

~~10.03 A licensee holding a current Provisional Teaching License issued by the State Board pursuant to the Department's Rules Governing Initial, Standard/Advanced Level and Provisional Teacher Licensure (eff. July 2010 or July 2007) or pursuant to the Department's Rules Governing Teacher Licensure by Reciprocity (eff. Sept. 2009 or June 2012) may obtain a Standard License upon the submission of the following:~~

~~10.03.1 A completed application for conversion, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);~~

~~10.03.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation;~~

~~10.03.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate pedagogical or content-area assessments as mandated by the State Board;~~

~~10.03.4 For applicants seeking licensure in Elementary Education (K-6), Middle School (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university; and~~

~~10.03.5 Documentation of the successful completion of any professional development required to meet renewal requirements.~~

4-5.02 A licensee holding a current or expired "Initial Administrator License" issued by the State Board pursuant to the Department's Rules Governing Initial and Standard / Advanced Level Administrator and Administrator – Arkansas Correctional School Licensure (eff. August 2003 or November 2010) may ~~obtain~~ renew the license as a standard Administrator License ~~upon the submission of the following:~~ under the applicable provisions of Chapter 3 of these rules.

~~10.04.1 A completed application for conversion, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);~~

~~10.04.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation; and~~

~~10.04.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrator licensure assessment as mandated by the State Board.~~

~~10.05 Any licensee who, as of the effective date of these Rules, is working under a current Additional Licensure Plan (ALP) or Administrator Licensure Completion Plan (ALCP) issued pursuant to any prior Department rules, shall continue under and complete the Plan in accordance with the terms of the Plan as approved by the Department, and in accordance with the prior rules under which the Plan was approved.~~

~~10.06 If an applicant for first-time licensure or administrator licensure or for the addition of a licensure content area, endorsement, or level of licensure, was enrolled in a program of study prior to July 1, 2014, and meets all other requirements for licensure, the Office of Educator Licensure may reference and utilize the licensure content areas, endorsements, or levels of licensure that were recognized by the State Board immediately prior to the effective date of these Rules.~~

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING EDUCATOR LICENSURE

CHAPTER 5:
NONTRADITIONAL LICENSURE

5-1.0 GENERAL REQUIREMENTS FOR NONTRADITIONAL LICENSURE

5-1.01 Unless specifically provided otherwise herein, each applicant for a provisional license issued under this Chapter 5 shall document the following:

5-1.01.1 A completed application form for the applicable nontraditional licensure program, with payment of any fees (if applicable) as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

5-1.01.2 Official transcript(s) documenting an awarded four-year college bachelor's degree or higher from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

5-1.01.2.1 For out-of-country candidates, an official college transcript evaluation from a private credential evaluation agency;

5-1.01.3 A minimum cumulative undergraduate or graduate grade point average (GPA) of 2.70 or a minimum GPA of 2.9 for the last 60 credit hours of coursework;

5-1.01.4 An official score report reflecting passing scores, as approved by the State Board, on the state required basic skills assessment.

5-1.01.4.1 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 assessment(s);

5-1.01.5 An official score report evidencing passing scores on the state-required assessments for the licensure content area in which the applicant seeks to teach; and

5-1.01.6 Before a candidate may enter a public school classroom, the candidate shall apply for and successfully complete the required background checks by the Child Maltreatment Central Registry, Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann.§ 6-17-410.

5-1.02 A Provisional Teaching License under this Chapter 5 is issued to a participant in one (1) license area (except as follows) based upon the areas and levels of teaching assignment approved by the State Board.

5-1.02.1 A Middle Childhood 4-8 participant must be licensed in two (2) or more of the four (4) middle childhood licensure content areas of math, science, social studies, and language arts, and may have one (1) or more endorsements approved by the State Board.

5-1.02.2 A Secondary participant may be issued a Provisional Teaching License in one (1) secondary licensure content area or in one (1) license content area with one (1) endorsement added.

5-1.02.2.1 To be licensed in two (2) areas, a Secondary participant must have successfully completed all state-mandated content specific licensure assessments for both areas, and have a teaching assignment in both licensure areas.

5-1.02.2.2 A Secondary participant with one (1) licensure area may add one (1) endorsement if the participant completes the required program of study, if applicable for the endorsement, successfully completes the state-mandated assessment for the endorsement, and has a teaching assignment in the endorsement area.

5-1.03 Unless specifically provided otherwise herein, each applicant for a Standard License issued under this Chapter 5 shall document the following:

5-1.03.1 A completed application for licensure;

51.03.2 Payment of the applicable licensure fee;

5-1.03.3 An official score report evidencing passing scores on the state-required pedagogical assessment, basic-skills assessment, and content-area assessments for the licensure content area in which the applicant seeks to teach;

5-1.03.4 For applicants seeking licensure in Middle Childhood (4-8), or Secondary Social Studies (7-12), document the successful completion of three (3) college credit hours in Arkansas History at an accredited

college or university or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS.

5-1.03.5 As required by the grade level or licensure content area for which the applicant seeks licensure, furnish evidence of successful completion of six (6) college credit-hours of instruction in reading that includes at a minimum theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers, and disciplinary literacy, and either a 3-hour course in disciplinary literacy at an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (completed with a grade of "B" or better) or a 45-hour professional development piece in disciplinary literacy through ArkansasIDEAS.

5-1.03.6 Document the completion of the following professional development through the Arkansas IDEAS Portal:

5-1.03.6.1 Two (2) hours of parental involvement;
5-1.03.6.2 Two (2) hours of child maltreatment training; ~~and~~
5-1.03.6.3 Two (2) hours of teen suicide awareness and prevention; and
5-1.03.6.4 Dyslexia awareness.

5-1.04 An individual who holds a provisional license under this Chapter 5 must participate in mentoring as required for novice teachers under the Department's Rules Governing Mentoring Programs or a substantial equivalent offered by the accelerated teaching program and approved by the Department.

5-1.05 An applicant who is not a U.S. citizen shall provide evidence satisfactory to the Department that the applicant meets the criteria of an exception under U.S.C. § 1261 for the state to issue a professional license.

5-2.0 ARKANSAS PROFESSIONAL PATHWAY TO EDUCATOR LICENSURE (APPEL)

5-2.01 The following is required for admission to the APPEL program:

5-2.01.1 Candidates for the APPEL program may be exempt from the standard minimum GPA requirement if all the following conditions are met:

5-2.01.1.1 Have at least fifteen (15) years of experience in the field related to the teaching/licensure subject area.

5-2.01.1.2 Demonstrate a minimum of a 2.25 cumulative undergraduate or graduate grade point average.

5-2.01.1.3 Submit one (1) letter of justification from the applicant expressing the relevance of the applicants' credentials to teach the subject in question.

5-2.01.1.4 Have two (2) professional letters of recommendation submitted by references to the Office of Educator Effectiveness; and

5-2.01.1.5 Complete the regular APPEL program application process.

5-2.02 In addition to meeting the requirements of Section 5-1.0, to obtain a Provisional Teaching License through APPEL a candidate must:

5-2.02.1 Be admitted into the APPEL program;

5-2.02.2 Be assigned to an APPEL program satellite site for instructional modules and successfully complete all required APPEL program instructional modules, including the summer instructional modules.

5-2.02.2.1 To maintain the Provisional Teaching License, the candidate must continue and successfully complete the school year instructional modules;

5-2.02.3 Document employment as a teacher-of-record, teaching a minimum of three (3) hours per day in the appropriate licensure area(s), with a certified mentor approved by the Department in an Arkansas public school, private school (as set forth in Section 5-2.02.3.3), charter school, or education service cooperative during the provisional licensure period.

5-2.02.3.1 If appropriate employment is not secured by October 1 of the year of admission into the APPEL program, the candidate shall be maintained on "hold" (one year only), until the following year.

5-2.02.3.2 A candidate on "hold" shall not be issued a license and shall be required to teach the following year. (The candidate shall still be required to complete two (2) years of teaching within a three-year period.)

5-2.02.3.3 A candidate may be employed in a private school setting 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.

5-2.03 If the appropriate state-mandated pedagogical assessment is not successfully completed within the APPEL program period, the Provisional Teaching License will be revoked. The participant will be allowed to attend Department-scheduled remedial sessions for one (1) year, during which time the participant may attempt to pass the assessment and, if successful, will be issued a Standard Teaching License.

5-2.03.1 If the pedagogical assessment is not successfully completed within the remedial year as provided under Section 5-2.03, the participant will be administratively withdrawn from the program.

5-2.04 An applicant for a Provisional Teaching Licensure under APPEL shall adhere to and abide by all the policies and procedures as outlined in the published APPEL Program Handbook for the year of admission.

5-2.05 A Provisional Teaching License is issued to an APPEL program participant at the beginning of the first year of participation in the program for:

5-2.05.1 One (1) year if the participant is in a one-year program; and

5-2.05.2 Two (2) years if the participant is in a two-year program.

5-2.06 An APPEL participant may not file an ALP or teach in an out-of-licensure area while enrolled in the APPEL program.

5-2.07 There are two (2) tracks in the APPEL program: a one-year program or a two-year program.

5-2.07.1 Candidates with a four-year degree who have completed a program of study in the field of Education (all coursework with the exception of Student Teaching) may be eligible to complete a one-year program if their degree was awarded within five (5) years of the date of application.

5-2.07.2 Candidates with a four-year degree, who have not completed a program of study in the field of Education, or those whose Education degree was awarded more than five (5) years before the date of application, must complete a two-year program.

5-2.08 In addition to meeting the requirements of Section 5-1.03, to obtain a Standard Teaching License, an APPEL participant shall successfully complete the APPEL program.

5-2.09 Annual enrollment in the APPEL program may be limited by:

5-2.09.1 Licensure requirements.

5-2.09.2 Licensure area and level of candidates (shortage areas may be given preference).

5-2.09.3 Program capacity (in which case applications will not be accepted after capacity is reached).

5-3.0 PROVISIONAL PROFESSIONAL TEACHING LICENSE

5-3.01 A Provisional Professional Teaching License (PPTL) is:

5-3.01.1 A nonrenewable three-year provisional license issued to an experienced professional for the purpose of teaching on a part-time or full-time basis as teacher-of-record in an Arkansas public school; and

5-3.01.2 Issued for one (1) or more licensure content areas.

5-3.02 In addition to meeting the requirements of Sections 5-1.01 and 5-1.02, to obtain a Provisional Professional Teaching License a candidate must:

5-3.02.1 Have a minimum of three (3) years of working experience in the licensure content area of the class to be taught.

5-3.02.2 Be offered employment to teach classes for credit in an Arkansas public school.

5-3.02.3 Submit one (1) letter of justification from the applicant expressing the relevance of the applicant's credentials to teach the subject in question.

5-3.02.4 Have two (2) professional letters of recommendation submitted by references to the Office of Educator Licensure.

5-3.03 An individual who receives a three-year Provisional Professional Teaching License shall complete, in the first year of provisional licensure, twenty-four (24) hours of training in pedagogy as determined by the Department.

5-3.03.1 The twenty-four (24) hours of training in pedagogy are in addition to and not considered a part of the annual professional development required for a Standard Teaching License.

5-3.04 In addition to meeting the requirements of Section 5-1.03, to obtain a Standard Teaching License, an individual holding a Provisional Professional Teaching License must:

5-3.04.1 Undergo a summative evaluation at the end of three (3) years of provisional licensure.

5-2.04.1.1 The applicant must have been identified by the employing school district as proficient or above on the summative evaluation; and

5-3.04.3 Provide a recommendation from the superintendent of the employing school district for full licensure.

5-4.0 ACCELERATED TEACHING PROGRAM

5-4.01 An Accelerated Teaching Program Provisional License is a nonrenewable provisional teaching license valid for the term of the accelerated teaching program issued to a participant in an accelerated teaching program who meets the following criteria:

5-4.01.1 Is a participant in an accelerated teaching program; and

5-4.01.2 Is teaching in an Arkansas public school.

5-4.02 In addition to meeting the requirements of Section 5-1.0, to obtain a Standard Teaching License, an individual who has completed an accelerated teaching program must furnish evidence of successful completion of the accelerated teaching program.

5-4.03 If Arkansas History is required, an applicant who meets all requirements of Section 5-4.03 except completion of the Arkansas History requirement and who has not previously held an Accelerated Teaching Program Provisional License may complete the Arkansas History requirement under a one-year nonrenewable Provisional Teaching License. If the Arkansas History requirement is completed during the one-year provisional licensure period, the applicant may be issued a Standard Teaching License.

5-5.0 MASTER'S DEGREE IN TEACHING PROVISIONAL AND STANDARD LICENSURE

5-5.01 In addition to meeting the requirements of Sections 5-1.01 and 5-1.02, an individual enrolled in a master's degree in teaching program (MAT, M.Ed., or MTLL) may obtain a Provisional Teaching License if the individual:

5-5.01.1 Submits evidence of enrollment in a master's degree in teaching program that:

5-5.01.1.1 Is from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation;

5-5.01.1.2 Either has attained recognition from its affiliated Council for Accreditation of Educator Preparation (CAEP) Specialized Professional Association (SPA), is accredited by a CAEP recognized organization associated with the field of study, or is recommended for approval based upon results of a CAEP or state review of the program; and

5-5.01.1.3 Is approved by the Department under the *ADE Policies Governing Programs for Educator Licensure Offered By Institutions of Higher Education in Arkansas*;

5-5.01.2 Maintains a cumulative grade point average in the master's degree in teaching program of no less than 3.0 (4.0 scale);

5-5.01.3 Documents employment as a teacher-of-record, teaching a minimum of three (3) hours per day in the appropriate licensure area(s).

5-5.03 In addition to meeting the requirements of Section 5-1.03, to obtain a Standard Teaching License under these Rules, an individual holding a master's degree in teaching (MAT, M.Ed., or MTLL) must submit official transcript(s) documenting an awarded master's degree in teaching from an accredited institution of higher education.

5-5.04 For an applicant who was not employed as a teacher-of-record and did not hold a Master's Degree in Teaching Provisional License under this section, a one-year, non-renewable provisional teaching license shall be available for an applicant who holds a Master's Degree in Teaching if the applicant has completed all other requirements under Section 5-5.03 but has not successfully completed:

5-5.04.1 The Arkansas History requirement under 5-1.03.4 if required; or

5-4.04.2 The instruction in reading and disciplinary literacy required under Section 5-1.03.5.

5-5.05 An individual receiving a Standard Teaching License under this Section 5-5.0 who was employed in a private school but not mentored under these rules while in a Master's Degree in Teaching program shall upon employment in a public school participate in mentoring as required for novice teachers under the Department's Rules Governing Mentoring Programs, unless the individual has completed mentoring or a substantial equivalent in an in-state private school 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 Arkansas' TESS.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING EDUCATOR LICENSURE
CHAPTER 6:
LIFETIME TEACHING LICENSE

6-1.0 ELIGIBILITY REQUIREMENTS FOR OBTAINING THE LIFETIME TEACHING LICENSE

6-1.01 Applicants for the Standard Lifetime shall meet the following eligibility requirements:

6-1.01.1 Hold a current, or expired standard Arkansas teaching license;

6-1.01.2 Be at least (62) years of age; and

6-1.01.3 Either:

6-1.01.3.1 Have worked in an educational setting while maintaining an Arkansas teaching license, or

6-1.01.3.2 Have made significant contributions to education, educational research, or the profession of teaching through scholarly endeavors, teaching experience, excellence in teaching, or educational innovation;

6-1.02 Applicants shall apply for and successfully complete the criminal background checks and Child Maltreatment Central Registry check required under the Department's Rules Governing Background Checks upon application for the Lifetime Teaching License.

6-1.02.1 The required background check or Child Maltreatment Central Registry check cannot be older than one year at the time of application.

6-2.0 GENERAL POLICIES AND PROCEDURES RELATING TO THE LIFETIME TEACHING LICENSE

6-2.01 The Department shall issue a Lifetime Teaching License upon:

6-2.01.1 The applicant submitting to the Office of Educator Licensure at the Department a completed application requesting the Lifetime Teaching License, using the application form developed by the Department;

6-2.01.2 The applicant meeting the eligibility requirements in Section 6-1.0 of these rules; and

6-2.01.3 The application being approved by the State Board.

6-2.02 The Lifetime Teaching License shall reflect the applicant's licensure areas at the time of the application.

6-2.03 A teacher holding a Lifetime Teaching License is not required to renew his or her teaching license.

6-2.04 A Lifetime Teaching License is subject to the same laws for revocation as any Arkansas teaching license.

6-2.05 A Lifetime Teaching License holder is not subject to the requirements for annual professional development , except as provided in Section 6-3.02.2 of this rule.

6-2.06 The Lifetime Teaching License shall terminate upon the death or legal incapacity of the license holder.

6-3.0 EMPLOYMENT OF LIFETIME TEACHING LICENSE HOLDERS

6-3.01 A Lifetime Teaching License holder is eligible to serve a school district, educational services cooperative or the Department in the following capacities:

6-3.01.1 Substitute teacher

6-3.01.2 Tutor

6-3.01.3 Mentor

6-3.01.4 Test Investigator

6-3.01.5 Scholastic Audit Consultant

6-3.01.6 Others as defined by the Department

6-3.02 A Lifetime Teaching License holder who becomes employed full-time or part-time by a school district, education service cooperative as a licensed educator, or by the Department in a position that requires a current license issued by the State Board shall:

6-3.02.1 Apply for and successfully complete the criminal background checks and Child Maltreatment Central Registry check required under the Department's Rules Governing Background Checks; and

6-3.02.2 Participate in the professional development programs as required by the employing school district, cooperative or Department.

6-3.02.2.1 A Lifetime Teaching License holder who has not taught or been employed in an educational setting for which a license is required for one (1) or more years shall be required to provide the Department verification of twenty (20) hours of relevant professional development prior to reentering the educational setting.

6-3.02.3 A school district that hires a Lifetime Teaching License holder shall notify the Department of the within thirty (30) days of the employment of the Lifetime Teaching License holder.

Appendix A: LEVELS AND AREAS OF LICENSURE

CHART 1.A
FIRST-TIME LICENSURE AREAS

	AVAILABLE LICENSURE LEVEL (see also Chart 3.)						
LICENSURE CONTENT AREA:	**B-K**	**K-6**	**4-8**	**7-12**	**K-12**	**4-12**	**PS**
*ECH/SP.ED INTEGRATED	X						
ELEMENTARY		X					
MIDDLE CHILDHOOD (Math, Science, Lang Arts, Social Studies) Must choose any two of the four content areas listed for initial licensure. Any area may be added individually to a Standard License.			X				
BIOLOGY/LIFE SCIENCE				X			
CHEMISTRY				X			
PHYSICS				X			
**PHYSICAL SCIENCE				X			
ENGLISH LANG ARTS				X			
SOCIAL STUDIES				X			
PHYSICS/MATHEMATICS				X			
MATHEMATICS				X			
DRAMA				X			
SPEECH				X			
ART					X		
VOCAL MUSIC					X		
INSTRUMENTAL MUSIC					X		
DRAMA / SPEECH					X		
PHYSICAL EDU / HEALTH					X		
* SPECIAL EDUCATION					X		
FOREIGN LANGUAGES					X		
* GUIDANCE & SCHOOL COUNSELING					X		
*ADULT EDUCATION							X
***COMPUTER SCIENCE						X	
CAREER AND TECHNICAL EDUCATION:							
BUSINESS TECHNOLOGY						X	
MARKETING TECHNOLOGY				X			
AGRICULTURE SCIENCE & TECH				X			
FAMILY & CONSUMER SCIENCE				X			
INDUSTRIAL TECHNOLOGY				X			

* These areas cannot be added to a standard license by testing out.

** The reference to physical science here applies only to an applicant who entered a physical science teacher education program before fall 2016.

*** Available when the content-area assessment or program of study is available

NOTE: B-K=BIRTH TO KINDERGARTEN; ECH=EARLY CHILDHOOD; SP.ED=SPECIAL EDUCATION; PS=POST-SECONDARY

Appendix A: LEVELS AND AREAS OF LICENSURE

CHART 1.B
ENDORSEMENT TO STANDARD LICENSE

	AVAILABLE LICENSURE LEVEL (see also Chart 3.)								
	***AGE 3-4 SP. ED.	B-K	K-6	4-8	7-12	K-12	4-12	P-12	PS
LICENSURE CONTENT AREA:									
*ECH/SP.ED INTEGRATED		X							
*AGE 3-4 ECH	X								
AGE 3-4 SP. ED	X								
ELEMENTARY			X						
MIDDLE CHILDHOOD (Math, Science, Lang Arts, Social Studies) Must choose any two of the four content areas listed for initial licensure. Any area may be added individually to a Standard License.				X					
BIOLOGY/LIFE SCIENCE					X				
CHEMISTRY					X				
PHYSICS					X				
**PHYSICAL SCIENCE					X				
EARTH SCIENCE					X				
ENGLISH LANG ARTS					X				
SOCIAL STUDIES					X				
PHYSICS/MATHEMATICS					X				
MATHEMATICS					X				
DRAMA					X				
SPEECH					X				
JOURNALISM					X				
ART			X		X	X			
VOCAL MUSIC			X		X	X			
INSTRUMENTAL MUSIC			X		X	X			
DRAMA / SPEECH						X			
PHYSICAL EDU / HEALTH			X		X	X			
* SPECIAL EDUCATION						X			
* VISUAL SPECIALIST						X			
* HEARING SPECIALIST						X			
FOREIGN LANGUAGES			X		X	X			
* GUIDANCE & SCHOOL COUNSELING						X			
*ADULT EDUCATION									X
*DYSLEXIA THERAPIST						X			
****COMPUTER SCIENCE							X		
CAREER AND TECHNICAL EDUCATION:									
BUSINESS TECHNOLOGY							X		
MARKETING TECHNOLOGY					X				
AGRICULTURE SCIENCE & TECH					X				
FAMILY & CONSUMER SCIENCE					X				
INDUSTRIAL TECHNOLOGY					X				

	AVAILABLE LICENSURE LEVEL (see also Chart 3.)								
	***AGE 3-4 SP. ED.	B-K	K-6	4-8	7-12	K-12	4-12	P-12	PS
ADMINISTRATOR LICENSURE:									
*DISTRICT-LEVEL ADMINISTRATOR									
*BUILDING-LEVEL ADMINISTRATOR								X	
*CURRICULUM/PROGRAM ADMINISTRATOR								X	

* These areas cannot be added to a standard license by testing out.

** The reference to physical science here applies only to an applicant who entered a physical science teacher education program before fall 2016.

*** Must hold a special education license to test out of age 3-4 special education

**** Available when the content-area assessment or program of study is available

NOTE: B-K=BIRTH TO KINDERGARTEN; ECH=EARLY CHILDHOOD; SP.ED=SPECIAL EDUCATION; PS=POST-SECONDARY

Appendix A: LEVELS AND AREAS OF LICENSURE

CHART 2.
ENDORSEMENT BY PROGRAM OF STUDY ONLY

	AVAILABLE LICENSURE LEVEL				
	AGE 3-4	**K-6**	**5-6**	**K-12**	**P-12**
EXCEPTION AREA ENDORSEMENTS: (EXCEPTION AREA ENDORSEMENTS CANNOT BE ADDED TO A STANDARD TEACHING LICENSE BY TESTING OUT.)					
LIBRARY MEDIA SPECIALIST				X	
READING SPECIALIST				X	
GUIDANCE & SCHOOL COUNSELING				X	
GIFTED & TALENTED				X	
ENGLISH AS A SECOND LANGUAGE				X	
EDUCATIONAL EXAMINER				X	
COACHING				X	
INSTRUCTIONAL FACILITATOR				X	
GRADE 5-6 ENDORSEMENT (FOR 7-12 TEACHER LICENSED IN A CORE CONTENT AREA(S) OF MATH, SCIENCE, LANG ARTS OR SOCIAL STUDIES)			X		
AGE 3-4 ENDORSEMENT (FOR TEACHERS HOLDING AN ELEMENTARY K-6 LICENSE; NON-SPECIAL ED)	X				
CONTENT SPECIALIST (FOR MATH, SCIENCE AND LITERACY FOR TEACHERS HOLDING A K-6 LICENSE)		X			
DYSLEXIA THERAPIST				X	
EDUCATIONAL LEADERSHIP & SUPERVISION:					
DISTRICT-LEVEL ADMINISTRATOR					X
BUILDING-LEVEL ADMINISTRATOR					X
CURRICULUM/PROGRAM ADMINISTRATOR					X
ANCILLARY STUDENT SERVICES:					
SCHOOL PSYCHOLOGY SPECIALIST				X	
SPEECH LANGUAGE PATHOLOGY				X	

Appendix A: LEVELS AND AREAS OF LICENSURE

CHART 3.
ENDORSEMENT BY TESTING OUT

This chart is to be used in conjunction with Chart 1.

	AVAILABLE ENDORSEMENT LEVEL					
	AGE 3-4 SP. ED.	K-6	4-8	4-12	7-12	K-12
FIRST-TIME LICENSURE LEVEL FOR ANY CONTENT AREA:						
B-K Integrated		X				
P-4*		X	X			
K-6		X	X			
1-6		X	X			
4-8		X	X	X	X	
4-12		X	X	X	X	
7-12			X	X	X	
P-8		X	X	X		
K-12			X	X	X	X
K-12 SP. ED	X	X	X	X	X	X

* The reference to P-4 here applies only to an applicant who entered a P-4 teacher education program before Fall 2015.

~~Appendix A: LEVELS AND AREAS OF LICENSURE~~

~~CHART FOR TESTING OUT~~

	~~LICENSURE LEVEL TO TEST OUT OF~~					
~~INITIAL LICENSURE LEVEL~~	~~B-K~~	~~K-6~~	~~4-8~~	~~4-12~~	~~7-12~~	~~K-12~~
~~B-K~~		~~X~~				
~~P-4*~~		~~X~~	~~X~~			
~~K-6~~		~~X~~	~~X~~			
~~1-6~~		~~X~~	~~X~~			
~~4-8~~		~~X~~	~~X~~	~~X~~	~~X~~	
~~4-12~~		~~X~~	~~X~~	~~X~~	~~X~~	
~~7-12~~			~~X~~	~~X~~	~~X~~	
~~P-8~~		~~X~~	~~X~~	~~X~~	~~X~~	
~~K-12~~			~~X~~	~~X~~	~~X~~	~~X~~

~~* The reference to P-4 here applies only to an applicant who entered a P-4 teacher education program before Fall 2015.~~

~~EDUCATORS WITH AN INITIAL LEVELOF LICENSURE IDENTIFIED UNDER INITIAL LICENSURE LEVEL MAY TEST OUT OF OTHER STANDARD AREAS AND LEVELS OF LICENSURE MARKED WITH THE "X".~~

~~EDUCATORS MAY TEST OUT OF LICENSURE AREAS THAT ARE ONE GRADE LEVEL ABOVE OR BELOW THEIR INITIAL LICENSURE AREA AND LEVEL. AREAS OF LICENSURE BEING ADDED BY TESTING OUT SHALL HAVE A SUBJECT SPECIFIC ASSESSMENT TO BE ELIGIBLE FOR TESTING OUT. AREAS OF LICENSURE TO THE INITIAL LICENSURE AREA CANNOT BE USED TO EXPAND THE LEVELS OF LICENSURE THAT CAN BE ADDED BY TESTING OUT. EDUCATOR LICENSURE WILL ADD THE NEW AREA OF LICENSURE ONCE IT HAS RECEIVED A COMPLETED APPLICATION WITH A COPY OF THE PRAXIS SCORE REPORT REFLECTING A PASSING SCORE.~~

~~EXCEPTION AREA ENDORSEMENTS, SPECIAL EDUCATION, EDUCATIONAL LEADERSHIP & SUPERVISION, ANCILLARY LICENSES, AND CAREER AND TECHNICAL AND ADULT EDUCATION CANNOT BE ADDED BY TESTING OUT. THEY CAN BE ADDED ONLY BY COMPLETING COURSEWORK AND THE REQUIRED PRAXIS ASSESSMENT.~~

~~EDUCATORS INTERESTED IN ADDING AN ADDITIONAL AREA OF LICENSURE ARE ENCOURAGED TO REFER TO THE RULES GOVERNING EDUCATOR LICENSURE AS ADOPTED BY THE STATE BOARD OF EDUCATION.~~

~~WHEN TESTING OUT OF ELEMENTARY K-6 THE EDUCATOR SHALL DOCUMENT SIX (6) HOURS OF INSTRUCTION IN READING THAT INCLUDES AT A MINIMUM THEORIES AND STRATEGIES FOR TEACHING READING, DIAGNOSIS OF READING DIFFICULTIES, INTERVENTION STRATEGIES FOR STRUGGLING READERS, AND DISCIPLINARY LITERACY, AND EITHER A 3-HOUR COURSE IN DISCIPLINARY LITERACY OR A 45-HOUR PROFESSIONAL DEVELOPMENT PIECE IN DISCIPLINARY LITERACY THROUGH ARKANSAS IDEAS.~~

~~WHEN TESTING OUT OF MIDDLE CHILDHOOD 4-8, THE EDUCATOR SHALL DOCUMENT THE COMPLETION OF EITHER A 3-HOUR COURSE IN DISCIPLINARY LITERACY OR A 45-HOUR PROFESSIONAL DEVELOPMENT PIECE IN DISCIPLINARY LITERACY THROUGH ARKANSAS IDEAS.~~

~~NOTE: PROGRAMS OF STUDY RELATED TO NEW/REVISED LEVELS AND AREAS OF LICENSURE WILL BE IMPLEMENTED BEGINNING FALL 2014.~~

~~Appendix A: LEVELS AND AREAS OF LICENSURE~~

	~~ADD-ON TO A STANDARD LICENSE~~				
~~EXCEPTION AREA ENDORSEMENTS~~	~~Pre K~~	~~K-6~~	~~5-6~~	~~8~~	~~K-12~~
~~LIBRARY MEDIA SPECIALIST~~					~~X~~
~~READING SPECIALIST~~					~~X~~
~~GUIDANCE & COUNSELING~~					~~X~~
~~GIFTED & TALENTED~~					~~X~~
~~ENGLISH AS A SECOND LANGUAGE~~					~~X~~
~~EDUCATIONAL EXAMINER~~					~~X~~
~~COACHING~~					~~X~~
~~INSTRUCTIONAL FACILITATOR~~					~~X~~
~~GRADE 5-6 ENDORSEMENT (FOR 7-12 TEACHER LICENSED IN A CORE CONTENT AREA(S) OF MATH, SCIENCE, LANG ARTS OR SOCIAL STUDIES)~~			~~X~~		
~~AGE 3-4 ENDORSEMENT (FOR TEACHERS HOLDING AN ELEMENTARY K-6 LICENSE)~~	~~X~~				
~~CONTENT SPECIALIST (FOR MATH, SCIENCE AND LITERACY FOR TEACHERS HOLDING A K-6 LICENSE)~~		~~X~~			

~~EXCEPTION AREA ENDORSEMENTS CANNOT BE ADDED TO A STANDARD TEACHING LICENSE BY TESTING OUT. THESE AREAS OF LICENSURE SHALL BE ADDED TO A STANDARD TEACHING LICENSE BY MEETNIG ALL REQUIREMENTS AS IDENTIFIED ON THE ADDITIONAL LICENSURE PLAN AND IN THESE RULES FOR THE AREA BEING ADDED. ENDORSEMENTS CANNOT BE USED AS PLATFORMS FOR TESTING OUT OF OTHER AREAS AND LEVELS OF LICENSURE. EDUCATORS ADDING THE GRADE 5-6 ENDORSEMENT TO A 7-12 LICENSURE CONTENT AREA OF MATH, SCIENCE, ENGLISH, OR SOCIAL STUDIES SHALL DOCUMENT SUCCESSFUL COMPLETION OF EITHER A 3-HOUR COURSE IN DISCIPLINARY LITERACY OR A 45-HOUR PROFESSIONAL DEVELOPMENT PIECE IN DISCIPLINARY LITERACY THROUGH ARKANSAS IDEAS.~~

~~EDUCATIONAL LEADERSHIP & SUPERVISION~~	~~P-12~~
~~DISTRICT ADMINISTRATOR~~	~~X~~
~~BUILDING ADMINISTRATOR~~	~~X~~
~~CURRICULUM PROGRAM ADMINISTRATOR~~	~~X~~

~~THESE AREAS OF LICENSURE CANNOT BE ADDED TO A STANDARD LICENSE BY TESTING OUT. THESE AREAS OF LICENSE SHALL BE ADDED TO A STANDARD LICENSE BY MEETING ALL REQUIREMENTS AS IDENTIFIED IN THESE RULES AND ON THE ADDITIONAL LICENSURE PLAN FOR THE AREA BEING ADDED.~~

	~~INITIAL AREA OF LICENSURE OR ADD-ON TO A STANDARD LICENSE~~
~~ANCILLARY STUDENT SERVICES~~	~~K-12~~
~~SCHOOL PSYCHOLOGY SPECIALIST~~	~~X~~
~~SPEECH LANGUAGE PATHOLOGY~~	~~X~~

~~AN ANCILLARY LICENSE MAY BE OBTAINED AS AN INITIAL AREA OF LICENSURE OR MAY BE OBTAINED AS AN ADD-ON TO A STANDARD LICENSE. THESE AREAS OF LICENSURE CANNOT BE ADDED TO A STANDARD LICENSE BY TESTING OUT.~~

~~NO OTHER AREA OF LEVEL OF LICENSURE CAN BE ADDED TO AN ANCILLARY LICENSE BY TESTING OUT.~~

~~REQUIREMENTS FOR ANCILLARY LICENSURE CAN BE FOUND IN THE RULES GOVERNING EDUCATOR LICENSURE.~~

~~Appendix A: LEVELS AND AREAS OF LICENSURE~~

	~~AS AN INITIAL LICENSURE AREA~~							~~AS AN ADD-ON TO STANDARD LICENSE~~						
~~LICENSURE CONTENT AREA~~	~~B-K~~	~~K-6~~	~~4-8~~	~~7-12~~	~~K-12~~	~~4-12~~	~~PS~~	~~B-K~~	~~K-6~~	~~4-8~~	~~7-12~~	~~K-12~~	~~4-12~~	~~PS~~
~~*ECH/SP.ED INTEGRATED~~	~~X~~							~~X~~						
~~ELEMENTARY~~		~~X~~							~~X~~					
~~MIDDLE CHILDHOOD (MATH, SCIENCE, LANG ARTS, SOCIAL STUDIES) MUST CHOOSE ANY TWO OF THE FOUR CONTENT AREAS LISTED FOR INITIAL LICENSURE. ANY AREA MAY BE ADDED INDIVIDUALLY TO A STANDARD LICENSE.~~			~~X~~							~~X~~				
~~LIFE SCIENCE~~				~~X~~							~~X~~			
~~PHYSICAL SCIENCE~~				~~X~~							~~X~~			
~~EARTH SCIENCE~~											~~X~~			
~~ENGLISH LANG ARTS~~				~~X~~							~~X~~			
~~SOCIAL STUDIES~~				~~X~~							~~X~~			
~~PHYSICS/MATHEMATICS~~				~~X~~							~~X~~			
~~MATHEMATICS~~				~~X~~							~~X~~			
~~BUSINESS TECHNOLOGY~~						~~X~~							~~X~~	
~~MARKETING TECHNOLOGY~~				~~X~~							~~X~~			
~~AGRICULTURE SCIENCE & TECH~~				~~X~~							~~X~~			
~~FAMILY & CONSUMER SCIENCE~~				~~X~~							~~X~~			
~~INDUSTRIAL TECHNOLOGY~~				~~X~~							~~X~~			
~~DRAMA~~				~~X~~							~~X~~			
~~SPEECH~~				~~X~~							~~X~~			
~~JOURNALISM~~											~~X~~			
~~ART~~					~~X~~				~~X~~		~~X~~			
~~VOCAL MUSIC~~					~~X~~				~~X~~		~~X~~			
~~INSTRUMENTAL MUSIC~~					~~X~~				~~X~~		~~X~~			
~~DRAMA / SPEECH~~					~~X~~							~~X~~		
~~PHYSICAL EDU / HEALTH~~					~~X~~				~~X~~		~~X~~			
~~* SPECIAL EDUCATION~~					~~X~~							~~X~~		
~~* VISUAL SPECIALIST~~					~~X~~							~~X~~		
~~* HEARING SPECIALIST~~					~~X~~							~~X~~		
~~FOREIGN LANGUAGES~~					~~X~~				~~X~~		~~X~~			
~~* GUIDANCE & COUNSELING~~					~~X~~							~~X~~		
~~*ADULT EDUCATION~~							~~X~~							~~X~~

~~* THESE AREAS OF LICENSURE CANNOT BE ADDED TO A STANDARD LICENSE BY TESTING OUT.~~

~~NOTE: B-K=BIRTH TO KINDERGARTEN; ECH=EARLY CHILDHOOD; SP.ED=SPECIAL EDUCATION; PS=POST-SECONDARY~~

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING EDUCATOR MENTORING PROGRAMS

July 1, 2015

1.00 REGULATORY AUTHORITY AND PURPOSE

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing Educator Mentoring Programs.

1.02 The State Board of Education enacted these rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-17-2804, and 25-15-201 et seq.

2.00 DEFINITIONS

2.01 "Beginning Administrator" means an individual who:

2.01.1 Has less than one (1) year of public school administrative experience, not including student internship, and either:

2.01.1.1 Holds an administrator license issued by the State Board;

2.01.1.2 Is employed as an administrator under an ALCP by a public school district, open-enrollment public charter school, or other organization that serves public schools; or

2.01.1.3 Is performing the role of an administrator in an open-enrollment public charter school, and is not licensed as an administrator by the State Board.

2.02 "Certified mentor" means a person who:

2.02.1 Holds a current Arkansas teaching or administrator's license, unless the person is employed where the law does not require a license or the legal requirement for a teaching license is waived in the charter of a public charter school; and

2.02.2 Is certified by the Department's Office of Educator Effectiveness as trained in the state-adopted mentoring model.

2.03 "Department" means the Arkansas Department of Education.

2.04 "Mentoring" means the acts of a certified mentor providing support and focused feedback to a novice teacher (according to the state-adopted mentoring model) with the goal of enhancing instructional skills, classroom management, and professional behavior.

2.05 "Novice Teacher" means a teacher who has less than one (1) year of classroom teaching experience, not including student internship or substitute teaching.

2.05.1 "Novice Teacher" may include an individual with a provisional or standard license issued by the State Board who is employed as a teacher of record in a private school, if the private school participation is approved by the Department under these rules.

3.00 MENTORING REQUIREMENTS FOR NOVICE TEACHERS AND BEGINNING ADMINISTRATORS

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

3.01.1 A participant in a nontraditional licensure program shall participate in mentoring for the period of time specified in the ADE rules governing the relevant nontraditional licensure program.

3.01.2 Mentoring for a novice teacher shall consist of a certified mentor providing support and focused feedback with regard to instructional skills, classroom management, and professional behaviors.

3.01.3 Mentoring for a beginning administrator shall consist of a certified mentor providing support and focused feedback with regard to skills, management, and professional behaviors.

3.01.3.1 Except as provided under 3.01.3.2, a beginning administrator working under an ALCP shall participate in mentoring for the duration of the ALCP.

3.01.3.2 If a beginning administrator has completed mentoring as a building-level administrator or a curriculum/program administrator and is applying for the other of those two licenses, he or she is not required to complete a second mentoring program.

3.01.4 The requirement for mentoring of a novice teacher or beginning administrator under these rules will **not** apply to:

3.01.4.1 A public school or school district that:

3.01.4.1.1 Obtained permission from the Department to use a nationally recognized system of teacher evaluation as provided under the ADE Rules Governing the Teacher Excellence and Support System, or an administrator evaluation system as

provided under the ADE Rules Governing the Leader Excellence and Development System, and

3.01.4.1.2 Provides evidence to the Department that its mentoring program is aligned to the school's approved teacher or administrator evaluation system; or

3.01.4.2 An open-enrollment public charter school that:

3.0.1.4.2.1 Receives a waiver of the Teacher Excellence and Support System or the Leader Excellence and Development System, as applicable, through the charter approval or renewal process; and

3.01.4.2.2 Provides evidence to the Charter Authorizing Panel that its mentoring program is aligned to the school's approved teacher or administrator evaluation system, as applicable.

3.01.5 Mentors, novice teachers, and beginning administrators shall attend all Department-mandated training, orientation, or informational meetings.

3.01.6 A novice teacher in a pre-kindergarten setting licensed by the Arkansas Department of Human Services may in the alternative participate in mentoring offered pursuant to Arkansas Department of Human Services rules.

3.01.7 The Department may approve unfunded participation in a mentoring program by a novice teacher who is employed at a private school setting 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 Arkansas's Teacher Excellence and Support System. If approved for participation:

3.01.7.1 The private school mentoring program shall comply with these rules and any adjustment the Department may require for the private school setting.

3.01.7.2 The private school shall assume all costs of the mentoring program, including without limitation, costs of training for participants and technology.

3.01.8 A novice teacher who is employed in a private school that is not approved under Section 3.01.7 during his or her employment shall participate in mentoring in the first year of employment at a public school, open-enrollment public charter school, or other public educational setting.

3.02 Every Arkansas public school district, open-enrollment public charter school, or other public educational setting that employs a novice teacher or beginning administrator shall:

3.02.1 Notify the Office of Educator Effectiveness (OEE), no later than September 1 of each year, of the appointment of an induction project director who will act as the liaison for the program to the Department;

3.02.1.1 Induction project directors are responsible for coordination of mentor assignments, oversight of mentor funding appropriations, adherence to state rules and guidelines related to mentoring, and all written and fiscal reporting and communications to the Department;

3.02.1.2 Induction project directors must attend the annual Project Director Update Meeting sponsored by the OEE, in order to have access to the Department's online data system and to be qualified to pair a novice teacher or beginning administrator with a certified mentor;

3.02.1.3 As funds are available, induction project directors shall be compensated with a stipend via a sliding scale (not to exceed $1,000) based on the number of novice teachers and beginning administrators in the school or district;

3.02.2 Submit to the OEE via the OEE's online data system:

3.02.2.1 No later than September 30 of each year, a register of all novice teacher/mentor pairs and beginning administrator/ mentor pairs employed by the school or district; and

3.02.2.2 No later than September 30 of each year, an assurances statement, signed by the induction project director, district superintendent, or charter-school director, that the school or district is in compliance with these rules regarding mentoring.

3.02.3 Assign to each novice teacher, within three (3) weeks of the novice teacher's first contract day of the school year, a certified mentor teacher who:

3.02.3.1 Has a compatible background in licensure content area and level of licensure;

3.02.3.2 Is trained and certified in the state-adopted mentoring model; and

3.02.3.3 Has at least three (3) years of successful teaching experience.

3.02.3.3.1 A teacher employed by a public charter school with only one (1) year of teaching experience may mentor in a public charter school if the public charter school obtains approval from the Department;

3.02.4 Assign to each beginning administrator, within three (3) weeks of the beginning administrator's first contract day of the school year, a certified administrator mentor or an administrator who meets the requirements of 3.02.4.1 and is in the process of being certified in the state-adopted mentoring model.

3.02.4.1 The certified mentor for a beginning administrator shall have a minimum of one (1) year of experience in the area in the beginning administrator's licensure area.

3.02.4.2 If a certified mentor is not available in the beginning administrator's school district, a certified mentor may be obtained from outside the school district.

3.02.5 Release the following persons for training, orientation, or informational meetings:

3.02.5.1 Mentors to attend the initial mentor training and any statewide informational meetings held by the Department;

3.02.5.2 Induction project directors to attend annual update meetings; and

3.02.5.3 Beginning administrators to attend induction training and any statewide informational meetings held by the Department;

3.02.6 Provide released time during the contract day for a novice teacher and mentor to work together on the mentoring modules;

3.02.7 Support the novice teacher's or beginning administrator's and mentor's full participation in the mentoring program developed by the Department, including without limitation focused observations and professional development activities, and online and face-to-face activities for mentors, novice teachers, and beginning administrators that engage them in collaborative dialogue, problem solving, and professional development;

3.02.8 Notify OEE, via the OEE's online data system, within fifteen (15) days of any personnel changes that might affect annual mentoring budget allocations (such as hiring of a novice teacher or beginning administrator midyear, or a novice teacher or beginning administrator resigning midyear and being replaced by an experienced teacher or administrator for whom mentoring is not appropriate); and

3.02.9 Submit, via the OEE's online data system, the end-of-year budget report reflecting mentor stipend expenditures, no later than July 15 of each year.

3.02.9.1 Mentor stipends shall be distributed and disbursed within the parameters established by the Department.

3.03 Only one (1) novice teacher or beginning administrator may be assigned to each mentor.

3.03.1 A public school or school district may submit a request to the OEE Program Advisor for approval for assigning more than one (1) novice teacher or beginning administrator to a mentor.

3.04 A novice teacher or beginning administrator shall complete all modules, observations, and professional growth targets required by the Department in the state-adopted mentoring system.

3.05 The OEE will monitor the quality of each public school or school district's mentoring program.

3.05.1 All required mentoring and observation documentation shall be uploaded to the OEE's online data system and verified by the induction project director.

3.05.2 Mentoring and observational information shall not be utilized in any way for employment or evaluation decisions unless students are at risk, either physically or emotionally.

3.06 School districts or open-enrollment public charter schools that do not comply with these rules shall be placed in accredited-cited status. Noncompliance includes without limitation:

3.06.1 Failure to register all mentors, novice teachers, and beginning administrators with the OEE;

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

3.06.3 Failure to submit all appropriate documentation.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING STANDARDS FOR ACCREDITATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS

~~July 2009~~ _____

1.0 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts.

1.02 These rules are promulgated pursuant to Ark. Code Ann. §§ 6-11-105, 6-15-207, 6-15-202, 6-15-209, and 25-15-201 et seq.~~, and Acts 219, 829 and 1015 of 2007.~~

1.03 These rules replace previously adopted Rules Governing Standards for Accreditation of Arkansas Public Schools revised June 200~~8~~9.

2.0 PURPOSE

2.01 These rules are to set forth the Standards for Accreditation of Arkansas public schools and school districts.

2.02 The purpose of these rules is to describe the process whereby Arkansas public schools or school districts will be cited or placed in probationary status for failure to meet Standards for Accreditation.

2.03 The purpose of these rules is to set forth the enforcement actions that may be applied to Arkansas public schools or school districts that fail to meet Standards for Accreditation.

3.0 DEFINITIONS – For purpose of these Rules, the following terms mean:

3.01 “Cited” - Accredited-cited status assigned to a school or school district that fails to meet any standard identified as a cited violation in these rules.

3.02 "Core academic course" means a course taught in any of the following subject areas defined by NCLB: English, Reading or Language Arts, Mathematics, Science, Foreign Language, Social Studies, Arts.

3.03 “Department” - Arkansas Department of Education.

3.04 “Enforcement action” - intervention by the State to require compliance of a school or a school district that fails to meet Standards for Accreditation of Arkansas Public Schools and School Districts.

3.05 "Highly qualified teacher" means a teacher who holds at least a Bachelor's Degree, holds full state license, and has demonstrated subject area competence in each of the core academic subjects in which the teacher teaches, and who meets such other necessary requirements as set forth in the Arkansas Department of Education Rules Governing Highly Qualified Teachers Pursuant to the No Child Left Behind Act of 2001, 20 U.S.C. § 6301 et seq.

3.06 "Probationary" - Accredited-probationary status assigned to a school or school district that fails to meet any standard identified as a probationary violation in these rules or fails to correct by the specified deadline a violation for which it acquired cited status.

3.07 “Public School District/Public School” - those school districts and schools (including open-enrollment charter schools) created pursuant to Title 6 of Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program except specifically excluding those schools or educational programs created by or receiving authority to exist pursuant to Ark. Code Ann. §§ 6-15-501, 9-28-205, and 12-29-301, et seq., or other provisions of Arkansas law.

3.08 “Standards for Accreditation” - a series of requirements that specify what a school or school district shall meet in order to be fully accredited by the Arkansas Department of Education.

3.09 “State Board of Education” - Arkansas State Board of Education.

4.0 CITED STATUS

4.01 A school district, which is deemed to have failed to meet any standard defined with a cited status in these rules and is referenced as applicable to a school district, shall be assigned cited status.

4.02 A school, which is deemed to have failed to meet any standard defined with a cited status in these rules and is referenced as applicable to a school, shall be assigned cited status.

4.03 No school or school district shall maintain a cited status for violation of any particular standard for a time period greater than two (2) consecutive school years including the year the cited status is assigned, unless provided otherwise in these rules.

4.04 Any school or school district that fails to remedy itself from cited status for violation of a particular standard after a two (2) year time period shall be assigned accredited-probationary status.

4.05 For the purpose of these Rules, D means district, S means school, C means cite, P means probation, and Policy means a policy is required.

5.0 PROBATIONARY STATUS

5.01 A school district shall be assigned a probationary status which is deemed to have failed to meet any standard defined with a probationary status in these rules or was in cited status for the same violation the previous two (2) consecutive years and is referenced as applicable to a school district.

5.02 A school shall be assigned a probationary status which is deemed to have failed to meet any standard defined with a probationary status in these rules or was in cited status for the same violation the previous two (2) consecutive years and is referenced as applicable to a school.

5.03 No school or school district shall maintain a probationary status for violation of any

standard for more than two (2) consecutive school years including the year the probationary status is declared.

5.04 Any school or school district that fails to remedy itself from probationary status after the two (2) year time period will be subject to mandates of Ark. Code Ann. § 6-15-207 (Act 1467 of 2003).

STANDARDS FOR ACCREDITATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS

D/P 6.0 STANDARD I EQUAL EDUCATIONAL OPPORTUNITIES

6.01 All school districts' policies and actions shall be nondiscriminatory and shall be in compliance with state and federal laws.

6.02 Pursuant to Ark. Code Ann. § 6-15-202(a) and Act 829 of 2007, all school districts which have not obtained full and complete unitary status and have been released from court supervision over desegregation obligations are strongly encouraged to seek unitary status and obtain an appropriate court order proclaiming such unitary status from the respective federal courts in which their cases have been filed.

6.03 By September 15 of each school year, any school district that has not been declared by court order to have reached complete and full unitary status shall file a report with the Arkansas Department of Education stating whether in the district's opinion the school district is unitary in status or not. Any school district that has not reached complete and full unitary status and has not been released from court supervision over desegregation obligations but which believes the district is in complete and full unitary status shall provide a written quarterly report to the Arkansas Department of Education by September 15 and the report shall provide a detailed plan with proposed time lines of how the district has complied with any desegregation plan or obligations and shall state how the district will seek to obtain a determination of full unitary status and release from court supervision and a release of any and all court ordered desegregation obligations.

6.04 If by July 1, 2009 and each school year thereafter, the Arkansas Department of Education is unable to verify the district's attempts to comply with their submitted detailed plan for obtaining a determination of full unitary status and release from court supervision as required in §6.03 of these Rules, then the Department of Education shall report to the State Board of Education:

1) Whether the failure of the school district to obtain full and complete unitary status is having a negative impact on the state's overall obligation to provide a general, suitable and efficient school system; and

2) Whether the school district should be placed on probationary status and subject to the provisions of Ark. Code Ann. § 6-15-201 et seq.

6.05 The SBE shall consider the report issued by the ADE under § 6.04 of this Rule and may designate or classify a school district in probationary status and take any necessary intervention allowed under § 6-15-201 et seq. if the SBE determines the district's inability to obtain unitary status is having a negative impact on the obligation to provide a general, suitable and efficient education.

7.0 STANDARD II GOALS AND ADMINISTRATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS

Policy 7.01 STATE AND NATIONAL GOALS

It is well established by history and law that education is a state responsibility. As a framework for school district planning, a set of statewide and national goals for education and a long-term plan to meet these goals have been developed.

D/C As one of these goals, pursuant to No Child Left Behind, teachers of core academic classes shall hold a designation as a Highly Qualified Teacher (HQT).

7.02 SCHOOL DISTRICT GOALS

D/P 7.02.1 Each school district in Arkansas shall be required to develop, with appropriate staff and community participation, a comprehensive plan. School district goals shall be compatible with state and national educational goals and shall address local needs. The plan shall be filed with and reviewed by the Department annually.

D/C 7.02.2 Each school district shall provide and publish, in a newspaper with general circulation in the district before November 15 of each school year, a report to the public detailing progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies. If there is no paper media with general circulation, notification shall be mailed to parents.

S/C 7.02.3 Each school shall systematically and, at least annually, explain its policies, programs, and goals to the community in a public meeting that provides opportunities for parents and other members of the community to ask questions and make suggestions concerning the school program.

7.03 SCHOOL DISTRICT ADMINISTRATION

D/P 7.03.1 OPERATING POLICIES AND PROCEDURES

Each school board shall adopt written policies for the operation of the school district in accordance with guidelines established by the Department.

7.03.2 RECORDS AND REPORTS

S/P 7.03.2.1 Each school shall maintain all reports and records necessary for effective planning, operation, and education.

Policy 7.03.2.2 Each school district shall annually submit an accurate and timely report to the Department appraising its students' performance. The report shall be prepared in accordance with guidelines developed by the Department.

7.03.3 SCHOOL BOARDS

D/C 7.03.3.1 Each school board, prior to November 15 of each year, shall hold a public meeting, at a time and place convenient for a majority of the

school patrons and employees, to review and discuss its annual report detailing progress toward accomplishing its district's program objectives, accreditation standards, and proposals to correct deficiencies.

D/C 7.03.3.2 All accreditation and evaluation studies and reports shall be reported and discussed in a public meeting at a time and place convenient for a majority of the school patrons and employees.

7.04 SCHOOL GOALS

S/P 7.04.1 The administrators, teachers, other school staff, and parents of each school shall develop the annual comprehensive school improvement plan to monitor that school's progress and to project its continuing needs. The annual school improvement plan shall be filed with and reviewed by the Department.

S/P 7.04.2 Schools shall review each curriculum area annually to ensure alignment with state standards.

8.0 STANDARD III ACTIVE COMMUNITY INVOLVEMENT

D/P 8.01 Each school district shall form a coalition of parents, and representatives of agencies and institutions, and of business and industry to develop and implement a comprehensive plan for effective and efficient community involvement in the delivery of comprehensive youth services and support.

S/C 8.02 Each individual school shall investigate and, where feasible, utilize community resources in the instructional program of the school.

9.0 STANDARD IV CURRICULUM

9.01 COURSE CONTENT FRAMEWORKS

Policy 9.01.1 The Department shall appoint committees to write curriculum frameworks based on the adopted Arkansas Student Learning Expectations. Each committee shall consist of teachers and instructional supervisory personnel from public schools assisted by teachers from institutions of higher education. Committees will meet periodically to review, revise, and update the curriculum frameworks.

S/P 9.01.2 Each accredited school shall use these curriculum frameworks to plan instruction leading to student demonstration of proficiency in the Arkansas content standards.

Policy 9.01.3 The Department, with advice from public schools and institutions of higher education, shall devise an assessment system that will measure progress toward meeting the content standards expressed in the Arkansas Curriculum Frameworks. These evaluations shall serve as a major factor in determining the accreditation status of public schools.

Policy 9.02 EARLY CHILDHOOD EDUCATION CURRICULUM

The early childhood education curriculum shall be developmentally appropriate for the age span of the children within the groups and implemented with attention to the different needs, interests, and developmental levels of those individual children. This curriculum shall be aligned to Arkansas Better Chance standards.

S/P 9.03 CURRICULUM

S/P 9.03.1 SMART CORE AND CORE

9.03.1.1 Guidelines for the development of Smart Core curriculum policies and informed consent document shall be established by the Department. Each school district shall adopt written Smart Core curriculum policies consistent with those guidelines.

9.03.1.2 The Smart Core curriculum is contained within the 38 units that must be taught each year (See 14.03.1 for a listing of Smart Core requirements).

9.03.1.3 In order to ensure that every child has access to a rigorous curriculum, beginning with the seventh grade class of 2004-2005, the Smart Core curriculum and core curriculum will be a standard component of the required course of study to graduate from Arkansas public schools.

9.03.1.4 All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in the core.

9.03.1.5 Each school district shall adopt written policies that inform parents about the Smart Core curriculum and the required course of study for graduation.

9.03.1.6 Each district's written policies regarding Smart Core curriculum and the required course of study for graduation shall be included in the student handbook and filed with the Department.

9.03.1.7 Local districts and individual schools shall involve parents, staff, and students in the formulation and review of the Smart Core curriculum and the course of study for the graduation policy.

9.03.1.8 Students and parents shall acknowledge that they have received the school's policy regarding Smart Core curriculum and the required course of study for graduation by a signed statement. The school shall document procedures and methods used to inform parents and students of this policy. Parents shall sign an Informed Consent document provided by the Department. Teachers, administrators, and counselors shall be provided with appropriate training in this policy.

9.03.1.9 The core curriculum for grades K-8 shall encompass all types of

developmentally appropriate learning experiences and provide for differences in rates of learning among children. It shall emphasize overarching processes of reasoning and problem solving, communicating, connecting (linking knowledge, skills, and other understandings within and across disciplines to real-life situations), and internalizing (acting on the learning to make it meaningful, useful, and worthwhile). English Language Acquisition Standards shall also be used for all English Language Learners (ELL) students at all grade levels.

S/P 9.03.2 GRADES K-4

Reading, writing, and mathematics shall be incorporated into all curriculum areas. All students shall receive instruction in each content area annually.

9.03.2.1 Language Arts

Reading
Writing
Listening, Speaking,
Viewing

9.03.2.2 Mathematics

Number sense, properties, and operations
Measurement
Geometry and spatial sense
Data analysis and statistics
Patterns, algebra, and functions

9.03.2.3 Social Studies

History and culture of Arkansas (a unit at each grade level with emphasis at grade 4), the nation, and the world (including foreign language experiences)
Geography
Economics
Civic education
Social sciences processes and skills

9.03.2.4 Science

Life science systems
Earth/space systems
Physical systems
Environmental
education

9.03.2.5 Tools for Learning

Technical skills: research and information skills, use of computers and calculators Data gathering: use of data banks,

atlases, dictionaries, almanacs, networks, news sources, and interviews

9.03.2.6 Fine Arts

Visual arts instruction, appreciation, and application
Performing arts instruction, appreciation, and application

9.03.2.7 Practical Living Skills/Career Exploration

9.03.2.8 Health and Safety Education and Physical Education

S/P 9.03.3 GRADES 5-8

Reading, writing, and mathematics shall be incorporated into all curriculum areas. All students shall receive instruction in each content area annually.

9.03.3.1 Language Arts

Reading
Writing
Listening, Speaking,
Viewing

9.03.3.2 Mathematics

Number sense, properties,
and operations
Measurement
Geometry and spatial sense
Data analysis and statistics
Patterns, algebra, and functions

9.03.3.3 Science

Life science systems
Earth/space systems
Physical systems
Environmental education

9.03.3.4 Social Studies

History and culture of Arkansas (a unit at grades 5 and 6, with emphasis at grade 5), the nation, and the world (including foreign language experiences)
Geography
Economics
Civic education
Social science process skills

9.03.3.5 Physical Education

9.03.3.6 Fine Arts

Visual arts instruction, appreciation, and application
Performing arts instruction, appreciation, and application

9.03.3.7 Health and Safety

9.03.3.8 Tools for Learning

Technical skills: research and information skills, use of computers and calculators
Data gathering: use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews

9.03.3.9 Career and Technical Education

9.03.3.10 Each school shall teach annually reading and mathematics skills to assist those students who need such additional instruction to make satisfactory progress in their required courses.

9.03.3.11 A unit of Arkansas history shall be taught as a social studies subject at each elementary grade level in every public elementary school in this state with greater emphasis at the fourth (4th) and fifth (5th) grade levels, and at least one (1) full semester of Arkansas history shall be taught to all students at the 7th, 8th, 9th, 10th, 11th, or 12th grade level in every public secondary school in this state.

9.03.3.12 Upon approval by the Department, courses taught in grades 5-8 may be offered for high school graduation credit. Courses shall have the same rigor as those taught in high school, but content for a single course may be taught over a two-year period. Teachers shall be certified in the subject area taught with students participating in appropriate End-of-Course examinations. Schools shall have appropriate follow-up curriculum in place for students adopting an accelerated schedule.

S/P 9.03.4 GRADES 9-12

Reading, writing, and mathematics shall be incorporated into all curriculum areas. The following courses shall be taught annually for a total of 38 units, except as otherwise allowed in Ark. Code Ann. §§ 6-15-213 and 6-15-214, as articulated in these rules.

9.03.4.1 Language Arts - 6 units

4 units English

1 unit oral communications or ½ unit oral communications and ½ unit drama
1 unit journalism
(Other options as approved by the Department)

9.03.4.2 Science - 5 units (Active student participation in laboratory experience is required for a minimum of 20% of instructional time.)

1 unit biology
1 unit chemistry
1 unit physics
(Other options as approved by the Department)

9.03.4.3 Mathematics - 6 units

1 unit Algebra I
1 unit geometry
1 unit Algebra II
1 unit pre-calculus mathematics to include trigonometry
(Other options as approved by the Department)

9.03.4.4 Computer Science -1 unit
1 Unit Essentials of Computer Programming or other options as approved by the Department

9.03.4.~~4~~5 Foreign Languages - 2 units of the same language

9.03.4.~~5~~6 Fine Arts - 3 ½ units
1 unit art
1 unit instrumental music
1 unit vocal music
½ unit survey of fine arts or an advanced art or an advanced music course

9.03.4.~~6~~7 Computer Applications with emphasis on current applications-1 unit

9.03.4.~~7~~8 Social Studies - 4 units

1 unit American history with emphasis on 20th Century America
1 unit world history
½ unit civics
½ unit of Arkansas history if not taught in grade 7 or 8
(Other options as approved by the Department)

9.03.4.~~8~~9 Economics - ½ unit

The Economics course must be taught by a teacher appropriately licensed in either Social Studies or Business

Education.
The appropriate licensure code must be used to differentiate between the area of social studies and the area of career focus elective credit to meet the requirements of the 38 units.

9.03.4.~~9~~10 Health and Safety Education and Physical Education - 1½ units
1 unit physical education
½ unit health and safety education

9.03.4.1~~0~~1 Career and Technical Education - 9 units of sequenced career and technical education courses (programs of study) representing three (3) occupational areas.
In addition to the currently approved programs, districts may develop and request approval for innovative programs of study based on community and student needs.

9.03.4.1~~1~~2 The course offerings should include appropriate Advanced Placement (AP) courses. Weighted credit/additional quality points for designated AP courses will be contingent upon the teacher completing training as required by the Department and the student taking the applicable AP examinations.

9.03.4.1~~1~~2.1 Any school district meeting the following conditions may petition the Department to count an appropriate approved AP course in the place of a specified required 38 unit course in the subject areas of mathematics, English, science and social studies under the following conditions:

9.03.4.1~~1~~2.2 The public school district has a qualified teacher for the required 38 unit course;

9.03.4.1~~1~~2.3 No students enrolled in the required 38 unit course;

9.03.4.1~~1~~2.4 An AP course in the same subject area as the required course has students enrolled in the course;

9.03.4.1~~1~~2.5 The public school district teaches all other 38 unit courses required by the Standards for Accreditation; and

9.03.4.1~~1~~2.6 The public school district teaches the required 38 unit course to any student who enrolls in the public school district after the school year begins.

9.03.4.1~~1~~2.7 The public school district may teach the required course to a new student:
i. In a traditional classroom setting;
ii. Through distance learning with a qualified

teacher, or

iii. By making individual modifications for the required course from the AP course syllabus to accommodate the new student.

9.03.4.1~~1~~2.8 The public school district shall notify the Department in writing after registration in the spring prior to the beginning of the new school year and immediately after the school year begins if no students enrolled in the required course and the public school district will seek to meet the Standards for Accreditation using the AP course.

9.03.4.1~~1~~2.9 Upon receiving the public school district's written notification and after spring registration and after verifying the information, the Department shall permit the public school district to meet the Standards for Accreditation by teaching the AP course in place of the required course.

9.03.4.1~~1~~2.10 If a new student enrolls in the required course, the public school district shall immediately notify the Department in writing.

9.03.4.1~~2~~3 Additional foreign language courses such as the Level III and IV of the same foreign language and other foreign language should be included.

9.03.4.1~~3~~4 If a course required to be taught by a school district under the State Board of Education's Standards for Accreditation has an enrollment of one (1) or more students and all students enrolled in the course leave the school district after the course has commenced but before the completion of the course in each given school year or school semester the course is to be taught, and no other students that are eligible to take the course enroll to attend the school district campus where the course is required to be taught, the course shall be considered as taught by the school district in compliance with the Standards for Accreditation under the following conditions:

9.03.4.1~~3~~4.1 The school district superintendent certifies in writing that no student was enrolled in the district and was eligible to take the required course enrolled to attend the school district campus where the course was required to be taught after the initial student or students left the school district;

9.03.4.1~~3~~4.2 The school district provides written proof, as required by the Department, that the school district had the course scheduled to be taught on the school district's master course schedule during the entire time the course was required to be taught;

9.03.4.1~~3~~4.3 The school district provides written proof, as required by the Department, that the school district had a properly certified teacher employed and able to teach the required course during the entire time the course was required to be taught and the course was listed on the school district's master course schedule;

9.03.4.1~~3~~4.4 The Department, upon review of proper records of the district and information certified by the school district superintendent, confirms that the school district satisfied the requirements of Sections 9.03.4.12 - 9.03.4.12.3 of these rules and verifies that the information submitted pursuant to Sections 9.03.4.12 - 9.03.4.12.3 of these rules is correct; and

9.03.4.1~~3~~4.5 At the end of the school semester in which the course was required to be taught, the school district petitions the State Board of Education, in writing, for a waiver of the Standards for Accreditation requirement that the particular course be taught for that school semester.

9.03.4.1~~3~~4.6 The State Board of Education shall waive the requirement for only the semester in which the student or students left the school district.

9.03.4.1~~3~~4.7 The superintendent and the school board president of the school district seeking the waiver shall appear before the State Board of Education to present their request for a waiver.

9.03.4.1~~3~~4.8 Representatives of the Department shall appear before the State Board of Education to confirm and verify the information required to be filed with the Department under this section.

9.03.4.1~~3~~4.9 Upon satisfaction of the requirements of Sections 9.03.4.12 - 9.03.4.12.8 of these rules, the State Board of Education shall waive the requirement that the course be taught on a semester basis

S/P 9.04 COMBINING OR EMBEDDING CURRICULUM

9.04.1 The State Board of Education may grant a waiver of a standard for accreditation for a period of longer than one (1) school year to a school district for the purpose of combining or embedding the curriculum frameworks from two (2) separate courses into one (1) combined or embedded course if:

9.04.1.1 The school district applies to the Department's Office of Curriculum and Instruction for approval of the combined or

embedded course on or before May 1 for the following school year, using the Course Approval Request Form at http://www.arkansased.org/divisions/learning-services/curriculum-and-instruction/course-approvals;

9.04.1.2 The proposed combined or embedded course meets all requirements for course approval outlined in the Course Approval Request Form;

9.04.1.3 The school district submits a letter certifying to the State Board of Education that all the curriculum frameworks for the two (2) separate courses will be fully taught in the proposed combined or embedded course; and

9.04.1.4 The Department verifies in writing to the State Board of Education that all of the curriculum frameworks for the two (2) separate courses are included in the proposed combined or embedded course.

9.04.1.5 The State Board of Education will only grant a waiver of a standard of accreditation for proposed combined or embedded courses in grades five (5) through twelve (12).

9.04.1.6 If the State Board of Education subsequently revises the curriculum frameworks for either of the separate courses that are combined or embedded into a single course, a school district must submit a new waiver request for a combined or embedded course in accordance with 9.04.1 of these Rules.

9.04.1.7 It is a violation of the Standards for Accreditation of Arkansas Public Schools and School Districts for a school to fail to teach the curriculum frameworks for each separate course that is combined or embedded in a single course.

10.0 STANDARD V INSTRUCTION

10.01 REQUIRED TIME FOR INSTRUCTION AND SCHOOL CALENDAR

D/P 10.01.1 Student-teacher interaction time shall be for a minimum of 178 days, except as waived by the Department for professional development.

D/P 10.01.2 All public school teacher/administrator contracts (elementary, secondary, vocational - exception vocational agriculture) shall be a minimum of 190 days.

D/P 10.01.3 At least ten (10) days or sixty (60) hours shall be used for professional development and in-service training and at least two (2) days shall be used for parent/teacher conferences.

D/S/P 10.01.4 The planned instructional time in each school day shall not average less than six (6) hours per day or thirty (30) hours per week.

10.02 CLASS SIZE AND TEACHING LOAD

Policy		10.02.1	Early childhood education programs shall be no more than ten (10) students to one (1) teacher in a classroom or no more than twenty (20) students to one (1) teacher and a qualified adult aide.
S/P		10.02.2	Kindergarten shall be no more than twenty (20) students to one (1) teacher in a classroom. However, kindergarten class maximum may be no more than twenty-two (22) with a one half time instructional aide being employed for those classes.
S/P		10.02.3	The average student/teacher ratio for grades one through three in a school district shall be no more than twenty-three (23) students per teacher in a classroom. There shall be no more than twenty-five (25) students per teacher in any classroom.
S/P		10.02.4	The average student/teacher ratio for grades four through six in a school district shall be no more than twenty-five (25) students per teacher in a classroom. There shall be no more than twenty-eight (28) students per teacher in any classroom.
S/P		10.02.5	In grades seven through twelve, a teacher shall not be assigned more than one hundred fifty (150) students; an individual academic class shall not exceed thirty (30) students, provided that, in exceptional cases or for courses that lend themselves to large group instruction, these ratios may be increased.
D/C	10.03	INSTRUCTIONAL MATERIALS	
		School districts shall adopt instructional materials which provide complete coverage of a subject as described in that subject's curriculum frameworks and which fit the achievement levels of the students assigned to each teacher.	
	10.04	DISCIPLINE	
D/P		10.04.1	Guidelines for the development of student discipline policies shall be established by the Department. Each school district shall adopt written discipline policies consistent with those guidelines that include a code of student behavior.
D/P		10.04.2	Each district's written policies shall be filed with the Department.
D/S/P		10.04.3	Local districts and individual schools shall involve parents, staff, and students in the formulation and review of their student discipline policies, rules, and procedures.
S/P		10.04.4	Schools shall inform students and parents of the rules and procedures by which the school is governed. Schools shall make the students aware of the behavior that will call for disciplinary action, as well as the types of corrective actions that may be imposed.
S/P		10.04.5	Students and parents shall acknowledge that they have received the school's discipline policies by a signed statement. The school shall

document procedures and methods used to inform parents and students of the policy.

D/S/P 10.04.6 Teachers and administrators, classified school employees, and volunteers shall be provided with appropriate student discipline training as required by Ark. Code Ann. § 6-18-502.

D/C 10.05 EXTRACURRICULAR ACTIVITIES

Each school district shall adopt a written policy on extracurricular and non-instructional activities and their appropriate place in the school program. The policy shall limit and control interruptions of instructional time in the classroom and the number of absences for such activities.

D/C 10.06 REQUIREMENTS FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

Each school district shall adopt a written policy specifying the requirements students must meet to be eligible to participate in extracurricular activities.

D/C 10.07 HOMEWORK AND INDEPENDENT STUDY SKILLS

Each school district shall adopt a written policy for appropriate and meaningful homework. The policy shall promote the development of students' independent study skills and work to be done outside the classroom which will reinforce and strengthen academic skills, broaden the educational experiences of students, and relate those experiences to the real life of the community. Parents shall be notified of the policy at the beginning of each school year.

D/C 11.0 STANDARD VI ATTENDANCE AND ENROLLMENT

11.01 MANDATORY ATTENDANCE

All children who are ages five (5) through seventeen (17) on or before the date set forth in Ark. Code Ann. § 6-18-207. ~~September 15~~ are required to be in school that school year with the exception of five-year-old children for whom kindergarten has been waived by the parent, guardian, or person having custody or charge; students who have received a high school diploma or its equivalent; or students who are enrolled in a postsecondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.

S/C 11.02 INITIAL ENROLLMENT

A birth certificate, Social Security Number, or other documentation, as provided by law, shall be required to enroll in school.

Policy 11.03 EARLY CHILDHOOD EDUCATION PROGRAMS

It is recommended that school districts provide the opportunity for each child age three (3) on or before ~~September 15~~ the date set forth in Ark. Code Ann. § 6-18-230 to enroll in an approved early childhood education program. No parent or guardian shall be required to enroll a child in an early childhood education program at age three (3).

D/P 11.04 KINDERGARTEN

11.04.1 Each school district must provide a full-day kindergarten for each child age five (5) on or before the date set forth in Ark. Code Ann. § 6-18-207 ~~September 15~~. A parent or guardian shall sign a waiver if they elect not to enroll a child in kindergarten at age five (5).

11.04.2 Any six-year-old child who has not completed a state accredited kindergarten program prior to public school enrollment shall be evaluated by the school district to determine whether placement for the child shall be in kindergarten or the first grade.

11.04.3 Any child who has been enrolled in the first grade in a state-accredited or state-approved elementary school in another state or in the first grade equivalent in another country for a period of at least sixty (60) days, who will become six (6) years of age during the school year in which the child is enrolled in grade one (1), and who meets the basic residency requirement for school attendance may be enrolled in the first grade.

D/S/P 11.05 IMMUNIZATION REQUIREMENTS

All schools and school districts shall meet immunization requirements established by state and federal laws.
All enrolling kindergarten students shall furnish evidence of a comprehensive and developmental preschool examination.

12.0 STANDARD VII STUDENT PERFORMANCE

D/S/P 12.01 PERFORMANCE OF ALL STUDENTS

Schools shall be responsible for assessing each student's progress at each grade level in acquiring mastery of the competencies, skills, and other subjects required by law and Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) regulations. Assessment data may include performance assessments, competency test scores, standardized test scores, subject matter mastery test scores, and observations of teachers and parent(s) or guardian(s).

S/P 12.02 GRADING

Grades assigned to students for performance in a course shall reflect only the extent to which a student has achieved the expressed academic objectives of the course. Grades that are aligned with other educational objectives such as the student learning expectations contained in the curriculum frameworks may also be given.

S/P 12.03 SPECIAL EDUCATION STUDENTS

Students with special needs shall have equal access to programs that meet the criteria for their identified Individualized Education Program and shall receive services in the least restrictive environment that meets their needs.

12.04 SCHOOL REPORTING OF STUDENTS' PERFORMANCE

D/C 12.04.1 Each local district shall adopt a written policy requiring teachers to communicate with the parent(s) or guardian(s) of each student during the school year to discuss the student's academic progress and requiring more frequent communication with the parent(s) or guardian(s) of students not performing at the level expected for their grade.

S/C 12.04.2 Each school shall schedule no fewer than two (2) parent-teachers conferences per school year to encourage communication with parents.

S/C 12.04.3 All grade level conferences with parent(s) and or guardian(s) shall be scheduled at a time and place to best accommodate those participating in the conference. The school shall document participation or nonparticipation in required conferences. If a student is to be retained at any grade level, notice of retention and the reasons for retention shall be communicated promptly in a personal conference.

12.05 TRANSFER BETWEEN SCHOOLS

D/C 12.05.1 Any student transferring from a school accredited by the Department to another school accredited by the Department shall be placed into the same grade the student would have been in had the student remained at the former school.

D/C 12.05.2 Any student transferring from home school or a school that is not accredited by the Department to a school that is accredited by the Department shall be evaluated by the staff of that accredited school to determine that student's proper placement in the accredited school.

13.0 STANDARD VIII SCHOOL PERFORMANCE

Data from the performance indicators shall be used by the Department and schools in establishing goals and objectives for school improvement.

14.0 STANDARD IX GRADUATION REQUIREMENTS

D/S/P 14.01 Specifically, for the graduating classes of 2009-2010, 2010-2011, 2011-2012, 2012-2013, the required twenty-two (22) units, at a minimum, shall be taken from the "Smart Core" curriculum or from the "Core" curriculum. Only one (1) of the required units may be in a physical education course. All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in Core. The required twenty-two (22) units, at a minimum, are to be taken from the Smart Core or Core as follows:

SMART CORE - Sixteen (16) units

English - four (4) units - 9th, 10th, 11th, 12th
Mathematics - four (4) units [All students must take a mathematics course in grade 11 or grade 12 and complete Algebra II.] Comparable concurrent credit college courses may be substituted where applicable.
Algebra I or Algebra A & B (Grades 7-8 or 8-9)

Geometry or Investigating Geometry or
Geometry A & B
(Grades 8-9 or 9-10)
Algebra II
Fourth math unit range of options: (choice of: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics,
Computer Math, Algebra III, or an Advanced Placement math)

Natural Science - three (3) units with lab experience chosen from Physical Science, Biology or Applied Biology/Chemistry, Chemistry, Physics or Principles of Technology I & II or PIC Physics

Social Studies - three (3) units
Civics or Civics/American Government
World History
American History

Oral Communications - one half (½) unit

Physical Education - one half (½) unit

Health and Safety - one half (½) unit

Fine Arts - one half (½) unit

D/C

CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Smart Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Smart Core and career focus units must total at least twenty-two (22) units to graduate.

D/S/P

CORE - Sixteen (16) units

English - four (4) units
Oral Communications - one half (½) unit
Social Studies - three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half (½) unit of civics or government]
Mathematics - four (4) units [one (1) unit of algebra or its equivalent* and one (1) unit of geometry or its equivalent.* All math units must build on the base of algebra and geometry knowledge and skills.] Comparable concurrent credit college courses may be substituted where applicable.
Science - three (3) units [at least one (1) unit of biology or its equivalent and one (1) unit of a physical science]

Physical Education - one half (½) unit
Health and Safety - one half (½) unit
Fine Arts - one half (½) unit
* A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

D/C CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Core and career focus units must total at least twenty-two (22) units to graduate.

D/S/P 14.02 Specifically, for the graduating class of 2013-2014, and all graduating classes thereafter, the required twenty-two (22) units, at a minimum, shall be taken from the "Smart Core" curriculum or from the "Core" curriculum. Only one (1) of the required units may be in a physical education course. All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in Core. The required twenty-two (22) units, at a minimum, are to be taken from the Smart Core or Core as follows:

SMART CORE - Sixteen (16) units

English - four (4) units - 9th, 10th, 11th, 12th
Mathematics - four (4) units <u>or three (3) units of Math and one (1) unit of Computer Science.</u> [All students must take a mathematics course in grade 11 or grade 12 and complete Algebra II.] Comparable concurrent credit college courses may be substituted where applicable.

Algebra I or Algebra A & B (Grades 7-8 or 8-9)
Geometry or Investigating Geometry or Geometry A & B (Grades 8-9 or 9-10)
Algebra II
Fourth math unit range of options: (choice of: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an Advanced Placement math)

Natural Science - three (3) units with lab experience chosen from Physical Science, Biology or Applied Biology/Chemistry, Chemistry, Physics or Principles of Technology I & II or PIC Physics <u>or two (2) units with lab experience and one (1) unit of Computer Science.</u>

Social Studies - three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half (½) unit of civics]

Oral Communications - one half (½) unit
Physical Education - one half (½) unit
Health and Safety - one half (½) unit
Economics - one half (½) unit

A one-half (½) unit of Economics is required for graduation and may be counted toward the required three (3) social studies credits or toward the six (6) required career focus elective credits.

If the course is taught by an appropriately licensed social studies teacher, credit may be applied to meet graduation requirements in social studies or toward the career focus electives. If the course is taught by an appropriately licensed business education teacher, graduation credit can only be applied toward career focus requirements.

The appropriate course code must be used to differentiate the application of credit for graduation to either the area of social studies or the area of career focus elective credit.

Fine Arts - one half (½) unit

D/C CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Smart Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Smart Core and career focus units must total at least twenty-two (22) units to graduate.

D/S/P CORE - Sixteen (16) units

English - four (4) units
Oral Communications - one half (½) unit
Social Studies - three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half (½) unit of civics]

Mathematics - four (4) units [one (1) unit of algebra or its equivalent* and one (1) unit of geometry or its equivalent.* All math units must build on the base of algebra and geometry knowledge and skills] <u>or three (3) units of Math and one (1) unit of Computer Science.</u> Comparable concurrent credit college courses may be substituted where applicable.
Science - three (3) units [at least one (1) unit of biology or its equivalent and one (1) unit of a physical science] <u>or two (2) units of Science [at least one (1) unit of biology or its equivalent and one (1) unit of physical science] and one (1) unit of Computer Science.</u>
Physical Education - one half (½) unit

Health and Safety - one half (½) unit

Economics - one half (½) unit

A one-half (½) unit of Economics is required for graduation and may be counted toward the required three (3) social studies credits or toward the six (6) required career focus elective credits.

If the course is taught by an appropriately licensed social studies teacher, credit may be applied to meet graduation requirements in social studies or toward the career focus electives. If the course is taught by an appropriately licensed business education teacher, graduation credit can only be applied toward career focus requirements.

The appropriate course code must be used to differentiate the application of credit for graduation to either the area of social studies or the area of career focus elective credit.

Fine Arts - one half (½) unit

* A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

D/C CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Core and career focus units must total at least twenty-two (22) units to graduate.

14.03 A unit of credit shall be defined as the credit given for a course which meets for a minimum of 120 clock hours. A minimum average six-hour day or minimum thirty (30) hour week is required.

14. 04 SPECIAL EDUCATION

14.04.1 For a student with disabilities, the Individualized Education Program (IEP) serves as the student's "graduation plan."

14.04.2 Beginning not later than the first IEP to be in effect when the child turns 16,or younger if determined appropriate by a student's IEP Team, transition planning must be initiated to prepare a student for exit from a secondary education program to post-secondary life. This includes planning for the student's exit from school due to graduation. For a student with disabilities, fulfillment of the requirements set forth in the student's IEP constitutes the basis for graduation from high school.

15.0 STANDARD X PERSONNEL

15.01 SCHOOL DISTRICT SUPERINTENDENT

Each school district shall employ a full-time superintendent when enrollment exceeds three hundred (300). A full-time superintendent may, at the discretion of the local school district, teach no more than two (2) classes per day.

S/P 15.02 PRINCIPALS

Each school shall employ at least a half-time principal. A full-time principal shall be employed when a school's enrollment reaches three hundred (300). A school district superintendent may be permitted to serve as a half-time principal when district enrollment is less than 300 providing the superintendent is appropriately certified and is not already teaching classes. Schools with an enrollment exceeding five hundred (500) shall employ at least one full-time principal and a half-time assistant principal, instructional supervisor, or curriculum specialist.

15.03 LICENSURE AND RENEWAL

15.03.1 All administrative, teaching, and other personnel shall hold a current, valid Arkansas license as required by law.

15.03.2 All administrative, teaching, and other personnel shall meet appropriate State licensure and renewal requirements for the position to which they are assigned.

D/S/C 15.03.3 A person not fully qualified for a position may be used in emergencies only and may not be replaced by a person not fully qualified for the position, unless appropriate documentation is provided to the Department describing efforts to hire a qualified individual.

Policy 15.03.4 Licensure renewal in a subject area shall require intervening educational experience related to that subject area.

Policy 15.03.5 Licensure renewal for administrative and other personnel shall require appropriate intervening educational experience related to their responsibilities.

The State licensure system shall include a process designed to provide qualified individuals applying for a license an alternative to completion of a traditional teacher education program.
Licensure renewal for administrative and other personnel shall require appropriate intervening educational experience related to their responsibilities.

Policy 15.03.6 Issuance and revocation of a license shall be in accordance with Arkansas Code and State Board of Education regulations promulgated for such action.

Policy 15.03.7 The State licensure system shall include a process designed to provide qualified individuals applying for a license an alternative to completion of a traditional teacher education program.

15.04 PROFESSIONAL DEVELOPMENT AND IN-SERVICE TRAINING

Teachers and administrators must comply with the Arkansas Department of Education rules governing Professional Development regarding specific professional development requirements and specific requirements for scheduling professional development.

D/P ~~15.04.1~~ ~~Each school district shall have flexibility in establishing plans for professional development and in-service training, provided the plans meet standards and rules for professional development as established by the Department. Beginning with the 2004-2005 school year, and each year thereafter, a minimum of sixty (60) hours of professional development, to include six (6) hours of technology, is required for teachers and administrators annually.~~

D/P ~~15.04.1.1~~ ~~Each teacher shall be required to have no less than two (2) hours of professional development designed to enhance understanding of effective parental involvement strategies. These two (2) hours may be included in the sixty (60) hours required for professional development.~~

D/P ~~15.04.1.2~~ ~~Each administrator shall be required to have no less than three (3) hours of professional development designed to enhance understanding of effective parent involvement strategies, the importance of administrative leadership in setting expectations, and creating a climate conducive to parental participation. These three (3) hours may be included in the required sixty (60) hours of professional development.~~

~~15.04.2~~ ~~For each administrator, the sixty (60) hour professional development requirement shall include training in data disaggregation, instructional leadership, and fiscal management.~~

D/C 15.05 HIGHLY QUALIFED TEACHERS REQUIREMENT FOR CORE ACADEMIC CLASSES

15.05.1 Every public school district shall ensure that the percentage of core academic classes taught by highly qualified teachers in the district's schools is no less than 10 percentage points below the state's total percentage of core academic classes taught by highly qualified teachers.

15.05.2 Any school district failing to meet the requirements of Section 15.05.1 shall receive a citation at the appropriate district and school level.

16.0 STANDARD XI SUPPORT SERVICES

Support services shall be designed to be comprehensive and integral to the process of schooling and the development of all students. Each school district for each school building site shall develop and implement a written plan, as set forth in current laws. The plans shall be based upon the needs identified by parents, teachers, principals, students, and other agencies with which the school district

works.

16.01 GUIDANCE AND COUNSELING

S/P 16.01.1 Each school shall provide a developmentally appropriate guidance program to aid students in educational, personal/social, and career development.

16.01.2 Each school shall provide supportive personnel and appropriate facilities to ensure effective counseling to meet individual needs of students.

D/P 16.01.3 Each school shall assign appropriate certified counselor staff with the district being required to maintain an overall ratio of one (1) to four hundred fifty (450).

16.02 MEDIA SERVICES

D/C 16.02.1 Sufficient resources shall be budgeted and spent yearly for purchasing and maintaining an appropriate, current collection.

S/C 16.02.2 A process to provide for input from teachers, parents, and students in the acquisition of instructional materials shall be implemented. These materials shall enhance and support the goals of the school improvement plan.

S/P 16.02.3 The role of the library media center shall support technology as a tool for learning. Each school with fewer than three hundred (300) students enrolled shall employ at least a half-time, licensed library media specialist. A school with three hundred (300) or more students enrolled shall employ a full-time licensed library media specialist. Schools enrolling fifteen hundred (1,500) or more students shall employ two full-time, licensed library media specialists. The library media specialist(s) shall ensure that access to records and resource data bases shall be available to students. The media specialist(s) shall assist students in the development and use of research skills.

S/C 16.02.4 The school media collection shall consist of a balance of print, nonprint, and electronic media adequate in quality and quantity to meet the needs of the developmentally appropriate curricular program. The minimum book collection, exclusive of textbooks, shall be three thousand (3,000) volumes, or at least eight (8) books per student enrolled, whichever figure is larger. A minimum technology requirement will be one (1) computer per media center with multimedia/networking capacity for administrative purposes only.

16.03 HEALTH AND SAFETY SERVICES

D/P 16.03.1 Each school district shall have a health services program under the direction of a licensed nurse. The program shall include screening, referral, and follow-up procedures for all students.

S/C 16.03.2 Each school shall provide facilities, equipment, and materials necessary for operation of a school health services program.

S/C 16.03.3 The school health services program shall provide and maintain current health appraisal records for all students in accordance with guidelines

developed by the Department.

S/C 16.03.4 Each school shall take proper measures to ensure the safety of its students and protect against injuries which may occur in or on the school facilities or site.

S/C 16.03.5 In accordance with Ark. Code Ann. § 6-18-1005, health services shall include but not be limited to: (1) Students with special health care needs, including the chronically ill, medically fragile, technology dependent, and students with other health impairments shall have an Individualized Healthcare Plan. (2) Invasive medical procedures required by students and provided at school shall be performed by trained, licensed personnel who are licensed to perform the task; the regular classroom teacher shall not perform these tasks. (3) Custodial Healthcare services required by students under an Individualized Healthcare Plan shall be provided by trained school employees other than the regular classroom teachers.

17.0 STANDARD XII SPECIAL EDUCATION

Special education programs and special schools shall be accredited in accordance with applicable laws and rules adopted by the State Board of Education.

18.0 STANDARD XIII GIFTED AND TALENTED EDUCATION

S/C 18.01 Each school district shall develop procedures to identify gifted and talented students in accordance with guidelines established by the Department.

D/P 18.02 Each school district shall provide educational opportunities for students identified as gifted and talented appropriate to their ability.

S/C 18.03 Each school shall use procedures to evaluate the effectiveness of the provisions of these educational opportunities.

19.0 STANDARD XIV SUPPLEMENTARY EDUCATIONAL OPPORTUNITIES

D/C 19.01 Each school district shall develop and implement programs which take advantage of educational opportunities outside the traditional classroom.

D/C 19.02 Each school district shall provide opportunities for qualified students to enroll in courses at institutions of higher education.

D/P 19.03 Each school district shall provide appropriate alternative program(s) for students who are identified as requiring such programs to continue their education.

Policy 19.04 Each school district should provide opportunities for summer school and adult education programs.

20.0 STANDARD XV FACILITIES AND EQUIPMENT

D/P 20.01 School facilities shall be planned and constructed in accordance with the laws of the State of Arkansas and the regulations of the Arkansas Department of Health, the office of the State Fire Marshall, and the Department.

D/C 20.02 Each room shall be furnished with equipment and instructional materials necessary to provide the environment and working conditions appropriate for subjects or activities assigned.

21.0 STANDARD XVI AUXILIARY SERVICES

Policy Auxiliary services, such as transportation and food services, shall be provided in accordance with applicable laws, regulations, and guidelines developed by the Department.

22.0 STANDARD XVII COOPERATION AMONG SCHOOL DISTRICTS

School districts may comply with these standards through cooperative efforts among themselves. All plans for cooperation among school districts and institutions of higher learning for the purpose of complying with these standards shall be submitted for approval to the Department.

23.0 STANDARD XVIII ACCREDITATION OF SCHOOLS

Policy 23.01 COMPLIANCE WITH STANDARDS

A school or district shall be accredited on the basis of its complying with these standards and state law related to these standards.

Policy 23.02 DEPARTMENT GUIDELINES

The Department shall prepare guidelines to be used in the evaluation of schools or districts to determine whether they are in compliance with these standards. The guidelines will provide for the design and format for reports required to be submitted to the Department to indicate the extent to which school districts and schools are in compliance. The guidelines will include criteria for measuring each standard and the documentation required to indicate compliance with the standard. Required reports will be submitted to the Department by October 15 of each year.

Policy 23.03 ACCREDITATION PROCESS

The Department shall annually review all reports and investigate any suspected deficiencies in meeting standards. All written complaints charging violations of standards received by the Department shall be investigated. Each year the Department shall make an on-site visit to a selected number of school districts and review the schools for compliance with the standards. The Department shall notify all school districts and schools not meeting the Standards for Accreditation of deficiencies by May 1~~5~~ of each year.

23.04 ACCREDITATION

S/P 23.04.1 Any school or district, which falls below current Standards for Accreditation, as determined by the Department, shall be notified in writing as being classified in either cited or probationary status by May 1~~5~~ of each year.

Policy 23.04.2 School districts shall be notified of a school's or school district's

probationary status and advised that the school will be classified as probationary for no more than two (2) school years, after which time they shall be classified as not accredited. Schools classified as not accredited are subject to enforcement actions as described herein pursuant to Ark. Code Ann. § 6-15-207.

23.04.3 The Department shall review by May 0~~15~~ annually, pertinent information from every school district to ensure that the district and schools are in compliance with current Standards for Accreditation, and shall make an on-site review of each school's compliance at least every two (2) years or more frequently if deemed necessary by the Department.

23.04.4 A comprehensive evaluation shall be conducted in accordance with guidelines established by the Department (i.e., with the Department prescribed procedures and school improvement planning processes). The Department shall use teams of evaluators that may include representatives from the Department, colleges and universities, and teachers and administrators from other districts. The Department shall report the conclusions of the evaluation team to the local school within thirty (30) days. (Conform to Standards Review and the Arkansas Consolidated School Improvement Plan [ACSIP])

23.04.5 The Department shall provide school improvement teams to local school districts needing assistance in meeting the standards or when it is determined a school has deficiencies. The school improvement team shall recommend action that the school should take to improve its program and eliminate deficiencies.

Policy

23.04.6 Any person who knowingly submits falsified information requested or required by the Department may be subject to licensure action pursuant to Ark. Code Ann. § 6-17-410 and other relevant state and federal law.

24.0 SPECIFIC TIME FRAME FOR CITATIONS OR PROBATIONS

CITATIONS:

24.01 A school or school district will be placed in cited status for licensure deficiencies for the second and third year of an individual's Additional Licensure Plan (ALP). This status will continue for the length of time prescribed by the individual's approved Additional Licensure Plan, not to exceed two (2) years. Any school employing a teacher not completing the ALP process after the two (2) year cited process shall be assigned accredited-probationary status.

24.02 A school or school district will be placed in cited status for improper ratios and class sizes caused by unexpected population shifts. Such status may extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school shall be assigned probationary status.

24.03 A school district will be placed in cited status for failing to hold the Annual Report to the Public School Board meeting prior to November 15. Such status will extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school district shall be assigned probationary status.

24.04 A school district will be placed in cited status for providing a late Annual Accreditation Report to the Department. Such status will extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school district shall be assigned probationary status.

PROBATIONS:

For the following violations, any school district or school that fails to meet the identified date of corrections will be recommended to the State Board of Education for loss of accreditation.

24.05 A school will be placed in probationary status for high school classes which meet less than 120 clock hours (to be corrected within thirty days).

24.06 A school will be placed in probationary status for an instructional day that is less than six (6) hours per day or thirty (30) hours each week (to be corrected within thirty days).

24.07 A school will be placed in probationary status for any staff member(s) not holding a valid Arkansas license. Such status will not extend beyond January 30 of the current school year.

24.08 A school or school district will be placed in probationary status for failing to employ a superintendent, principal, assistant principal (if required), nurse, or counselor. Such status will extend to the first day of the next academic semester.

24.09 A school will be placed in probationary status for lack of written policies mandated by law or the Standards for Accreditation (to be corrected in 60 days).

24.10 A school will be placed in probationary status for lack of a guidance program. Such status will extend to the first day of the next academic semester.

24.11 A school district will be placed in probationary status for lack of a health services program. Such status will extend to the first day of the next academic semester.

24.12 A school district will be placed in probationary status for lack of a gifted and talented program. Such status will extend to the first day of the next academic semester.

24.13 A school or school district will be placed in probationary status for lack of a media services program. Such status will extend to the first day of the next academic semester.

24.14 A school district will be placed in probationary status for lack of a special education program. Such status will extend to the first day of the next academic semester.

24.15 A school will be placed in probationary status for improper ratios/class sizes NOT CAUSED by unexpected population shifts (to be corrected in 30 days).

24.16 A school district will be placed in probationary status for failing to file an accurate or complete Equity Compliance Report. Such status will extend to the first day of the next academic semester, but cannot extend beyond October 15 of the next year.

24.17 A school or school district shall be placed in probationary status for failing to teach the required courses mandated by these Standards for Accreditation. Such status will extend to the first day of the next academic semester, but cannot extend beyond October 15 of the next school year.

24.18 A local school or school district shall be placed in probationary status for violations of the law (e.g., Ark. Code Ann. §§ 6-16-132, 6-16-130, 6-15-1101, 6-17-309, 6-18-223, or 6-15-1601 et seq.). Such status shall extend to the official review date issued by the Department.

25.0 ENFORCEMENT OF STANDARDS FOR ACCREDITATION

25.01 The State Board of Education may, on its own motion or upon petition from the Department, take any number of the following actions, listed in paragraph 25.03, to address a school or school district which has failed to meet all Standards for Accreditation any time after a school or school district has received notice of being placed in probationary status pursuant to paragraph 23.04.1. The Department shall petition the State Board of Education for enforcement action in the time period provided in these rules when a school or school district has failed to remedy all probationary violations when a specific time period for correction is required regarding a particular standard.

25.02 The State Board of Education shall take at least one of the following actions, listed in paragraph 25.03, to address any school or school district which has failed to meet all Standards for Accreditation for two (2) consecutive school years including the year the probationary status was issued to the school or school district, unless the State Board of Education, at its discretion, issues written findings supported by a majority of the board, that the school district could not meet current standards for the relevant time period due to impossibility caused by external forces beyond the school district's control.

25.03 The State Board of Education shall be allowed to take the following actions to address any school or school district on probationary status for failing to meet the Standards for Accreditation:

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

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

25.03.3 Remove a particular school from the jurisdiction of a school district and establish alternative public governance and supervision of such school or schools;

25.03.4 Require a school district to close down or dissolve a particular school or schools within a school district;

25.03.5 Annex a school district or districts or parts thereof with another receiving

school district or districts pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;

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

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

25.03.8 Take any other appropriate action allowed by law which is determined by the State Board of Education to assist and address a school or school district failing to meet the Standards for Accreditation.

25.03.9 LOSS OF ACCREDITATION

25.04 PUBLICATION AND DISSEMINATION

25.04.1 When any school of a school district or the school district is determined by the State Board of Education to be in probationary status for failure to meet the Standards for Accreditation, that school district, after exhausting its rights to appeal, shall:

25.04.1.1 Publish the probationary status determination and findings of the State Board of Education to the public and the parents or care giver of each student enrolled in the school or school district determined to have failed to meet the Standards for Accreditation;

25.04.1.2 The public notice shall be in an understandable and uniform format;

25.04.1.3 The public notice shall be published or disseminated, immediately after the State Board of Education's determination, on the web-site of the school district and published at least one (1) time a week for two (2) consecutive weeks in a local newspaper of general circulation in the affected school district.

26.0 RIGHT OF APPEAL

26.01 In the event a district or school believes the Department has improperly determined that any school or school district has failed to meet Standards for Accreditation, the school district shall have a right to file its written appeal with the office of the ~~Director~~ Commissioner of the Department.

26.02 Any such appeal shall be held in an open hearing, and the decision of the ~~Board~~ State Board of Education shall be in open session. The appeal must be filed not later than May ~~30~~ 15 following the May ~~15~~ 1 written notification, and the State Board of Education hearing must be held prior to ~~August 15~~ June 30 of the same calendar year.

26.03 The following procedures shall apply to state Board of Education hearings in which the school district believes the Department improperly determined that it failed to meet Standards for Accreditation:

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

26.03.2 The Department shall have up to twenty (20) minutes to present its case to the State Board. The Chairperson of the State Board may allow additional time if necessary.

26.03.3 The appealing school district shall have up to twenty (20) minutes to present its case to the State Board. The Chairperson of the State Board may allow additional time if necessary.

26.03.4 The State Board my pose questions to any party at any time during the hearing.

26.03.5 The State board shall then discuss, deliberate, and vote upon the matter.

26.03.6 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 at a public hearing.

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

26.0~~3~~ 4 The State Board of Education may confirm the classification of a school or school district accreditation status, as determined by the Department, or it may sustain the appeal of the district.

26.0~~4~~5 Pursuant to the Ark. Code Ann. § 6-15-203, an appeal from the ruling of the ~~Board~~ State Board of Education may be made by a school district to the Pulaski County Circuit Court provided such appeal is made pursuant to the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et seq.

27.0 WAIVER AUTHORITY AND PROCESS

27.01 Except as provided in 27.02 of these rules, t~~T~~he State Board of Education on its own motion, ~~or~~ on petition from the Department, or from a school district may, upon a showing of just cause in a public hearing of the State Board of Education, grant a waiver of any accreditation standard for a time period of no longer than one (1) school year, except that no curricula, student performance, school performance, or any standard required by law may be waived for any time period.

27.01.1 Any petition for waiver of any accreditation standard by a school district shall be filed in the Office of the Commissioner of the Department thirty (30) calendar days prior to the State Board of Education hearing the waiver petition. The State Board may waive the thirty (30) day time requirement, when in the State Board of Education's determination; circumstances prevent the petition from being filed within the thirty (30) day time frame.

27.0~~3~~2 The State Board of Education may grant a waiver of a Standard for Accreditation for a period of longer than one (1) school year to a school district for the purpose of combining or embedding the curriculum frameworks from two (2) separate courses into one (1) embedded course in accordance with 9.04 of these rules.

27.03 Any hearing of the State Board of Education concerning a waiver of any accreditation standard shall be conducted in a public hearing of a properly announced regular or special meeting of the State Board of Education in accord with Arkansas law.

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING KINDERGARTEN THROUGH 12TH GRADE IMMUNIZATION REQUIREMENTS IN ARKANSAS PUBLIC SCHOOLS

Emergency Adoption February 2015

1.0 PURPOSE

1.01 The purpose of these rules is to establish the requirements and procedures for governing Kindergarten through 12th grade immunization requirements in Arkansas Public Schools.

1.02 Immunizations against poliomyelitis, diphtheria, tetanus, pertussis, red (rubeola) measles, mumps, rubella, varicella (chickenpox), *haemophilus imfluenza* type b, hepatitis B, hepatitis A, meningococcal, and pneumococcal, and other communicable diseases have resulted in a dramatic decrease in the incidence of these diseases in Arkansas. However, these diseases continue to occur in childcare facilities, schools, and colleges and universities. A requirement that children and students furnish proof that they have immunity against certain communicable diseases will reduce the potential for an outbreak of these diseases.

2.0 REGULATORY AUTHORITY

2.01 The following Rules governing Kindergarten through 12th grade immunization requirements in Arkansas Public Schools are duly adopted and promulgated by the Arkansas State Board of Education pursuant to the authority expressly conferred by the laws of the State of Arkansas including, without limitation, Ark. Code Ann. § 20-7-109, Ark. Code Ann. § 6-18-702, Ark. Code Ann. §§ 6-60-501 – 504, and Ark. Code Ann. § 20-78-206.

3.0 REQUIREMENTS

3.01 Except as otherwise provided in these rules, no child shall be admitted to a public school of this state who has not been immunized against poliomyelitis, diphtheria, tetanus, pertussis, red (rubeola) measles, rubella, mumps, hepatitis B, hepatitis A, meningococcal disease and varicella (chickenpox) (See Table I.), as evidenced by an immunization record from a licensed physician or a public health department acknowledging the immunization.

3.02 The requirements for entry into school are:

3.02.1 Kindergarten: At least four doses of Diphtheria/Tetanus/Acellular Pertussis (DTaP), Diphtheria/Tetanus/Pertussis (DTP), or Diphtheria/Tetanus (DT pediatric) vaccine; at least three doses of Polio vaccine; two doses of MMR (measles, mumps, and rubella) vaccine; three doses of Hepatitis B vaccine; one dose of Hepatitis A; and two doses of Varicella (chickenpox) vaccine A medical professional's [medical doctor

(MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA)] history of disease may be accepted in lieu of receiving Varicella vaccine. No self of parental history of varicella disease will be accepted (See Table I). Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.

3.02.2 1st through 12th grade: At least three or four doses of Diphtheria/Tetanus/Acellular Pertussis (DTaP), Diphtheria/Tetanus/Pertussis (DTP), Diphtheria/Tetanus (DT-pediatric), Tetanus/Diphtheria (Td-adult) or Tetanus/Diphtheria/Acellular Pertussis (Tdap) and one dose of Tdap for ages 11 years (as of September 1st each year) and older or 3 doses for unvaccinated persons 7 years of age or older (including persons who cannot document prior vaccination); at least three doses of Polio vaccine; two doses of MMR (measles, mumps, and rubella) vaccine, two or three doses of Hepatitis B vaccine; one dose of Hepatitis A for First Grade; two doses of varicella vaccine; and one or two doses of Meningococcal vaccine with one dose for 7th grade and a second dose of Meningococcal vaccine at age 16 years (as of September 1st each year). However, if the first dose of Meningococcal vaccine is administered at age 16 years or older, no second dose is required; or if not vaccinated prior to age 16 years, one dose is required. A medical professional's [medical doctor (MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA)] history of disease may be accepted in lieu of receiving Varicella vaccine. No self or parental history of varicella disease will be accepted. (See Table I). Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.

3.02.3 7th grade: In addition to the vaccines requirements listed under 1st through 12th grade, one dose of Meningococal vaccine (See Table I.)

3.03 Every child must have received all of the vaccines, be in-process of receiving needed doses listed in Table 1, show proof that they have a letter from the Arkansas Department of Health approving serology as proof of immunity, or applied for an exemption for those vaccines he or she has not received in order to continue attendance in a public school. If the child does not meet the immunization requirements for entering a public school, refer the child to a medical authority (private doctor or health department) for immunization or consultation.

3.04 A facility may temporarily admit a child provided that the child becomes appropriately immunized, is in-process of receiving the needed doses of vaccine, or shows proof that they have applied for an exemption for those vaccines he/she has not received within thirty (30) calendar days after the child's original

admission or by October 1st for Tdap and Meningococcal at age 11 and 16 years respectively. "In process" means the student has received at least one dose of the required immunizations and is waiting the minimum time interval to receive the additional doses. When a student is admitted who is in the process of completing the required minimum immunizations, the facility shall require each student to complete the required doses on schedule. A written statement from a public health nurse or private physician stating that the student is in process and containing a date when he/she must return for the next immunization shall be in the student's file. If a student does not produce documentation of additional immunizations per the schedule or show proof that they have applied for an exemption from the immunization requirements, they must be excluded from the facility until documentation is provided. The immunization series does not need to be restarted as each dose of vaccine counts toward the minimum requirements.

3.05 School officials should evaluate the immunization status of all children in their facilities. Table I is used to determine if the child meets the immunization requirements to enter school.

3.06 School boards, superintendents, and principals shall be responsible for enforcing immunization requirements with respect to kindergarten through grade 12 (K-12) within public schools.

4.0 DOCUMENTATION FOR IMMUNIZATION OR PROOF OF IMMUNITY

4.01 The following documentation of immunizations is required:

4.01.1 Immunization records may be stored on a computer database, such as the Arkansas Public School Computer Network (APSCN). A copy of the original source document or a copy from the immunization provider's medical record shall be placed in a permanent file. The immunization record printed off the statewide immunization registry with the Official Seal of the State of Arkansas is considered an official immunization record and is approved for placement in a permanent file as source documentation. It shall be the responsibility of the entity to maintain a list of individuals not appropriately immunized and a list of individuals with medical, religious or philosophical exemptions.

4.01.2 The only proof of immunizations to be accepted shall be an immunization record provided by a licensed physician, health department, military service, or an official record from another educational institution in Arkansas, acknowledging the same, stating the vaccine type and dates of vaccine administration must be provided and entered on the school record. Terms such as "up-to-date", "complete", "adequate", etc. are not to be accepted as proof of immunization.

4.02 The following documentation for proof of immunity is required:

4.02.1 Serologic testing is only applicable to Hepatitis B virus, Measles, Mumps, Rubella and Varicella. Any individual who has immunity to Hepatitis B, Measles, Mumps, Rubella and/or Varicella as documented by appropriate serological testing shall not be required to have the vaccine for that disease.

4.02.2 A copy of the serological test should be submitted to the Arkansas Department of Health, Immunization Section, along with a letter requesting that the serological test be accepted as proof of immunity in lieu of receiving vaccine for the disease indicated on the serological test. After review by the Medical Director, Immunization Section, a letter indicating approval or denial will be sent to the individual, parent, or guardian and it will be that person's responsibility for informing the school. For approvals, annual approval is not required and a copy of the letter should be placed in the student's permanent file. For denials, the student must receive the required immunization or request an exemption.

4.03 An individual who has lost his/her immunization records or whose serology test results are unavailable shall be properly immunized for those diseases or will be required to show proof that they have applied for an exemption for those vaccines he/she has not received.

5.0 EXEMPTIONS

5.01 General Requirements

5.01.1 Exemptions shall be granted only by the Department of Health.

5.01.2 Individuals shall complete an annual application for medical, religious, and philosophical exemptions.

5.01.3 A notarized statement by the individual requesting the exemption must accompany the application.

5.01.4 All individuals requesting an exemption must complete an educational component developed by the Department of Health that includes information on the risks and benefits of vaccinations.

5.01.5 All individuals must sign an "informed consent" form provided by the Department of Health that includes:

5.01.5.1 A statement of refusal to vaccinate;

5.01.5.2 A statement of understanding that at the discretion of the Department of Health the non-immunized child or individual may be removed from the applicable facility (for 21 days or longer) during an outbreak if the child or individual is not fully vaccinated; and

5.01.5.3 A statement of understanding that the child or individual shall not return to the applicable facility until the outbreak has been resolved and the Department of Health approves the return.

5.02 Medical Exemptions

5.02.1 Only a letter issued by the Medical Director, Immunization Section of the Arkansas Department of Health, stating the vaccine or vaccines for which a child/student is exempt is to be accepted as a valid medical exemption by the school. Statements from private physicians are not to be accepted by the school without this letter. In addition to the general requirements found in section 5.01, the Immunization Section's standard form for medical exemptions must be submitted to the Immunization Section. This form is available from the Immunization Section of the Department of Health upon request.

5.03 Religious Exemptions

5.03.4 In addition to the general requirements found in section 5.01, the Department of Health, Immunization Section's standard form for religious exemptions must be submitted to the Immunization Section. This form is available from the Immunization Section upon request.

5.04 Philosophical Exemptions

5.04.1 In addition to the general requirements found in section 5.01, the Department of Health Immunization Section's standard form for philosophical exemptions must be submitted to the Immunization Section. This form is available from the Immunization Section upon request.

6.0 EXCLUSION FROM FACILITIES

6.01 Public Schools

6.01.1 Each facility must maintain an accurate and current list of all exempt and deficient individuals. Individuals who are exempt or deficient (except those who have had the disease as verified by appropriate serological testing) will be excluded from the facility if the Department of Health determines that a possibility of disease transmission exists. The exempt or

deficient child or individual shall not return to the facility (for 21 days or longer) until the possibility of disease transmission has been controlled and the Department of Health approves the return.

6.01.2 If a child is excluded from a facility pursuant to Section 6.01.1 of these rules, he or she shall not be dismissed or dropped from the attendance records of the school, school district, or open-enrollment charter school in accordance with Ark. Code Ann. § 6-18-213(f).

6.01.2.1 Absences accrued due to exclusion from a facility pursuant to Section 6.01.1 of these rules shall be counted as excused or unexcused in accordance with the attendance policy of the school, school district, or open-enrollment charter school.

7.0 REPORTING REQUIREMENTS

7.01 In order to identify areas where additional emphasis is needed and to measure levels of immunization compliance, the Arkansas Department of Health will conduct annual assessments in schools. The entity's cooperation in completing these surveys and audits is required.

TABLE I
KINDERGARTEN THROUGH GRADE TWELVE IMMUNIZATION REQUIREMENTS*

Vaccine ► ---------- Grade ▼	**Diphtheria, Tetanus, Pertussis (DTP/DT/Td/DTaP/Tdap)**	**Polio (OPV – Oral or IPV – Inactivated)**	**MMR***** (Measles, Mumps, and Rubella)**	**Hep B**	**Meningococcal(MCV4)**	**Varicella**	**Hepatitis A**
Kindergarten	4 doses (with 1 dose on or after 4th birthday)	3 doses (with 1 dose on or after 4th birthday) with a minimum interval of 6 months between the 2nd and 3rd dose OR 4 doses with 1 dose on or after 4th birthday and a minimum interval of 6 months between the 3rd and 4th dose. -	2 doses (with dose 1 on or after 1st birthday and dose 2 at least 28 days after dose 1)	3 doses	None	2 doses (with dose 1 on or after 1st birthday and dose 2 at least 28 days after dose 1) ******A medical professional history of disease will be accepted in lieu of vaccine.	1 dose on or after 1st birthday
Grades 1 – 12	4 doses (with 1 dose on or after 4th birthday) AND	3 doses (with 1 dose on or after 4th birthday with a minimum interval of 6 months	2 doses (with dose 1 on or after 1st birthday and dose 2 at least 28	2** or 3*** doses (11-15 year olds could	Second dose at age 16 years (as of September 1st each year) with a minimum	2 doses (with dose 1 on or after 1st birthday and dose 2 at least 28 days after	**Grade 1 only:** ~~2 doses with one dose on or after 1st birthday and at least~~

	1 dose of Tdap for ages ~~10~~ 11 years (as of September 1st each year) and older OR 3 doses ******* for persons 7 years of age or older who are not fully vaccinated (including persons who cannot document prior vaccination)	between the 2nd and 3rd dose) OR 4 doses with 1 dose on or after 4th birthday and a minimum interval of 6 months between the 3rd and 4th dose.	days after dose 1)	be on a 2-dose schedule)	interval of 8 weeks since 1st dose OR 1 dose if not vaccinated prior to age 16 years (If first dose is administered at age 16 years or older, no second dose is required.)	dose 1) OR ******A medical professional history of disease may be accepted in lieu of receiving vaccine.	~~6 months from the first dose~~ 1 does on or after 1st birthday
Grade 7	4 doses (with 1 dose on or after 4th birthday) and 1 dose of Tdap**** OR 3 doses******* for persons 7 years of age or older who are not fully immunized (including persons who cannot document prior vaccination)	3 doses (with 1 dose on or after 4th birthday with a minimum interval of 6 months between the 2nd and 3rd dose) OR 4 doses with 1 dose on or after 4th birthday and a minimum interval of 6 months between the 3rd and 4th dose.	2 doses (with dose 1 on or after 1st birthday and dose 2 at least 28 days after dose 1)	2** or 3*** doses (11-15 year olds could be on a 2-dose schedule)	1 dose	2 doses (with dose 1 on or after 1st birthday and dose 2 at least 28 days after dose 1) OR ******A medical professional history of disease may be accepted in lieu of receiving vaccine.	

*Doses of vaccine required for school entry may be less than the number of doses required for

age-appropriate immunization.

**An alternative two-dose hepatitis B schedule for 11-15 year-old children may be substituted for the three-dose schedule. Only a FDA-approved alternative regimen vaccine for the two-dose series may be used to meet this requirement. If you are unsure if a particular child's two-dose schedule is acceptable, please contact the Immunization Section for assistance at 501-661-2169.

*** 3rd dose of hepatitis B should be given at least 8 weeks after the 2nd dose, at least 16 weeks after the 1st dose, and it should not be administered before the child is 24 weeks (168 days) of age. (All 3rd doses of hepatitis B vaccine given earlier than 6 months of age before 6/21/96 are valid doses and should be counted as valid until 6/21/2014.)

**** Tdap vaccine can be administered regardless of the interval since the last tetanus and diphtheria toxoid-containing vaccine.

***** Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.

****** A medical professional is a medical doctor (MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA). No self or parental history of disease will be accepted.

******* For unvaccinated persons 7 years of age and older (including persons who cannot document prior vaccination), the primary series is 3 doses. The first two doses should be separated by at least 4 weeks, and the third dose at least 6 months after the second. One of these doses (preferably the first) should be administered as Tdap and the remaining two doses administered as Td.

Vaccine doses administered up to 4 days before the minimum interval for age can be counted as valid for doses already administered. Exception: the minimum interval between doses of live vaccines (such as MMR and Varicella) must be 28 days.

If the child does not meet the immunization requirements for entering school, the school shall refer the child to a medical authority (private doctor or health department) for immunization or consultation for when the immunization is due.

Whereas, Ark. Code Ann. § 6-18-702 requires the Arkansas State Board of Education and the Arkansas State Board of Health to promulgate rules establishing immunization requirements for students in grades nine through twelve.

Whereas, the Arkansas Department of Health made changes to the immunization requirements for kindergarten through twelfth grade which necessitate changes to the Arkansas Department of Education rules in order to avoid confusion as to what rules are controlling.

THEREFORE, the State Board of Education hereby determines pursuant to Ark. Code Ann. § 25-15-204 that immediate peril to the welfare of Arkansas public schools and students will result without the immediate promulgation of these rules.

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING KINDERGARTEN THROUGH 12TH GRADE IMMUNIZATION REQUIREMENTS IN ARKANSAS PUBLIC SCHOOLS

~~January~~ 2015

1.0 PURPOSE

1.01 The purpose of these rules is to establish the requirements and procedures for governing Kindergarten through 12th grade immunization requirements in Arkansas Public Schools.

1.02 Immunizations against poliomyelitis, diphtheria, tetanus, pertussis, red (rubeola) measles, mumps, rubella, varicella (chickenpox), *haemophilus imfluenza* type b, hepatitis B, hepatitis A, meningococcal, and pneumococcal, and other communicable diseases have resulted in a dramatic decrease in the incidence of these diseases in Arkansas. However, these diseases continue to occur in childcare facilities, schools, and colleges and universities. A requirement that children and students furnish proof that they have immunity against certain communicable diseases will reduce the potential for an outbreak of these diseases.

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3.0 REQUIREMENTS

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3.02 The requirements for entry into school are:

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3.02.2 1st through 12th grade: At least three or four doses of Diphtheria/Tetanus/Acellular Pertussis (DTaP), Diphtheria/Tetanus/Pertussis (DTP), Diphtheria/Tetanus (DT-pediatric), Tetanus/Diphtheria (Td-adult) or Tetanus/Diphtheria/Acellular Pertussis (Tdap) and one dose of Tdap for ages 11 years (as of September 1st each year) and older or 3 doses for unvaccinated persons 7 years of age or older (including persons who cannot document prior vaccination); at least three doses of Polio vaccine; two doses of MMR (measles, mumps, and rubella) vaccine, two or three doses of Hepatitis B vaccine; one dose of Hepatitis A for First Grade; two doses of varicella vaccine; and one or two doses of Meningococcal vaccine with one dose for 7th grade and a second dose of Meningococcal vaccine at age 16 years (as of September 1st each year). However, if the first dose of Meningococcal vaccine is administered at age 16 years or older, no second dose is required; or if not vaccinated prior to age 16 years, one dose is required. A medical professional's [medical doctor (MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA)] history of disease may be accepted in lieu of receiving Varicella vaccine. No self or parental history of varicella disease will be accepted. (See Table I). Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.

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3.04 A facility may temporarily admit a child provided that the child becomes appropriately immunized, is in-process of receiving the needed doses of vaccine, or shows proof that they have applied for an exemption for those vaccines he/she has not received within thirty (30) calendar days after the child's original

admission or by October 1st for Tdap and Meningococcal at age 11 and 16 years respectively. "In process" means the student has received at least one dose of the required immunizations and is waiting the minimum time interval to receive the additional doses. When a student is admitted who is in the process of completing the required minimum immunizations, the facility shall require each student to complete the required doses on schedule. A written statement from a public health nurse or private physician stating that the student is in process and containing a date when he/she must return for the next immunization shall be in the student's file. If a student does not produce documentation of additional immunizations per the schedule or show proof that they have applied for an exemption from the immunization requirements, they must be excluded from the facility until documentation is provided. The immunization series does not need to be restarted as each dose of vaccine counts toward the minimum requirements.

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4.02.2 A copy of the serological test should be submitted to the Arkansas Department of Health, Immunization Section, along with a letter requesting that the serological test be accepted as proof of immunity in lieu of receiving vaccine for the disease indicated on the serological test. After review by the Medical Director, Immunization Section, a letter indicating approval or denial will be sent to the individual, parent, or guardian and it will be that person's responsibility for informing the school. For approvals, annual approval is not required and a copy of the letter should be placed in the student's permanent file. For denials, the student must receive the required immunization or request an exemption.

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6.01.2.1 Absences accrued due to exclusion from a facility pursuant to Section 6.01.1 of these rules shall be counted as excused or unexcused in accordance with the attendance policy of the school, school district, or open-enrollment charter school.

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TABLE I
KINDERGARTEN THROUGH GRADE TWELVE IMMUNIZATION REQUIREMENTS*

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Kindergarten	4 doses (with 1 dose on or after 4th birthday)	3 doses (with 1 dose on or after 4th birthday) with a minimum interval of 6 months between the 2nd and 3rd dose OR 4 doses with 1 dose on or after 4th birthday and a minimum interval of 6 months between the 3rd and 4th dose.	2 doses (with dose 1 on or after 1st birthday and dose 2 at least 28 days after dose 1)	3 doses	None	2 doses (with dose 1 on or after 1st birthday and dose 2 at least 28 days after dose 1) ******A medical professional history of disease will be accepted in lieu of vaccine.	1 dose on or after 1st birthday
Grades 1 – 12	4 doses (with 1 dose on or after 4th birthday) AND	3 doses (with 1 dose on or after 4th birthday with a minimum interval of 6 months	2 doses (with dose 1 on or after 1st birthday and dose 2 at least 28	2** or 3*** doses (11-15 year olds could	Second dose at age 16 years (as of September 1st each year) with a minimum	2 doses (with dose 1 on or after 1st birthday and dose 2 at least 28 days after	**Grade 1 only:** ~~2 doses with one dose on or after 1st birthday and at least~~

	1 dose of Tdap for ages ~~10~~ 11 years (as of September 1st each year) and older OR 3 doses ******* for persons 7 years of age or older who are not fully vaccinated (including persons who cannot document prior vaccination)	between the 2nd and 3rd dose) OR 4 doses with 1 dose on or after 4th birthday and a minimum interval of 6 months between the 3rd and 4th dose.	days after dose 1)	be on a 2-dose schedule)	interval of 8 weeks since 1st dose OR 1 dose if not vaccinated prior to age 16 years (If first dose is administered at age 16 years or older, no second dose is required.)	dose 1) OR ******A medical professional history of disease may be accepted in lieu of receiving vaccine.	~~6 months from the first dose~~ 1 does on or after 1st birthday
Grade 7	4 doses (with 1 dose on or after 4th birthday) and 1 dose of Tdap**** OR 3 doses******* for persons 7 years of age or older who are not fully immunized (including persons who cannot document prior vaccination)	3 doses (with 1 dose on or after 4th birthday with a minimum interval of 6 months between the 2nd and 3rd dose) OR 4 doses with 1 dose on or after 4th birthday and a minimum interval of 6 months between the 3rd and 4th dose.	2 doses (with dose 1 on or after 1st birthday and dose 2 at least 28 days after dose 1)	2** or 3*** doses (11-15 year olds could be on a 2-dose schedule)	1 dose	2 doses (with dose 1 on or after 1st birthday and dose 2 at least 28 days after dose 1) OR ******A medical professional history of disease may be accepted in lieu of receiving vaccine.	

*Doses of vaccine required for school entry may be less than the number of doses required for

age-appropriate immunization.

**An alternative two-dose hepatitis B schedule for 11-15 year-old children may be substituted for the three-dose schedule. Only a FDA-approved alternative regimen vaccine for the two-dose series may be used to meet this requirement. If you are unsure if a particular child's two-dose schedule is acceptable, please contact the Immunization Section for assistance at 501-661-2169.

*** 3rd dose of hepatitis B should be given at least 8 weeks after the 2nd dose, at least 16 weeks after the 1st dose, and it should not be administered before the child is 24 weeks (168 days) of age. (All 3rd doses of hepatitis B vaccine given earlier than 6 months of age before 6/21/96 are valid doses and should be counted as valid until 6/21/2014.)

**** Tdap vaccine can be administered regardless of the interval since the last tetanus and diphtheria toxoid-containing vaccine.

***** Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.

****** A medical professional is a medical doctor (MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA). No self or parental history of disease will be accepted.

******* For unvaccinated persons 7 years of age and older (including persons who cannot document prior vaccination), the primary series is 3 doses. The first two doses should be separated by at least 4 weeks, and the third dose at least 6 months after the second. One of these doses (preferably the first) should be administered as Tdap and the remaining two doses administered as Td.

Vaccine doses administered up to 4 days before the minimum interval for age can be counted as valid for doses already administered. Exception: the minimum interval between doses of live vaccines (such as MMR and Varicella) must be 28 days.

If the child does not meet the immunization requirements for entering school, the school shall refer the child to a medical authority (private doctor or health department) for immunization or consultation for when the immunization is due.

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING THE PUBLIC SCHOOL RATING SYSTEM ON ANNUAL SCHOOL REPORT CARDS (EMERGENCY RULE) – Effective _____

1.00 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing The Public School Rating System On Annual School Report Cards ("Rules").

1.02 The Rules are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-15-2105, 6-15-2106, and 25-15-201 *et seq.*

2.00 PURPOSE

The purpose of these Rules is to set forth the process and procedures for calculating a letter grade for each public school in accordance with Act 696 of 2013.

3.00 DEFINITIONS

3.01 **Department** means Arkansas Department of Education.

3.02 **Four-Year Adjusted Cohort Graduation** Rate has the same definition as set forth in 34 C.F.R. § 200.19(b)(1)(i)-(iv).

3.03 **Non-mobile student** means a student continuously enrolled at a school from October 1 of the school year through and including the initial date of testing.

3.04 **"TAGG" (Targeted Achievement Gap Group)** includes students with membership in any or all of the following ESEA subgroups: Economically Disadvantaged, English Learners (EL), or Students with Disabilities (SWD).

4.00 SCHOOL RATING SYSTEM

4.01 Effective with the 2014-2015 school year, each school will receive a letter grade score of "A," "B," "C," "D," or "F."

4.02 Each school's score will be calculated by the Department using the model set forth in Appendix "A."

4.03 If a school district has an Alternative Learning Environment (ALE) and the ALE has a Local Education Agency (LEA) number, the school district shall, for purposes of a letter grade assignment pursuant to these rules only, include the ALE students in their respective area schools.

4.04 Each school's score shall be published annually by the Department and by the school district, and shall be available on the Department's and school districts' websites.

Emergency Clause

Whereas, Ark. Code Ann. § 6-15-2105 provides that effective with the 2014-2015 school year, each school will receive a letter grade score of "A" through "F."

Whereas, Ark. Code Ann. § 6-15-2106 authorizes the Arkansas State Board of Education to adopt rules to establish the method for determining the letter grade for each school that takes into consideration levels of performance and improvement, and the State Board has done so in these rules.

THEREFORE, the State Board of Education hereby determines pursuant to Ark. Code Ann. § 25-15-204 that immediate peril to the welfare of Arkansas public schools and students will result without the immediate promulgation of these rules.

APPENDIX "A"

Model for Calculation of Overall School Scores for Determination of School Letter Grades

This model consists of up to four components: *Weighted Performance Score*, *Improvement Score* with ESEA Options, and Four-Year Adjusted Cohort Graduation Rate (where applicable)[1] and *Gap Adjustments* (where applicable). The document is organized as follows.

Weighted Performance Score 2

Improvement Score with ESEA Options 2

Determination of Meeting Test Score Targets 3

Determination of Meeting Graduation Rate Targets 4

Four-Year Adjusted Cohort Graduation Rate 4

Adjustments for Achievement Gaps and Graduation Gaps 4

Achievement Gap Adjustment 5

Graduation Rate Gap Adjustment 5

Overall Score Calculation 6

Applying Cut Scores to the Overall Score to Determine Letter Grades 6

[1] Throughout this document, the term "graduation rate" refers to schools' Four-Year Adjusted Cohort Graduation Rate as calculated by the Arkansas Department of Education.

Weighted Performance Score

Schools earn points toward the performance portion of their overall score through the *Weighted Performance Score*. In Weighted Performance a school earns partial credit for students scoring Basic, full credit for a student scoring Proficient, and bonus credit for students scoring Advanced.

Schools earn a *Weighted Performance Score* based on the percentage of *nonmobile tested students* in a school scoring at each of the four performance levels defined on state tests. State tests include the Augmented Benchmark Exam in grades 3 through 8 as well as the End-of-Course Exams in Algebra and Geometry, and the Grade 11 Literacy Exam. Only tests in Literacy and Math are counted in this Model.

Schools earn a weight of zero for students scoring Below Basic, a weight of 0.25 for students scoring Basic, a weight of 1.0 for students scoring Proficient, and a weight of 1.25 for students scoring Advanced. The additional weight earned for students scoring Advanced is considered a bonus, allowing schools to receive up to 25 bonus points beyond 100. A comparison of points earned in a simple proficiency score versus *Weighted Performance Score* is provided below.

Proficiency Model	Below Basic	Basic	Proficient	Advanced
Simple Proficiency	0	0	1	1
Weighted Performance	0	0.25	1	1.25

At the school level, the *Weighted Performance Score* is calculated as follows:

$$Weighted\ Performance\ Score = \frac{(0 * Below\ Basic\ N) + (0.25 * Basic\ N) + (1 * Proficient\ N) + (1.25 * Advanced\ N)}{NonMobile\ Student\ Test\ Scores\ in\ Math\ and\ Literacy\ N} * 100$$

The numerator and denominator include both math and literacy tests. Note that schools do not get credit for Below Basic students because of the 0 multiplier. Below Basic N is included to illustrate the zero weight for students in this performance level.

Improvement Score with ESEA Options

Schools earn points toward an *Improvement Score* by meeting annual targets for school improvement. Schools have from two to six possible improvement targets to meet depending on whether they have graduation rates, and whether the school meets the minimum N of 25 TAGG students in math, literacy and/or graduation rate. All schools earn points for the *Improvement Score* for the All Students group in math and literacy. If the All Students group for math or literacy is below 25 then the three-year composite must be used to determine the number of points earned by the school for the *Improvement Score* in math and literacy.

Has Graduation Rate	Possible Targets
Yes	Math—All and/or TAGG, Lit – All and/or TAGG, Grad Rate – All and/or TAGG
No	Math – All and/or TAGG, Lit – All and/or TAGG

Schools must meet the minimum N of 25 students in math, literacy, or graduation rate in order for a target to count toward their *Improvement Score*. A school's N for math and literacy is the number of nonmobile students tested within the subject and group. A school's N for graduation rate is the number of expected graduates as determined by the ADE. This threshold applies to targets for both All Students and TAGG Students.

A school's *Improvement Score* ranges between a 55 and a 95 depending on the number of targets met, as shown below:

Number of Possible Targets	Met 0 Targets	Met 1 Target	Met 2 Targets	Met 3 Targets	Met 4 Targets	Met 5 Targets	Met 6 Targets
6	55	62	68	75	82	88	95
5	55	63	71	79	87	95	
4	55	65	75	85	95		
3	55	68	81	95			
2	55	75	95				

A school earns 55 points if it fails to meet any of its targets, and it earns 95 points if it meets all of the targets for which it is accountable. The number of points earned is proportional to the percentage of possible targets met by the school. The table above reflects these principles.

Schools with fewer than 25 tested students in math or literacy in the most recent year earn points for improvement based on three-year composites in those subjects rather than one-year. This ensures that no school, however small, has fewer than two possible targets.

Targets are based on schools' Annual Measurable Objectives (AMOs) as set in accordance with ESEA Flexibility. AMOs are individualized to each school. Growth-to-standard targets, in addition to being individualized to schools (i.e. schools have targets for the percentage of students meeting growth-to-standard), are based on student-level expectations for test score growth.

Determination of Meeting Test Score Targets

Each of the possible improvement targets can be met through any of four school-level *measures* on the applicable subject and student population: one-year proficiency, three-year weighted average proficiency, one-year growth-to-standard (henceforth GTS), or three-year weighted average growth-to-standard (GTS).[2] If a school meets or exceeds its individualized AMO in any of these four measures, then it meets the target for which the measure is used. Schools that fall short of their individualized AMO within a measure earn credit for meeting their AMO or target if they achieve at or above the percent of students proficient (or percent of students meeting GTS) at the 90th percentile rank of all schools in the state on that measure as per the ESEA Flexibility amendment. The value at the 90th percentile rank was set based on 2012 literacy and math performance.

Possible Targets	Possible Measures for Meeting Targets	Applicable Target Within Measure
Literacy – All	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Literacy – TAGG	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Math – All	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Math – TAGG	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile

[2] Schools without growth-to-standard (GTS) measures necessarily have only two measures available for meeting a target: one-year proficiency or three-year proficiency. Schools without GTS typically lack consecutive tested grades in math and/or literacy. Because consecutive testing occurs only in grades 3-8, such schools tend to serve either very young students (grade 3 and lower) or else are high schools (grade 8 and higher). High schools serving grade 7 and higher have GTS measures since grades 7 and 8 are consecutive tested grades in math and literacy.

Determination of Meeting Graduation Rate Targets

If a school has 25 or more expected graduates for All Students and/or TAGG then the group is counted in the total number of possible targets.

A school can meet graduation rate targets through either the most recently available graduation rate (the rate usually lags one year behind the year of available test scores), or through a weighted average of the three most recently available graduation rates. In both cases, the four-year adjusted cohort graduation rate(s) is/are used.

If a school meets or exceeds its individualized AMO in either of these measures, then it meets the target for which the measure is used. Schools that fall short of their individualized graduation rate AMO within a measure earn credit for meeting their AMO if they achieve at or above the graduation rate at the 90th percentile rank of all schools in the state on that measure as per the ESEA Flexibility amendment. The 90th percentile rank value was set based on 2011 graduation rates.

Possible Targets	Possible Measures for Meeting Target	Applicable Target Within Measure
Grad Rate – All	Graduation Rate 1-Year ***or*** Graduation Rate 3-Year	AMO ***or*** 90th percentile
Grad Rate – TAGG	Graduation Rate 1-Year ***or*** Graduation Rate 3-Year	AMO ***or*** 90th percentile

Four-Year Adjusted Cohort Graduation Rate

Schools with at least 25 expected graduates may earn points for their graduation rate. The All Students four-year adjusted cohort graduation rate is added to the Overall School Score for schools with at least 25 expected graduates. These rates are calculated by the ADE. The graduation rate used in accountability determinations usually lags one year behind the year of the test scores used in the accountability determinations.

Adjustments for Achievement Gaps and Graduation Gaps

A school's numeric scores in Weighted Performance and Graduation Rate are adjusted for the size of a school's proficiency and/or graduation rate gap between TAGG and non-TAGG subgroups within each school. This adjustment can result in schools earning a bonus if the gap is relatively small, a penalty if the gap is relatively large, or no change if the gap is average.

Note: Schools that do not have a TAGG or non-TAGG group of 25 or more students (i.e., do not have a within-school achievement gap) are given a zero for Gap Adjustment.

- A school's achievement gap is defined as the percentage point difference between proficiency rates for TAGG and non-TAGG students in math plus literacy (i.e., the numbers of Proficient and Advanced scores in math and literacy for nonmobile students in 2013 were summed and divided by the sum of valid test scores for math and literacy for nonmobile students in 2013).
- A school's graduation rate gap is defined as the percentage point difference between TAGG and non-TAGG graduation rates.

Achievement Gap Adjustment

The achievement gap is measured at the school level using proficiency rates rather than Weighted Performance. The gap is determined as follows:

$$Achievement\ gap = NonTAGG\ Proficiency\ \% - TAGG\ Proficiency\ \%$$

All schools with at least 25 tested students in each category (non-TAGG and TAGG) are then ordered on the size of each school's gap, from those with the largest percentage point gap to those with the smallest. Schools with the largest gaps earn a penalty. Schools with the smallest gaps earn a bonus. Schools with typical gap sizes receive a zero or no adjustment.

Gap Adjustments are determined by dividing the ordered list of all schools with achievement gaps into five groups or quintiles with equal numbers of schools in each group. Based on this classification, *Gap Adjustments* for achievement are assigned. The table below provides the gap sizes and gap adjustments.

	Largest Gap	**Larger Gap**	**Average Gap**	**Smaller Gap**	**Smallest Gap**
Gap Adjustment	**-6**	**-3**	**0**	**+3**	**+6**
Achievement Gap Range	23.86% or greater	19.53-23.85%	15.93-19.52%	12.00-15.92%	Less than 12.00%

Round the school achievement gap to the nearest hundredth before comparing the values in the table.

Graduation Rate Gap Adjustment

The graduation rate gap is measured at the school level using the difference in graduation rates between a school's non-TAGG and TAGG student populations.

$$Graduation\ Rate\ Gap = NonTAGG\ Graduation\ Rate - TAGG\ Graduation\ Rate$$

All schools with at least 25 expected graduates in each category (non-TAGG and TAGG) are then ordered on the size of each school's gap, from those with the largest percentage point gap to those with the smallest. Schools with the largest gaps earn a penalty. Schools with the smallest gaps earn a bonus. Schools with typical gap sizes receive a zero or no adjustment.

Schools with graduation rates but with too few non-TAGG or TAGG students (< 25) to be eligible for a penalty or bonus are given a score of 0. *Gap Adjustments* for graduation rate are determined by dividing the ordered list of all schools with graduation rate gaps into five groups or quintiles with equal numbers of schools in each group. Based on this classification, *Gap Adjustments for graduation rate* are assigned. The table below provides the gap sizes and gap adjustments.

	Largest Gap	**Larger Gap**	**Average Gap**	**Smaller Gap**	**Smallest Gap**
Gap Adjustment	**-6**	**-3**	**0**	**+3**	**+6**
Graduation Gap Range	16.21% or greater	10.75-16.20%	6.90-10.74%	3.66-6.89%	Less than 3.66%

Round the school graduation gap to the nearest hundredth before comparing the values in the table.

Overall Score Calculation

A school's overall score is calculated by applying the gap adjustment to Weighted Performance and/or Graduation Rate and summing over all the components as indicated below. Schools without graduation rates receive a multiplier to put all schools' overall scores on a scale of 300 possible points.

Schools with graduation rate:

$$Overall\ school\ score = (Weighted\ Perf. + Gap\ Adj.) + (Improvement) + (Grad\ Rate + Gap\ Adj.)$$

Schools without graduation rate:

$$Overall\ school\ score = (1.5)(Weighted\ Perf. + Gap\ Adj.) + (1.5)(Improvement)$$

For schools without a graduation rate, both components of the overall score will be multiplied by 1.5 which puts the Overall School Score for these schools on the same possible points scale as schools with a graduation rate.

Applying Cut Scores to the Overall Score to Determine Letter Grades

Schools' final scores are calculated by summing its scores on each component. The sum of these scores is capped at 300 possible points. Letter grades will be assigned as follows.

A = 270 – 300 points
B = 240 – 269 points
C = 210 – 239 points
D = 180 – 209 points
F = Less Than 180 points

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING THE PUBLIC SCHOOL RATING SYSTEM ON ANNUAL SCHOOL REPORT CARDS _____ 2015

1.00 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing The Public School Rating System On Annual School Report Cards ("Rules").

1.02 The Rules are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-15-2105, 6-15-2106, and 25-15-201 *et seq.*

2.00 PURPOSE

The purpose of these Rules is to set forth the process and procedures for calculating a letter grade for each public school in accordance with Act 696 of 2013.

3.00 DEFINITIONS

3.01 **Department** means Arkansas Department of Education.

3.02 **Four-Year Adjusted Cohort Graduation** Rate has the same definition as set forth in 34 C.F.R. § 200.19(b)(1)(i)-(iv).

3.03 **Non-mobile student** means a student continuously enrolled at a school from October 1 of the school year through and including the initial date of testing.

3.04 **"TAGG" (Targeted Achievement Gap Group)** includes students with membership in any or all of the following ESEA subgroups: Economically Disadvantaged, English Learners (EL), or Students with Disabilities (SWD).

4.00 SCHOOL RATING SYSTEM

4.01 Effective with the 2014-2015 school year, each school will receive a letter grade score of "A," "B," "C," "D," or "F."

4.02 Each school's score will be calculated by the Department using the model set forth in Appendix "A."

4.03 If a school district has an Alternative Learning Environment (ALE) and the ALE has a Local Education Agency (LEA) number, the school district shall, for purposes of a letter grade assignment pursuant to these rules only, include the ALE students in their respective attendance area schools.

Mark-Up

4.04 ~~4.04. The school rating system shall not apply to Alternative Learning Environments with LEA numbers as identified in Ark. Code Ann. § 6-48-101.~~ ~~4.03.~~ Each school's score shall be published annually by the Department and by the school district, and shall be available on the Department's and school districts' websites.

Mark-Up

APPENDIX "A"

Model for Calculation of Overall School Scores for Determination of School Letter Grades

This model consists of up to four components: *Weighted Performance Score*, *Improvement Score* with ESEA Options, and Four-Year Adjusted Cohort Graduation Rate (where applicable)[1] and *Gap Adjustments* (where applicable). The document is organized as follows.

Weighted Performance Score 2

Improvement Score with ESEA Options 2

Determination of Meeting Test Score Targets 3

Determination of Meeting Graduation Rate Targets 3

Four-Year Adjusted Cohort Graduation Rate 4

Adjustments for Achievement Gaps and Graduation Gaps 4

Achievement Gap Adjustment 4

Graduation Rate Gap Adjustment 5

Overall Score Calculation 5

Applying Cut Scores to the Overall Score to Determine Letter Grades 6

[1] Throughout this document, the term "graduation rate" refers to schools' Four-Year Adjusted Cohort Graduation Rate as calculated by the Arkansas Department of Education.

Weighted Performance Score

Schools earn points toward the performance portion of their overall score through the *Weighted Performance Score*. In Weighted Performance a school earns partial credit for students scoring Basic, full credit for a student scoring Proficient, and bonus credit for students scoring Advanced.

Schools earn a *Weighted Performance Score* based on the percentage of *nonmobile tested students* in a school scoring at each of the four performance levels defined on state tests. State tests include the Augmented Benchmark Exam in grades 3 through 8 as well as the End-of-Course Exams in Algebra and Geometry, and the Grade 11 Literacy Exam. Only tests in Literacy and Math are counted in this Model.

Schools earn a weight of zero for students scoring Below Basic, a weight of 0.25 for students scoring Basic, a weight of 1.0 for students scoring Proficient, and a weight of 1.25 for students scoring Advanced. The additional weight earned for students scoring Advanced is considered a bonus, allowing schools to receive up to 25 bonus points beyond 100. A comparison of points earned in a simple proficiency score versus *Weighted Performance Score* is provided below.

Proficiency Model	Below Basic	Basic	Proficient	Advanced
Simple Proficiency	0	0	1	1
Weighted Performance	0	*0.25*	1	*1.25*

At the school level, the *Weighted Performance Score* is calculated as follows:

$$Weighted\ Performance\ Score = \frac{(0 * Below\ Basic\ N) + (0.25 * Basic\ N) + (1 * Proficient\ N) + (1.25 * Advanced\ N)}{NonMobile\ Student\ Test\ Scores\ in\ Math\ and\ Literacy\ N} * 100$$

The numerator and denominator include both math and literacy tests. Note that schools do not get credit for Below Basic students because of the 0 multiplier. Below Basic N is included to illustrate the zero weight for students in this performance level.

Improvement Score with ESEA Options

Schools earn points toward an *Improvement Score* by meeting annual targets for school improvement. Schools have from two to six possible improvement targets to meet depending on whether they have graduation rates, and whether the school meets the minimum N of 25 TAGG students in math, literacy and/or graduation rate. All schools earn points for the *Improvement Score* for the All Students group in math and literacy. If the All Students group for math or literacy is below 25 then the three-year composite must be used to determine the number of points earned by the school for the *Improvement Score* in math and literacy.

Has Graduation Rate	Possible Targets
Yes	Math—All and/or TAGG, Lit – All and/or TAGG, Grad Rate – All and/or TAGG
No	Math – All and/or TAGG, Lit – All and/or TAGG

Schools must meet the minimum N of 25 students in math, literacy, or graduation rate in order for a target to count toward their *Improvement Score*. A school's N for math and literacy is the number of nonmobile students tested within the subject and group. A school's N for graduation rate is the number of expected graduates as determined by the ADE. This threshold applies to targets for both All Students and TAGG Students.

A school's *Improvement Score* ranges between a 55 and a 95 depending on the number of targets met, as shown below:

Number of Possible Targets	Met 0 Targets	Met 1 Target	Met 2 Targets	Met 3 Targets	Met 4 Targets	Met 5 Targets	Met 6 Targets
6	55	62	68	75	82	88	95
5	55	63	71	79	87	95	
4	55	65	75	85	95		
3	55	68	81	95			
2	55	75	95				

A school earns 55 points if it fails to meet any of its targets, and it earns 95 points if it meets all of the targets for which it is accountable. The number of points earned is proportional to the percentage of possible targets met by the school. The table above reflects these principles.

Schools with fewer than 25 tested students in math or literacy in the most recent year earn points for improvement based on three-year composites in those subjects rather than one-year. This ensures that no school, however small, has fewer than two possible targets.

Targets are based on schools' Annual Measurable Objectives (AMOs) as set in accordance with ESEA Flexibility. AMOs are individualized to each school. Growth-to-standard targets, in addition to being individualized to schools (i.e. schools have targets for the percentage of students meeting growth-to-standard), are based on student-level expectations for test score growth.

Determination of Meeting Test Score Targets

Each of the possible improvement targets can be met through any of four school-level *measures* on the applicable subject and student population: one-year proficiency, three-year weighted average proficiency, one-year growth-to-standard (henceforth GTS), or three-year weighted average growth-to-standard (GTS).[2] If a school meets or exceeds its individualized AMO in any of these four measures, then it meets the target for which the measure is used. Schools that fall short of their individualized AMO within a measure earn credit for meeting their AMO or target if they achieve at or above the percent of students proficient (or percent of students meeting GTS) at the 90th percentile rank of all schools in the state on that measure as per the ESEA Flexibility amendment. The value at the 90th percentile rank was set based on 2012 literacy and math performance.

Possible Targets	Possible Measures for Meeting Targets	Applicable Target Within Measure
Literacy – All	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Literacy – TAGG	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Math – All	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Math – TAGG	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile

Determination of Meeting Graduation Rate Targets

If a school has 25 or more expected graduates for All Students and/or TAGG then the group is counted in the total number of possible targets.

[2] Schools without growth-to-standard (GTS) measures necessarily have only two measures available for meeting a target: one-year proficiency or three-year proficiency. Schools without GTS typically lack consecutive tested grades in math and/or literacy. Because consecutive testing occurs only in grades 3-8, such schools tend to serve either very young students (grade 3 and lower) or else are high schools (grade 8 and higher). High schools serving grade 7 and higher have GTS measures since grades 7 and 8 are consecutive tested grades in math and literacy.

A school can meet graduation rate targets through either the most recently available graduation rate (the rate usually lags one year behind the year of available test scores), or through a weighted average of the three most recently available graduation rates. In both cases, the four-year adjusted cohort graduation rate(s) is/are used.

If a school meets or exceeds its individualized AMO in either of these measures, then it meets the target for which the measure is used. Schools that fall short of their individualized graduation rate AMO within a measure earn credit for meeting their AMO if they achieve at or above the graduation rate at the 90th percentile rank of all schools in the state on that measure as per the ESEA Flexibility amendment. The 90th percentile rank value was set based on 2011 graduation rates.

Possible Targets	Possible Measures for Meeting Target	Applicable Target Within Measure
Grad Rate – All	Graduation Rate 1-Year ***or*** Graduation Rate 3-Year	AMO ***or*** 90th percentile
Grad Rate – TAGG	Graduation Rate 1-Year ***or*** Graduation Rate 3-Year	AMO ***or*** 90th percentile

Four-Year Adjusted Cohort Graduation Rate

Schools with at least 25 expected graduates may earn points for their graduation rate. The All Students four-year adjusted cohort graduation rate is added to the Overall School Score for schools with at least 25 expected graduates. These rates are calculated by the ADE. The graduation rate used in accountability determinations usually lags one year behind the year of the test scores used in the accountability determinations.

Adjustments for Achievement Gaps and Graduation Gaps

A school's numeric scores in Weighted Performance and Graduation Rate are adjusted for the size of a school's proficiency and/or graduation rate gap between TAGG and non-TAGG subgroups within each school. This adjustment can result in schools earning a bonus if the gap is relatively small, a penalty if the gap is relatively large, or no change if the gap is average.

Note: Schools that do not have a TAGG or non-TAGG group of 25 or more students (i.e., do not have a within-school achievement gap) are given a zero for Gap Adjustment.

- A school's achievement gap is defined as the percentage point difference between proficiency rates for TAGG and non-TAGG students in math plus literacy (i.e., the numbers of Proficient and Advanced scores in math and literacy for nonmobile students in 2013 were summed and divided by the sum of valid test scores for math and literacy for nonmobile students in 2013).
- A school's graduation rate gap is defined as the percentage point difference between TAGG and non-TAGG graduation rates.

Achievement Gap Adjustment

The achievement gap is measured at the school level using proficiency rates rather than Weighted Performance. The gap is determined as follows:

$$Achievement\ gap = NonTAGG\ Proficiency\ \% - TAGG\ Proficiency\ \%$$

All schools with at least 25 tested students in each category (non-TAGG and TAGG) are then ordered on the size of each school's gap, from those with the largest percentage point gap to those with the smallest. Schools with the largest gaps earn a penalty. Schools with the smallest gaps earn a bonus. Schools with typical gap sizes receive a zero or no adjustment.

Gap Adjustments are determined by dividing the ordered list of all schools with achievement gaps into five groups or quintiles with equal numbers of schools in each group. Based on this classification, *Gap Adjustments* for achievement are assigned. The table below provides the gap sizes and gap adjustments.

	Largest Gap	Larger Gap	Average Gap	Smaller Gap	Smallest Gap
Gap Adjustment	**-6**	**-3**	**0**	**+3**	**+6**
Achievement Gap Range	~~24%~~ 23.86% or greater	~~20-23%~~ 19.53-23.85%	~~16-19%~~ 15.93-19.52%	~~12-15%~~ 12.00-15.92%	Less than 12.00%

Round the school achievement gap to the nearest hundredth before comparing the values in the table.

Graduation Rate Gap Adjustment

The graduation rate gap is measured at the school level using the difference in graduation rates between a school's non-TAGG and TAGG student populations.

$$Graduation\ Rate\ Gap = NonTAGG\ Graduation\ Rate - TAGG\ Graduation\ Rate$$

All schools with at least 25 expected graduates in each category (non-TAGG and TAGG) are then ordered on the size of each school's gap, from those with the largest percentage point gap to those with the smallest. Schools with the largest gaps earn a penalty. Schools with the smallest gaps earn a bonus. Schools with typical gap sizes receive a zero or no adjustment.

Schools with graduation rates but with too few non-TAGG or TAGG students (< 25) to be eligible for a penalty or bonus are given a score of 0. *Gap Adjustments* for graduation rate are determined by dividing the ordered list of all schools with graduation rate gaps into five groups or quintiles with equal numbers of schools in each group. Based on this classification, *Gap Adjustments for graduation rate* are assigned. The table below provides the gap sizes and gap adjustments.

	Largest Gap	Larger Gap	Average Gap	Smaller Gap	Smallest Gap
Gap Adjustment	**-6**	**-3**	**0**	**+3**	**+6**
Graduation Gap Range	~~16%~~ 16.21% or greater	~~10-15%~~ 10.75-16.20%	~~7-9%~~ 6.90-10.74%	~~2-6%~~ 3.66-6.89%	Less than ~~2%~~ 3.66%

Round the school graduation gap to the nearest hundredth before comparing the values in the table.

Overall Score Calculation

A school's overall score is calculated by applying the gap adjustment to Weighted Performance and/or Graduation Rate and summing over all the components as indicated below. Schools without graduation rates receive a multiplier to put all schools' overall scores on a scale of 300 possible points.

Schools with graduation rate:

$$Overall\ school\ score = (Weighted\ Perf. + Gap\ Adj.) + (Improvement) + (Grad\ Rate + Gap\ Adj.)$$

Schools without graduation rate:

$$Overall\ school\ score = (1.5)(Weighted\ Perf. + Gap\ Adj.)\ +\ (1.5)(Improvement)$$

For schools without a graduation rate, both components of the overall score will be multiplied by 1.5 which puts the Overall School Score for these schools on the same possible points scale as schools with a graduation rate.

Applying Cut Scores to the Overall Score to Determine Letter Grades

Schools' final scores are calculated by summing its scores on each component. The sum of these scores is capped at 300 possible points. Letter grades will be assigned as follows.

A = 270 – 300 points
B = 240 – 269 points
C = 210 – 239 points
D = 180 – 209 points
F = Less Than 180 points

FIRST PUBLIC COMMENT PERIOD

Date	Respondent	Comment	ADE Response
9/5/14	Brian Cossey	I would prefer the percentage grade show up with the letter grade in any published reports. For example, the way that the grades are currently calculated, 240 points and 269 points are both a "B," while 270 points is an "A." Mathematically, 269 points is much closer to 270 than is 240 points. In this scenario, my suggestion would be: School X (with 270 points) be reported as: 90% A School Y (with 269 points) be reported as: 89% B School Z (with 240 points) be reported as: 80% B The goal is to give a true representation of how well each is doing. I do not believe that a simple letter grade is justice. The percentage of points earned must be attached to the letter grade. Thank you.	**Comment considered.** The rule would not need to be changed to display the overall score and the components used in the A-F calculation. In the report card that comes out in April, we could include along with the letter grade the overall score, the weighted performance score, the ESEA target score (improvement), graduation rate points, achievement gap adjustment and the graduation rate gap adjustment. *No change made to proposed rules.*
9/5/14	Brenda Williams, Elementary Principal, England Elementary School	The issue of whether this should even happen or not, may or may not be up for debate, but personally I believe our school are overly labeled as it is. I do not see ANY benefit of this Rating System for the public schools of Arkansas. We at England Elementary, I can say are working hard every day to do everything we possibly can: data walls, PLCs, Rtl, interventions, mentoring, coaching, professional development, parent involvement, detailed lesson planning, common planning times, interim testing, technology in the classroom, sending backpacks of food home for hungry children, extra clubs and programs, etc. (the list goes on and on) and still stay at the Needs Improvement Status. I do not think assigning a LETTER rating to our school will help it or our community in any way.	**Comment considered.** An "A" through "F" grading system was mandated by the Arkansas General Assembly. *See* Ark. Code Ann. § 6-15-2105. *No change made to proposed rules.*
9/8/14 (Public comment hearing)	Diane Zook, Arkansas State Board of Education	The law requires that parents received an "easy-to-read" written report describing the designation or rating of the school. But the process set forth in the proposed rule is confusing. Perhaps grades should be given for various components (for example, one grade for performance, another for improvement, etc.)	**Comments considered.** Although the computation used to determine a grade is complex, the grade itself is not. *See* response to comment of Brian Cossey, above. *No change made to proposed rules.*
9/10/14	Rob McGill, Academics Plus	1. In the achievement gap adjustment area the "average gap" is 16-19 and the "smaller gap" is 12-15. What scores will the school received if the achievement gap is 15.3? The range should be 12-15.99 or say under 16. The same issue exists on the graduation adjustment. 2. It takes 3 advanced students to every 1 basic student to average out to be the same score as 1 proficient student. It	**Comments considered.** The gap adjustment percentages for achievement and graduation were slightly modified in response to this comment. Because the same method for calculating A-F still is being used, this is not a substantive change. The weighted performance score encourages movement of students from Below Basic by giving .25 points for Basic students. It encourages movement of students from Proficient to

		also takes 8 advanced students to every 1 below basic student to average out to be the same as 1 proficient student. More credit/weight should be given for advanced students.	Advanced by giving 1.25 points for Advanced students. More points should not be given to Advanced as comment suggests since that would mask low performing students. *No substantive change made to proposed rules.*
9/16/14	Mike Mertens, AAEA	AAEA supports the concept that parents and community members should be able to quickly and easily determine how schools are performing through a system that offers easy-to-understand and concise information. It is important to remember that each district, each school is unique. Additional indicators other than just performance should be included to provide a complete picture of achievement and improvement for each school. AAEA supports the following in regard to implementation of the A-F rating system: -A rating system with multiple components, such as the current proposed model, that will provide a broader and more accurate picture of each unique school. -A rating system that will be consistent with the new standards and new assessments that are currently being transitioned into by Arkansas schools. AAEA suggests one change in the proposed rules: a transition year (2014-2015) for A-F letter grades. PARCC exams will be administered in the spring of 2015. These new assessments are measuring new standards. Comparing two different assessment systems would not give the public an accurate picture of how a school is performing. The rules and cut scores will need to be re-evaluated in order to give a more accurate rating. The A-F letter grade rating system should be postponed until 2015-2016.	**Comments considered.** An "A" through "F" grading system was mandated by the Arkansas General Assembly, effective with the 2014-2015 school year. *See* Ark. Code Ann. § 6-15-2105. The suggested postponement would be inconsistent with the law. *No change made to proposed rules.*
9/16/14	Megan Bella, KIPP Delta Public Schools	In summary, feels proposed rule does not adequately grade schools based upon goal of student preparedness for post-secondary education and careers. Questions: • Is school's grade easily understood by those in school community; • Does school's grade reflect state's vision of high quality education through its calculation; • Does school's grade provide information about student-level growth over time and reward growth of a cohort over time; • Does school's grade reflect actual outcomes of students? KIPP is unable to possess confidence in its ability to determine	**Comments considered.** Additional indicators were considered for high schools but were not included due to the complexity that would have been added. The grade reflects the vision of high quality education by giving a point for each proficient student and 1.25 points for each advanced student. It includes student-level growth over time by including the improvement score. The comment about weighed performance being determined by an AMO is not correct. Weighed performance is determined by student performance level (BB, Bas, Pro, Adv). The comment that ESEA Improvement Score was set with prior classes and fails to measure individual student's growth is not correct. Student level growth is measured by comparing a student's scale score change to expected scale score improvement from one grade to the next to stay on track toward proficiency by the 8th grade.

		scores for each school because certain items, particularly value-adjusted figures, were vague on how they were to be calculated and worked into the equation. Because of difficult calculations and adjustments that need be made to raw numbers, will be exceedingly difficult to provide clarity to students, families, community. If neither public nor KIPP staff understands system it does not provide value in determining school quality. Considering ADE's concern over college and career readiness, absence of these factors from formula is surprising and alarming; formula fails to account actual outcomes of students after graduation (e.g., examination of AP participation and/or scores, concurrent credit grades, ACT participation rate and/or scores, college-going rates or college remediation). Because score partially determined by weighted performance score determined by an AMO determined by prior class performance, formula fails to take into account context of current cohort of students and growth over time because Augmented Benchmark Exams and End-of-Course tests administered for AMO targets are performance-based as opposed to NWEA, MAP, or ACT exams, which measure student-level improvement. Also, adjustment for Achievement and Graduation gaps has potentially deleterious effect because it fails to capture the multiple ways a gap may be lessened that could harm the TAGG and non-TAGG groups (e.g., gap may be lessened by the non-TAGG group flat lining in achievement while the TAGG group catches up, or even more alarmingly, the TAGG and non-TAGG groups might decline with the non-TAGG group declining more rapidly; in both scenarios the school would be rewarded with a positive adjustment but achievement overall may have stayed roughly the same). The ESEA Improvement Score was set with prior classes and fails to measure individual student's growth. ESEA is based on previous cohort's performance and fails to account how an individual student grows and context of the student's environment. Schools should be held accountable on an absolute standard. ESEA metrics, weights, measures, and formula do not accurately reflect school performance. A school with very low achievement but able to hit its AMO targets may earn a higher letter grade, given this formula, than a school with consistently laudable outcomes for its students but fails to meet AMO targets. For example, KIPP Delta Collegiate High School was ranked in top 5 high schools in Arkansas in past 4 years by U.S. News and World Report, but based upon the proposed grading system would receive a "B" because it met 3 of 6 targets. A	*No change made to proposed rules.*

		neighboring school might exceed all AMO targets and earn a score of 95 despite having poor student outcomes, having a very low college readiness index (the index used to calculate state rank), and earn a higher letter grade; this would suggest that the "A" school delivered better student outcomes when that was not the case. If schools are given a letter grade, it should be based on items that are apparent and can easily be tracked such as student growth, student performance, high school graduation rate, ACT scores and college attendance.	
9/16/14	Tripp Walter, Arkansas Public School Resource Center	Section 4.03. This section could be improved by specifying a date when the school's scores shall be published and by removing the requirement to place this information on the school district's website. We suggest the addition of a new Section 4.04 to read as follows: "When changes in the state assessment system or ESEA flexibility occur, the formula detailed in Appendix A will be revised within a month's time so schools will know the ranking criteria." **Weighted Performance Score (Page 2, Appendix A):** • The Rule could be improved by removing the Augmented Benchmark Exam and replacing it with PARCC. • The Rule could be improved by developing a mechanism for schools to receive credit for <u>all</u> growth of students (including those scoring "Below Basic"). • The Rule could be clarified by providing an example of the formula in addition to sharing the formula. • The criteria is based **only** on current assessment system (i.e., Benchmark, EOC). Please add a statement of how this will work when PARCC assessment is initiated. • Will there be a set of four levels – Below Basic, Basic, Proficient, and Advanced? If not, why create a model that can be used for one year? • This portion could be improved by adding a statement that the formula will be revised based on PARCC assessment criteria. **Improvement Score with ESEA Options (Pages 2-4, Appendix A):** • The Rule could be clarified by providing a method of calculating new Annual Measurable Objectives under the new accountability instrument. • This portion could be improved by adding a statement	**Comments considered.** The Annual School Report Card is published by April 15 and posted on district websites. See Ark. Code Ann. § 6-15-1402. Suggestion to change the formula within a month of changes in the assessment system would not allow time for stakeholder input. An "A" through "F" grading system was mandated by the Arkansas General Assembly, effective with the 2014-2015 school year. *See* Ark. Code Ann. § 6-15-2105. The suggestion to remove the Benchmark Exam and replace it with PARCC would be a postponement inconsistent with the law. Schools can receive credit for growth of below basic students in the improvement score. *No change made to proposed rules.*

		that the formula will be revised based on any changes in ESEA. **Overall Score Calculation (Pages 5-6, Appendix A):** • The Rule could be clarified by providing a numeric example in addition to the overall formula.	

SECOND PUBLIC COMMENT PERIOD

12/3/14	Lonnie Myers, Mountain Home	Assigning letter grades will cause great division within the state and much animosity among between schools at a time when schools have worked so hard to share best practices. Cannot discern a statistical way to figure a letter grade because variables are too many and wide to quantify. Animosity will develop between public education and the legislature. Time should be spent teaching and learning, not defending one's school because another school down the street got a higher grade. Accountability is not a problem; schools should continue to display scores, graduation rates, attendance rates, college attendance rates, and other data that will reference a school's success or lack thereof. We just should not give our schools a letter grade.	**Comments considered.** An "A" through "F" grading system was mandated by the Arkansas General Assembly, effective with the 2014-2015 school year. *See* Ark. Code Ann. § 6-15-2105. *No change made to proposed rules.*
12/3/14	Ashley Daniel, Rogers Public Schools	Questions: (1) Achievement Gap calculation states schools w/o a TAGG or non-TAGG group of 25 or more students are given a zero gap adjustment. Several Rogers schools have less than 25 non-TAGG students, but when Math and Literacy are added together for the gap calculations, they do have more than 25 non-TAGG student scores. How is formula applied? (2) Not finding reports where school receives percent proficient/advances or graduation rates for non-TAGG students as a group. Will these percentages be provided? (3) Estimates indicate many schools will be between letter grade categories, i.e., 239.56. The ranges for applying cut scores do not specify how rounding will be handled.	**Comments/questions considered.** (1) The proposed rules specify that achievement gaps are calculated only in schools have a TAGG or Non-TAGG group of 25 students. The calculation code has been written to reflect the language in the rule. So when final grades are run, the following statement from Appendix A will be true: "Note: Schools that do not have a TAGG or non-TAGG group of 25 or more students (i.e., do not have a within-school achievement gap) are given a zero for Gap Adjustment." (2) A detailed grade report of all the data used in the calculations will be provided. It will be password protected report that will be available in the ADE Data Center. (3) The cut scores are rounded to the whole number. The overall score will be rounded to the whole number, then the cut score will be applied. The detailed grade report will demonstrate the rounding. The weighted performance component score will be rounded to the hundredths. The achievement gap and graduation rate gaps will be calculated by comparing the TAGG and non-TAGG performance rounded to the hundredths. The size of the gap is then compared to the gap ranges, which are

			rounded to the hundredths. The size of the gap results in an adjustment of -6, -3, 0, 3, or 6 points to the weighted performance and/or graduation rate depending on gap size. The overall score, as indicated in Appendix A, is the sum of: • Weighted performance rounded to hundredths and adjusted by achievement gap points; • Improvement points (which are whole numbers); and • Graduation rate adjusted by graduation rate gap points. For schools without graduation rates, the overall score as indicated in Appendix A is the sum of: • Weighted performance rounded to hundredths and adjusted by achievement gap points; and • Improvement points (which are whole numbers); • Multiply each component by 1.5 and round to the nearest hundredth. Round the sum (overall score) to the nearest whole number, then apply the grade cut scores. *No changes made to proposed rules.*
12/4/14	Tim Weiss	Encourages ADE to reconsider having ALE students graded with traditional education students. Commenter's has experience teaching ALE students that have family circumstances, legal issues, and a variety of serious issues that traditional education does not address; a number of them are in serious danger of not completing school with a diploma. ALE students should be handled differently; must have a different metric of measurement in order to succeed. What HAD been done with these students the first time didn't work, why repeat the mistake!	**Comments considered.** *No change made to proposed rules.*
12/5/14	John May, Viola School District	Applauds ADE for a lot of thought going into formula, but feels there is a flaw in reasoning: improvement factor is given too much weight. As with Act 35 awards, high-performing schools cannot achieve much improvement and are left out; they likely will be knocked down a letter grade due to continually high performance. "For example, Viola Elementary School had a weighted performance score over 100%. After the bonus it received for a small achievement gap, its performance rating would have been 107.68% last year. This is because the school does not just have a very high proficiency rate, but more than half of the students tested were Advanced. Since they have tested at this higher level for years, they will always receive a low improvement score. This hurts elementary schools even more, because they do not have a graduation rate. Improvement affects only 33% of the rating for schools with a graduation rate, but 50% for all elementary and middle schools."	**Comments considered.** *No change made to proposed rules.*

		Suggests two possible changes: (1) Treat improvement as a bonus, which is added to the Weighted Performance Score. This would be in addition to the adjustment for the achievement and graduation gaps. Commenter considers this the best of two options. (2) Multiply performance by 2, and don't multiply the improvement by anything if the school does not have a graduation rate. This makes improvement 33% for ALL schools. Current formula causes high performing schools to be given rating that are too low for what they have accomplished. Would be willing to work with others in making these changes; has sent comments to his legislator, as hopes formula will be field tested and modified. Also hopes Act 35 Awards can be modified to more fairly recognize continually high achieving schools.	
12/8/14	Jeffrey Wasem, Principal, Old High Middle School, Bentonville School District	Concerned that reports will be based assessments that do not fully align with the standards teachers are currently teaching, and most importantly, students are learning. "With the implementation of common core state standards, teachers across the state have been asked to shift their focus to CCSS and the pedagogy that is tied to the standards. We have been placing our resources in preparation for the assessments that are tied to the CCSS. My teachers, and I am sure others across the state, have worked hard to implement these new learning expectations into the classrooms." Supports an accountability measure that accurately communicates the work in a school, which includes multiple measures; e.g., attendance, surveys, assessment data, growth data, etc. Commenter does not believe rating system meets intended expectation of the rule and will communicate unreliable and invalid data to school communities across the state.	**Comments considered.** *No change made to proposed rules.*

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING THE ENROLLMENT OF MILITARY DEPENDENTS

1.00 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Enrollment of Military Dependents.

1.02 The State Board of Education enacted these rules pursuant to its authority as set forth in Ark. Code Ann. § 6-18-107 and Ark. Code Ann. § 25-15-204.

2.00 DEFINITIONS

As used in these rules:

2.01 "Branch of the United States armed forces" means:

2.01.1 United States Army;

2.01.2 United States Air Force;

2.01.3 United States Marine Corps;

2.01.4 United States Navy;

2.01.5 Army or Air National Guard; or

2.01.6 United States Coast Guard.

2.02 "Military dependent" means a child who:

2.02.1 Is enrolled in kindergarten through grade twelve (K-12) in a public school; and

2.02.2 Resides in the household of a person who is on active duty in or serving in the reserve component of a branch of the United States armed forces.

2.03 "Public school" means a state-supported school or public charter school serving students in prekindergarten, kindergarten, elementary, middle, or secondary grades in Arkansas, and includes, without limitation:

2.03.1 Alternative learning environments;

2.03.2 The Arkansas School for the Blind;

2.03.3 The Arkansas School for the Deaf; and

2.03.4 The Arkansas School for Mathematics, Sciences, and the Arts.

3.00 REQUIRED REPORTS

3.01 The Department of Education shall require a public school to report the enrollment of a student who is a military dependent.

3.02 Public schools shall report the enrollment of a student who is a military dependent through the Arkansas Public School Computer Network.

3.03 If a public school does not report through the Arkansas Public School Computer Network, the Department of Education shall work with the school to collect the required reports.

Public Comments and Agency Responses – ADE Rules Governing the Enrollment of Military Dependents

Date	Respondent	Comment	ADE Response
1/15/2015	Ms. Jennifer Dedman, Arkansas Public School Resource Center	Section 2.02.2: This section could be improved by the inclusion of students whose legal guardian is active military, but who are residing with a family member other than their parent.	**Comment considered. The definition of "military dependent" is taken verbatim from Ark. Code Ann. § 6-18-107(a)(2). The current definition may cover the circumstance addressed in the comment.**

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING SCHOOLS OF INNOVATION

~~**June 22, 2014**~~

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

1.03 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Act 601 of 2013 and Ark. Code Ann. §§ 6-11-105 et seq. and 25-15-201 et seq.

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~~ The deadline to submit original applications online is ~~March 1~~ January 30. The deadline to submit final revisions is ~~June 30~~ March 15.

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 Adhere to the requirement to provide Highly Qualified Teachers.

Note: Federal laws or regulations may require teachers in certain, core subject areas to hold a teaching license (e.g. special education teachers who teach a core academic subject, English, reading, language arts, mathematics, science foreign languages, civics and government, economics, arts, history and geography).

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, to include

10.01.1 Any provision of law or rule governing public school districts

10.01.2 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.

Public Comments and Agency Responses – ADE Rules Governing Schools of Innovation

Date	Respondent	Comment	ADE Response
12/19/2014	Renee Treadwell, Gifted and Talented Specialist	It is very disturbing that a school of innovation cannot find a way to be more innovative for the most abled learners in the school rather than getting a waiver of service of those students. Gifted and Talented Coordinators and Teachers have received specific training and certification to better serve those students needing services beyond what classroom teachers provide. The choice of stopping that opportunity for specific strategies for the identified gifted students doesn't seem to take advantage of the best practices we are asked to implement in our schools.	**Comment considered. The District of Innovation Program took effect on April 4, 2013 with the passage of Act 601 of 2013. Act 601 of 2013 is now codified at Ark. Code Ann. § 6-15-2801 et seq. The law allows for districts of innovation to obtain necessary exemptions from laws, rules, and local policies. Under the law, the only law that cannot be exempted or modified is the Teacher Fair Dismissal Act of 1983. The Arkansas Department of Education Rules Governing Schools of Innovation are based on the requirements of the law and have been in place since June 22, 2014. The only proposed revisions to the existing rules are found in Sections 6.03.1 and 8.01.10.** **As noted above, the law allows school districts to request exemptions from laws, rules, and local policies. The State Board of Education and the Arkansas Department of Education are bound by the requirements of the law as currently written. Any requests for removal of gifted and talented programs from those laws and rules that may be exempted should be made to the Arkansas General Assembly.**
12/19/2014	Christy Binns, Gifted and Talented Teacher/ Coordinator	In response to the waiver that will be addressed concerning the proposed set of rules for Districts of Innovation on December 30, 2014 -I would like to reflect on our federal and state laws that support gifted education. Public Law 91-230, section 806 states: There are gifted students, they need to be identified, and need to be served. This in itself says it all. Gifted students need trained individuals, at least one per school district, to oversee gifted services so that identified students are properly	**Comment considered. The ADE Rules Governing Schools of Innovation follows the requirements of Arkansas law, specifically Ark. Code Ann. § 6-15-2801 et seq. The State Board of Education and the Arkansas Department of Education are bound by the requirements of the law as currently written. Any requests for changes to existing laws should be made to the Arkansas General Assembly.**

		served. This sub population deserves attention to insure innovation, affective development, and continued support from trained specialist. These trained specialist have invested in further education to obtain proper training so that gifted students are given the opportunity to thrive in an environment that allows them to grow instead of possibly becoming stagnant sitting in the regular classroom. Act 106, Act 445, Act 34, and Act 917 supports this endeavor and should continue to allow all districts to provide this opportunity to identified gifted students. This sub population will be our leaders one day and as an educator of gifted students I feel having a trained specialist on site at the Districts of Innovation is completely and whole heartedly essential for the development of gifted students.	
12/19/2014	Aaron Randolph	As an educator for gifted students in an Arkansas Public School district and as a member of the Legislative Committee of Arkansans for Gifted and Talented Education (AGATE), I would like to express great concern with regard to the waivers that could be granted for Gifted and Talented services in districts or schools approved to function as Districts or Schools of Innovation. Under the *Education Rules Governing Schools of Innovation*, specifically 8.01.1 which addresses "civil rights," the language of the rules fails to recognize the rights of those students who are identified as gifted and talented. By allowing Schools of Innovation to waiver out of G/T Services, those schools would be limiting the rights of G/T students. This would essentially be the same as allowing schools to waiver out of special education services. Neither of which is in the best interest of those students. The Arkansas Department of Education requires identified gifted students to be	**Comment considered. The District of Innovation Program took effect on April 4, 2013 with the passage of Act 601 of 2013. Act 601 of 2013 is now codified at Ark. Code Ann. § 6-15-2801 et seq. The law allows for districts of innovation to obtain necessary exemptions from laws, rules, and local policies. Under the law, the only law that cannot be exempted or modified is the Teacher Fair Dismissal Act of 1983. The Arkansas Department of Education Rules Governing Schools of Innovation are based on the requirements of the law and have been in place since June 22, 2014. The only proposed revisions to the existing rules are found in Sections 6.03.1 and 8.01.10.** **As noted above, the law allows school districts to request exemptions from laws, rules, and local policies. The State Board of Education and the Arkansas Department of Education are bound by the requirements of the law as currently written.**

		served, and further requires certified (licensed) gifted and talented teachers to teach these identified students. The state would be contradicting itself to allow such a waiver. I understand that Schools of Innovation came out of the ESEA waiver request. Indeed I applaud the state's efforts in this request; however, this language does create unintended consequences such as this. As an advocate for gifted students, I would request that no waiver be granted for the Arkansas *Rules Governing Gifted and Talented Program Standards*, and that there needs to be at least one highly qualified, G/T certified representative on the Schools of Innovation approval committee who would assist in analyzing each and every application to make sure that gifted children are not being adversely affected nor services for their needs are being denied. Without taking those steps, I fear the state could inadvertently harm gifted children.	**Any requests for removal of gifted and talented programs from those laws and rules that may be exempted should be made to the Arkansas General Assembly.**
12/22/2014	Jane Clarenbach, Acting Executive Director, National Association for Gifted Children	On behalf of the National Association for Gifted Children (NAGC), we wish to add our voice to the concerns about the proposed rules governing schools of innovation that have been raised by the Arkansans for Gifted and Talented Education and the Arkansas Association of Gifted Education Administrators. As we understand the rules for Schools and Districts of Innovation, schools may seek a waiver from the state legislative mandate and rules and regulations regarding services to gifted and talented students.	**Comment considered. The District of Innovation Program took effect on April 4, 2013 with the passage of Act 601 of 2013. Act 601 of 2013 is now codified at Ark. Code Ann. § 6-15-2801 et seq. The law allows for districts of innovation to obtain necessary exemptions from laws, rules, and local policies. Under the law, the only law that cannot be exempted or modified is the Teacher Fair Dismissal Act of 1983. The Arkansas Department of Education Rules Governing Schools of Innovation are based on the requirements of the law and have been in place since June 22, 2014.**

		A district's ability to receive a waiver from Arkansas's mandate and regulations to identify and serve the state's gifted and talented learners undermines the state's commitment to these students and creates a system of inequitable access to advanced coursework and services. Therefore, NAGC urges the Department of Education to include compliance with the legislative mandate and rules and regulations governing services to identified gifted students in section 8.0 (mandatory compliance with existing law) of the Proposed Rules (revised) Governing Schools of Innovation. It is important to note that Arkansas's definition of gifted and talented includes students with potential, not just those who have already demonstrated high achievement. Therefore, it is necessary for school districts, no matter the circumstances of its students, to purposefully develop all of its student talent to its fullest. This requires a combination of high expectations, rigorous curriculum matched to student ability, and quality learning for teachers to ensure they are able to spot talent and support it and that they understand the gifted education nomination process. These key elements are at the core of the state's gifted education requirements and must be required of all schools if the state is to ensure that all students who need a qualitatively differentiated learning experience receive such an experience. The assumptions made about student ability can become self-fulfilling. Without continuous commitment to identify high ability in every setting, including economically disadvantaged schools, the students who are performing above their age peers or with potential to do so are likely to go unnoticed and will fail to develop their talent.	**The only proposed revisions to the existing rules are found in Sections 6.03.1 and 8.01.10.** **As noted above, the law allows school districts to request exemptions from laws, rules, and local policies. The State Board of Education and the Arkansas Department of Education are bound by the requirements of the law as currently written. Any requests for removal of gifted and talented programs from those laws and rules that may be exempted should be made to the Arkansas General Assembly.**

		As business leaders continue to emphasize their need for advanced talent, it is critical that states examine how they can tap into and develop the talents and abilities of students in every school building. Ensuring that all schools in Arkansas, including schools of innovation, are required to continue identifying and serving their most advanced students will help maximize more of our students' gifts and talents to the benefit of the students as well as to their communities, their state, and the nation.	
12/30/2014	Ms. Marilyn Larson, Chair, Governor's Advisory Council for Gifted/Talented Education	The Governor's Advisory Council for Gifted Education has had the opportunity to learn of the Schools of Innovation applications. We know that a waiver exemption for providing Gifted Education within a Schools of Innovation, and at publically funded, open- enrollment schools has been granted in the past. This is a great concern to this Advisory Council and we have noted this in our annual report to the Governor's office. We are aware that: 1. Since a waiver exemption for GT is available, there is no monitoring, or yearly report to ADE-GT to verify that students do (or will) receive GT services aligned with state standards for district public schools. Applicants for Schools of Innovation, or charters, for that matter, have not sought ADE-GT consultation, nor in a known case the input of the district GT Director, for implementation of GT standards within the context of the district Innovation application.	**Comment considered. The District of Innovation Program took effect on April 4, 2013 with the passage of Act 601 of 2013. Act 601 of 2013 is now codified at Ark. Code Ann. § 6-15-2801 et seq. The law allows for districts of innovation to obtain necessary exemptions from laws, rules, and local policies. Under the law, the only law that cannot be exempted or modified is the Teacher Fair Dismissal Act of 1983. The Arkansas Department of Education Rules Governing Schools of Innovation are based on the requirements of the law and have been in place since June 22, 2014. The only proposed revisions to the existing rules are found in Sections 6.03.1 and 8.01.10.** **As noted above, the law allows school districts to request exemptions from laws, rules, and local policies. The State Board of Education and the Arkansas Department of Education are bound by the requirements of the law as currently written. Any requests for removal of gifted and talented programs from those laws and rules that may be exempted should be made to the Arkansas General Assembly.**

		2. Schools of Innovation, (& Charter schools) receive the same state foundational funding as district public schools, in which state standards require the implementation & accountability of GT services to students, according to law. The impression is that there is a conflict of dollars to districts without adherence to state educational standards/regulations. 3. We are aware that the public whose children are at the Schools of Innovation, and charters, are not apprised of the lack of Gifted and Talented ADE State approved identification, programming, or accountability. Parents would rightly question why GT services were taken away. 4. Innovation does not automatically imply GT standards services to highly able students. Gifted Education is based on research. Rather, "Innovation" <u>suppliments</u> [sic] Special Education, General Education, and Gifted Education, not supplants. (Likewise, to our state funded Charter schools. 5. If there is a problem with the law that created an incongruence with state standards and regulations for Gifted Education, that has allowed for GT waivers in the Schools of Innovation (& Charter Schools), then it behoves [sic] ADE lawyers, to apprise our legislature Education Committees to review this incongruence on behalf of our highly able/gifted students. Surely, the Education Committees that passed Innovation (and charters) did not consciously intend to take educational services/oversight away from a population of our	**It should be noted that Ark. Code Ann. § 6-15-2801 requires the existence of a "School Council of Innovation," which must include teacher representatives, classified employee representatives, and parent representatives. Before a public school district submits a school of innovation plan to the Commissioner of Education, a minimum of sixty percent (60%) of the eligible employees must approve the school of innovation plan. Additionally, the school of innovation plan must include the rationale for law, rule, and local policy exception requests.**

		Arkansas students. The Governor's Advisory Council for Gifted Education seeks to ensure that students in Schools of Innovation (&charters) receive gifted services according to the state standards requirement that all district public schools are required by law to provide. It is time to pull the "waiver" exemption on gifted education, and have all our publically funded schools qualify, in compliance, i.e. "meets standard" in Gifted Education, inclusive of a monitored review of current/future "granted" schools.	
12/30/2014	Jill Clogston, President, Arkansans for Gifted and Talented Education (AGATE)	I am writing this representing our state's gifted education advocacy group, Arkansans for Gifted and Talented Education (AGATE). I am the current President of AGATE and work full time as a Gifted Education Specialist serving two educational cooperatives in North Arkansas. I have been in the field of gifted education for over 28 years. AGATE is an advocacy group that was first started by parents of highly able students Parents and School Affiliate groups make up a big part of our organization. AGATE believes all persons have a right to educational experiences that challenge the level of their individual development. Anything less is to waste human potential. I am thus concerned about potential waivers that could be granted for Gifted and Talented services in districts that have been designated as Schools of Innovation. Reading through the rules governing Schools of Innovation it refers to civil rights, but does not recognize the specific rights of students identified as gifted and talented. It is not simply a privilege to receive	**Comment considered. The District of Innovation Program took effect on April 4, 2013 with the passage of Act 601 of 2013. Act 601 of 2013 is now codified at Ark. Code Ann. § 6-15-2801 et seq. The law allows for districts of innovation to obtain necessary exemptions from laws, rules, and local policies. Under the law, the only law that cannot be exempted or modified is the Teacher Fair Dismissal Act of 1983. The Arkansas Department of Education Rules Governing Schools of Innovation are based on the requirements of the law and have been in place since June 22, 2014. The only proposed revisions to the existing rules are found in Sections 6.03.1 and 8.01.10.** **As noted above, the law allows school districts to request exemptions from laws, rules, and local policies. The State Board of Education and the Arkansas Department of Education are bound by the requirements of the law as currently written. Any requests for removal of gifted and talented**

		Gifted and Talented Services but rather a right. If we take this right away, these students will not simply "get it on their own." This is just one such common myth about gifted and talented students. They need special services provided by trained Gifted Education teachers. AGATE recognizes that Schools of Innovation, are well intended, but we fear there could be some unintended consequences that could adversely affect our highly able students. Thus it is our request waivers not be granted for GT services. We feel it also appropriate that at least one highly qualified, GT certified representative serve on the Schools of Innovation approval committee. This would safeguard the rights of our highly able students and allow them to stay on the path to fulfill their greatest potential.	**programs from those laws and rules that may be exempted should be made to the Arkansas General Assembly.**
12/30/2014	Ann Robinson, Director, Jodie Mahony Center for Gifted Education	Thank you for the opportunity to comment on the proposed rules governing schools of innovation. Although innovation in education is certainly compatible with the tenets of gifted education, I am concerned that there may be unintended consequences from this initiative that affect the opportunities we afford students with gifts and talents. The Arkansas definition of giftedness is inclusive. The state mandated programs and services developed to meet the needs of children and adolescents provide crucial infrastructure for developing talents in young people. I urge the department and state policy makers to stand firm in their support of serving learnings with advanced potential through the evidence-based practices we know to maximize their achievement and affective	**Comment considered. The District of Innovation Program took effect on April 4, 2013 with the passage of Act 601 of 2013. Act 601 of 2013 is now codified at Ark. Code Ann. § 6-15-2801 et seq. The law allows for districts of innovation to obtain necessary exemptions from laws, rules, and local policies. Under the law, the only law that cannot be exempted or modified is the Teacher Fair Dismissal Act of 1983. The Arkansas Department of Education Rules Governing Schools of Innovation are based on the requirements of the law and have been in place since June 22, 2014. The only proposed revisions to the existing rules are found in Sections 6.03.1 and 8.01.10.** **As noted above, the law allows school districts to request exemptions from laws, rules, and local policies. The State Board of Education and the**

		growth. By including compliance with the legislative mandate and the rules and regulations governing services to identified gifted students in the Proposed Rules (revised) Governing Schools of Innovation, we reaffirm equitable access to gifted programs and services for children no matter where they attend school. Such services are particularly important in schools serving high numbers of children from low-income homes. Through specialized services delivered by trained teachers, we can home to maximize the talents of our young people to their benefit and in service to our communities and our state. DURING PUBLIC COMMENT HEARING: Ms. Robinson read into the record the letter provided by Ms. Jane Clarenbach. The entire letter from Ms. Clarenbach is included above.	**Arkansas Department of Education are bound by the requirements of the law as currently written. Any requests for removal of gifted and talented programs from those laws and rules that may be exempted should be made to the Arkansas General Assembly.**
12/30/2014	Davis Hendricks, Legislative Advocate, AGATE	My concern is about the approval about waivers for G/T programs. Section 8.00 of the rules, Mandatory Compliance with Existing Law and 8.01.1 states that an approved school of innovation shall ensure that the same health, safety, civil rights, and disability rights requirements are in place as those that apply to all other public schools. By allowing G/T waivers, the process is in direct conflict with 8.01. The law that mandates G/T education is based in providing for civil rights of students with special needs – specifically students identified as gifted and talented and therefore	**Comment considered. The District of Innovation Program took effect on April 4, 2013 with the passage of Act 601 of 2013. Act 601 of 2013 is now codified at Ark. Code Ann. § 6-15-2801 et seq. The law allows for districts of innovation to obtain necessary exemptions from laws, rules, and local policies. Under the law, the only law that cannot be exempted or modified is the Teacher Fair Dismissal Act of 1983. The Arkansas Department of Education Rules Governing Schools of Innovation are based on the requirements of the law and have been in place since June 22, 2014.**

		requiring differentiated programming. To allow schools and districts to waive the statutory requirement is to deny those students their rights to appropriate educational experiences provided by those programs. We respectfully request that the guidelines be amended to remove the waivers as it applies to mandated programs for gifted and talented students so that there is no contradiction within the guidelines and to ensure that schools of innovation will provide appropriate services to identify gifted and talented students. Also, we request that provisions for services for gifted and talented students provided within those applications for schools of innovation be approved by the Office of Gifted and Talented within the Arkansas Department of Education. It is never too late to fix something to right a wrong.	**The only proposed revisions to the existing rules are found in Sections 6.03.1 and 8.01.10.** **As noted above, the law allows school districts to request exemptions from laws, rules, and local policies. The State Board of Education and the Arkansas Department of Education are bound by the requirements of the law as currently written. Any requests for removal of gifted and talented programs from those laws and rules that may be exempted should be made to the Arkansas General Assembly.**
12/30/2014	Alicia Cotabish, President, Arkansas Association of Gifted Education Administrators (AAGEA)	I would like to express concern regarding the waivers that could be granted for gifted and talented services in districts approved to function as schools of innovation. Under the rules, specifically, 8.01.1 addressing civil rights, the language fails to recognize the right of students identified as gifted and talented and by allowing schools of innovation to waiver out of gifted and talented services would essentially be the same as allowing schools to waiver out of special education services, which is not going to happen. The ADE requires identified gifted students to be served and requires certified, licensed gifted and talented teachers to teach these students. The state would be contradicting itself to allow these waivers. On behalf of the members of AAGEA, consisting of more than 100 administrators across the state, we formally request that no such	**Comment considered. The District of Innovation Program took effect on April 4, 2013 with the passage of Act 601 of 2013. Act 601 of 2013 is now codified at Ark. Code Ann. § 6-15-2801 et seq. The law allows for districts of innovation to obtain necessary exemptions from laws, rules, and local policies. Under the law, the only law that cannot be exempted or modified is the Teacher Fair Dismissal Act of 1983. The Arkansas Department of Education Rules Governing Schools of Innovation are based on the requirements of the law and have been in place since June 22, 2014. The only proposed revisions to the existing rules are found in Sections 6.03.1 and 8.01.10.** **As noted above, the law allows school districts to request exemptions from laws, rules, and local**

		waiver be granted and that there needs to be at least one highly qualified, G/T trained representative of the schools of innovation approval community who is capable of scrutinizing each and every application to make sure gifted children are not being adversely affected. Parallel to that request, we are asking that G/T waivers not be granted to schools of innovation. Without that filter, I fear the state will inadvertently harm gifted children.	**policies. The State Board of Education and the Arkansas Department of Education are bound by the requirements of the law as currently written. Any requests for removal of gifted and talented programs from those laws and rules that may be exempted should be made to the Arkansas General Assembly.**