



AGENDA
STATE BOARD OF EDUCATION

October 13, 2016

Arkansas Department of Education

ADE Auditorium

10:00 AM

I. Call to Order

II. Consent Agenda

1. Minutes 10

Presenter: Deborah Coffman

2. Review of Loan and Bond Applications 23

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 3 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 and Amy Woody

3. Newly Employed, Promotions and Separations 32

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

Presenter: Greg Rogers and Clemetta Hood

4. Consideration of Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. § 6-17-309 33

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 163 school districts covering a total of 586 waivers. There were also requests for long-term substitutes from 41 school districts requesting a total of 77 waivers for long-term substitutes. These requests have been reviewed, were either approved or denied by Department staff, and are consistent with program guidelines.

Presenter: Ivy Pfeffer

5. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-099 – David Wesley Waddell Violation of Standard 8. An educator refrains from using, possessing and/or being under the influence of alcohol or unauthorized drugs/substances and/or possessing items prohibited by law, or possessing or using tobacco or tobacco-related products while on

school premises or at school-sponsored activities involving students. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a three (3) year suspension; assess a \$100.00 fine; require participation in an alcohol treatment program, provide monthly attendance information to the PLSB on a quarterly basis; provide proof of successful completion of the alcohol treatment program to PLSB; and, provide a written statement from a licensed counselor indicating that he is fit to return to classroom. All completed by end of the suspension period. Mr. Waddell did not respond within the required period.

Presenter: Eric James

6. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-088 - Keresia Lorraine Jones
Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a permanent license revocation. Ms. Jones, through her attorney, accepted the recommendation on August 28, 2016.

Presenter: Eric James

7. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-096 – Mary Lorene Horton
Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom.
Violation of Standard 2. An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board issue a written reprimand,; assess a \$50.00 fine; require completion of ArkansasIDEAS coursework, ERC15037 Recognizing and Reporting Child Abuse: Training for Arkansas Reporters; submit a written reflection to PLSB concerning how the training will impact future activities as a professional educator and mandated reporter; training to

be completed within sixty (60) days of State Board's final order; all costs paid by the educator. Ms. Horton accepted the recommendation on August 16, 2016.

Presenter: Eric James

8. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-101 - Mallory Dawn Rorie

Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a one (1) year suspension; assess a \$100.00 fine; require thirteen (13) hours of coursework through ArkansasIDEAS classes HWB14002 Act 1236 of 2011: Child Maltreatment (January/2014) and IAD14492 Classroom Management: Building Effective Relationships 2nd Ed.; require a written reflection for each class, addressing how the training will impact future relationships with students both in and outside the classroom; the training and written reflections to be completed within ninety (90) days of State Board's final order; all costs paid by the educator. Ms. Rorie, through her attorney, accepted the recommendation on August 16, 2016.

Presenter: Eric James

9. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-109 – Ruby Jean Fowler

Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board issue a written warning. Ms. Fowler, through her attorney, accepted the recommendation on August 26, 2016.

Presenter: Eric James

10. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-119 – Debra Ann Duford

Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom.

Violation of Standard 2. An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position. Violation of Standard 3. An educator honestly fulfills reporting obligations associated with professional practices. Violation of Standard 7. An educator maintains the confidentiality of information about students and colleagues obtained in the course of the educator's professional services that is protected under state law or regulations, federal law or regulations, or the written policies of the educator's school district, unless disclosure serves a professional purpose as allowed or required by law or regulations. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board issue a written warning. Ms. Duford, through her attorney, accepted the recommendation on August 5, 2016.

Presenter: Eric James

11. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-120 – Christopher M. Horne

Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom.

Violation of Standard 2. An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a one (1) year suspension; assess a \$100.00 fine; require training through ArkansasIDEAS courses IAD14492 Classroom Management: Building Effective Relationships and IAD14519 Understanding Student Motivation, 2nd Ed.; require a written reflection for each course addressing how the training will impact future classroom conduct and interaction with students; the training and written reflections are to be completed by the end of suspension period; all costs paid by the educator. Mr. Horne did not respond within the required thirty (30) day period.

Presenter: Eric James

12. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-131 – Jeremy E. Ellis

Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom.

Violation of Standard 2. An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board issue a written warning. Mr. Ellis did not respond within the required thirty (30) day period.

Presenter: Eric James

13. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-134 – Annette Susan Queck

Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board issue a written reprimand; assess a \$50.00 fine; require training through ArkansasIDEAS, courses IAD14492 Classroom Management: Building Effective Relationships, 2nd Ed., and IAD14491 Classroom Management: Managing Challenging Behavior; training to be completed and written reflections submitted within ninety (90) days of the State Board's final order; all costs paid by the educator. Ms. Queck did not respond within the required thirty (30) day period.

Presenter: Eric James

III. Action Agenda A. 10:00am

Time: 10:00

1. Consideration of Resolution for Arkansas School Bus Safety Week, October 17-21, 2016

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The State Board of Education recognizes October 17-21, 2016, as Arkansas School Bus Safety Week. Special guests Ms. Susie Everett, representing Everett Buick GMC, Ms. Michelle Cadle and Ms. Trina

Kuklaw, representing Arkansas PTA, and Mr. Tom Farmer, representing Bryant School District, have been instrumental in the Flashing Red. Kids Ahead. campaign.

Presenter: Mike Simmons

2. Consideration of Resolution for Arkansas Safe School Week, October 16-22, 2016 78

The State Board of Education recognizes October 16-22, 2016, as Arkansas Safe Schools Week.

Presenter: Dr. Cheryl May, Director for Arkansas Center for School Safety

3. Consideration of Petition for Minimum School District Size Waiver filed by the Strong-Huttig School District 79

The Strong-Huttig School District had fewer than 350 students in the two years immediately preceding the current school year.

Consequently, Ark. Code Ann. § 6-13-1603 requires the District to be consolidated with or annexed to another school district unless the State Board grants the District's petition for a minimum school district size waiver pursuant to Ark. Code Ann. § 6-13-1613. The State Board shall grant the petition for waiver if the District demonstrates the several factors set forth in § 6-13-1613.

Presenter: Lori Freno

4. District Request for Waivers Granted to Open-Enrollment Charters: Hope School District 136

Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. Representatives of the Hope School District are appearing before the Board with a petition for waivers.

Presenter: Mary Perry

5. District Request for Waivers Granted to Open-Enrollment Charters: Kirby School District 145

Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment

public charter schools that serve students who reside in the school district. Representatives of the Kirby School District are appearing before the Board with a petition for waivers.

Presenter: Mary Perry

6. Consideration of Recommendation to Adopt Art: Content Knowledge (5134) Replacing Art: Content and Analysis (5135) to Accommodate Test Takers 158

Educational Testing Service (ETS) offers two art content assessments: Praxis® Art: Content Knowledge (5134) and Praxis® Art: Content and Analysis (5135). See attachments for each test's Study Companion. The Praxis® Art: Content and Analysis (5135) is the current art content test adopted for Arkansas educator licensure in Art (K-12). It has 85 selected-response (multiple choice) questions and three (3) constructed-response (written discussion) questions and is offered four (4) testing periods a year (March, June, September, and December). The Praxis® Art: Content Knowledge (5134) has 120 selected-response questions and is offered every month (12 testing periods a year). To accommodate the art licensure test being offered more frequently, the Department recommends adopting the Praxis® Art: Content Knowledge (5134) with a cut score of 158 effective October 1, 2016. The Department recommends allowing candidates to take either the 5134 or 5135 until December 31, 2016.

Presenter: Joan Luneau

7. Consideration of Waiver Request for Teaching License – Sean F. Steiger

Sean F. Steiger is seeking a first time teaching license. On July 21, 2016, the Department notified Mr. Steiger that he was ineligible for licensure and employment in an Arkansas public school based on a disqualifying offense enumerated in Ark. Code Ann. § 6-17-410. Mr. Steiger requested a waiver of the disqualifying offense. The Department recommends that the State Board grant the waiver request. Mr. Steiger represents himself.

Presenter: Jennifer Liwo

IV. Action Agenda B 1:00pm

1. Consideration for Next Steps for the Little Rock Area Public Education Stakeholder Group 161

The Stakeholder Group received information regarding research firms and are requesting guidance from the State Board on next steps.

Presenter: Stakeholder Group

2. Consideration for early start time on November 10, 2016.

Presenter: Mireya Reith, Chair

V. Reports

1. Little Rock School District

Presenter: Michael Poore

2. 2016-17 Novice Teacher and Beginning Administrator Mentoring Overview 186

The Office of Educator Effectiveness will provide a report on the enhancements and updates to the novice teacher and beginning administrator mentoring systems. A brief overview is attached.

Presenter: Sandra Hurst

3. Educator Preparation Praxis Core Report 190

As a prerequisite to licensure, Arkansas candidates must demonstrate that they meet the requirement of basic skills, pedagogical, and content-area knowledge. The Praxis Core has been adopted by the State Board of Education as the assessment for demonstrating basic skills. The attached report represents three years of pass rate data for the Praxis Core Academic Skills for Educators: Reading (5712), Praxis Core Academic Skills for Educators: Writing (5722), and Praxis Core Academic Skills for Educators: Math (5732). Pass rates are not disaggregated by EPP, since educator preparation providers (EPP) do not prepare test takers for the Praxis Core. All skills assessed in the Praxis Core tests have been identified as needed for college and career readiness in reading, writing, and math.

Presenter: Ivy Pfeffer

VI. Adjournment

Minutes
State Board of Education Meeting
Thursday, September 8, 2016

The State Board of Education met Thursday, September 8, 2016, in the Arkansas Department of Education Auditorium. Chair Mireya Reith called the meeting to order at 10:10 a.m.

Present: Mireya Reith, Chair; Dr. Jay Barth, Vice-Chair; Dr. Fitz Hill; Joe Black; Diane Zook; Ouida Newton; Brett Williamson; Charisse Dean; Megan Ables, 2016 Teacher of the Year; and Johnny Key, Commissioner.

Absent: Susan Chambers.

Chair Reith reminded the Board that September is Take your Legislator to School month.

Consent Agenda

Dr. Barth moved, seconded by Mr. Black, to approve the consent agenda, less items 10 and 11. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes – August 11, 2016
- Minutes – August 12, 2016
- Newly Employed, Promotions and Separations
- Consideration of 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 #16-092 – Don W. Fate
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-111 – Jim Edward Elser
- End-Of-Semester Reviews of Open-Enrollment Public Charter Schools in the Initial Year of Operation: Capital City Lighthouse, Haas Hall Academy (Bentonville), Ozark Montessori, and Rockbridge Montessori
- Consideration of 2016 Charter Report
- Consideration of 2015-2016 Education Renewal Zones Report
- Consideration of PCSSD Community Advisory Board Vacancy

Action Agenda

Consent Items 10 and 11 moved to the Action Agenda:

Consideration of the Recommendation of the Department for Recognition of Private Organizations as an Accrediting Association for the Purpose of Establishing Private School Eligibility for the Succeed Scholarship Program

Deputy General Counsel Ms. Courtney Salas-Ford said Ark. Code Ann. § 6-41-803(b)(1) required that a private school meet the accreditation requirements set by an accrediting association recognized by the State Board for eligibility in the Succeed Scholarship Program. She recommended the State Board recognize the American Montessori Society and AdvancED as accrediting associations for purposes of Ark. Code Ann. 6-41-803(b)(1), private school eligibility for the Succeed Scholarship Program. She said any student with an Individualized Education Program (IEP) was eligible for the program. Ms. Salas-Ford said she spoke to each student's parents that applied for the scholarship.

Reform Alliance Executive Director Ms. Katie Clifford said payments are made monthly. She said the Reform Alliance does not receive any funds for being the third party in this process. She said the receiving schools are seeking to provide special education services that meet the needs of the identified students.

Ms. Zook moved to approve AdvancED only. The motion failed for lack of second.

Mr. Williamson moved, seconded by Ms. Newton, to table the item until later in the agenda. The motion carried unanimously.

After additional conversation during the lunch work session, the Board asked final questions for clarification.

Assistant Commissioner of Fiscal and Administrative Services Mr. Greg Rogers said one check from ADE was sent to the third party. The third party then issues a check to the parent, the parent endorses the check, and the third party delivers the monthly payment directly to the private entity.

After some discussion the Board decided to consider the accrediting associations independently.

Dr. Barth moved, seconded by Ms. Zook, to approve AdvancEd as an accrediting association for the purpose of establishing private school eligibility for the Succeed Scholarship Program. The motion carried unanimously.

Mr. Williamson moved, seconded by Ms. Newton, to approve the American Montessori Society as an accrediting association for the purpose of establishing private school eligibility for the Succeed Scholarship Program. Dr. Barth and Ms. Zook voted no. The final vote was 5-2. The motion carried.

Consideration of the Recommendation of the Department for Recognition of Nationally Recognized, Norm-referenced Tests for the Purpose of Establishing Private School Eligibility for the Succeed Scholarship Program

Deputy General Counsel Ms. Courtney Salas-Ford said Ark. Code Ann. § 6-41-803(d) required that a private school administer or make provisions for a participating student to take a nationally recognized, norm-referenced test established by the State Board.

Assessment Director Ms. Hope Allen said her office could work with the school to provide assessment training as requested. She said a norm-referenced assessment was normed for a bell curve.

Dr. Barth moved, seconded by Ms. Newton, to table the item until later in the agenda. The motion carried unanimously.

After additional conversation during the lunch work session, the Board asked final questions for clarification.

Dr. Barth moved, seconded by Ms. Newton, to approve the recognition of nationally recognized, norm-referenced tests for the purpose of establishing private school eligibility for the Succeed Scholarship Program. The motion carried unanimously.

A-1 Consideration of the Department of Education Recommendation for Waiver from Repayment of NBPTS Program Funding – Monica Colbert

Assistant Commissioner of Educator Effectiveness and Licensure Ms. Ivy Pfeffer said Monica Colbert was a licensed educator who received funding under the Rules Governing Eligibility and Financial Incentives for National Board for Professional Teaching Standards Candidacy and Certification Program, but did not complete certification within a three-year time period. Ms. Colbert has requested a waiver from her obligation to repay NBPTS Program funding in the amount of \$1,375.00. Based on extenuating circumstances, the Department recommended that the State Board waive the requirement for repayment of NBPTS Program funding.

Dr. Barth moved, seconded by Mr. Williamson, to waive the requirement for repayment of NBPTS Program funding for Ms. Monica Colbert. The motion carried unanimously.

A-2 Consideration of the Department of Education Recommendation for Waiver from Repayment of NBPTS Program Funding – Cindy Hallmark

Action Item 2 was pulled from the agenda.

A-3 Consideration of the Department of Education Recommendation for Waiver from Repayment of NBPTS Program Funding – Sita Montgomery

Action Item 3 was pulled from the agenda.

A-4 Consideration of the Department of Education Recommendation for Waiver from Repayment of NBPTS Program Funding – Todd Musgraves

Assistant Commissioner of Educator Effectiveness and Licensure Ms. Ivy Pfeffer said Mr. Todd Musgraves requested a waiver from his obligation to repay NBPTS Program funding in the amount of \$1,250.00. Based on extenuating circumstances, the Department recommended that the State Board waive the requirement for repayment of NBPTS Program funding.

Mr. Williamson moved, seconded by Dr. Hill, to waive the requirement for repayment of NBPTS Program funding for Mr. Todd Musgraves. The motion carried unanimously.

A-5 Consideration of the Department of Education Recommendation for Waiver from Repayment of NBPTS Program Funding – Jodi Staten

Assistant Commissioner of Educator Effectiveness and Licensure Ms. Ivy Pfeffer said Ms. Jodi Staten requested a waiver from her obligation to repay NBPTS Program funding in the amount of \$1,250.00. Based on extenuating circumstances, the Department recommended that the State Board waive the requirement for repayment of NBPTS Program funding.

Ms. Newton moved, seconded by Mr. Williamson, to waive the requirement for repayment of NBPTS Program funding for Ms. Jodi Staten. The motion carried unanimously.

A-6 Consideration of the Department of Education Recommendation for Waiver from Repayment of NBPTS Program Funding – Trina Walls

Assistant Commissioner of Educator Effectiveness and Licensure Ms. Ivy Pfeffer said Ms. Trina Walls requested a waiver from her obligation to repay NBPTS Program funding in the amount of \$2,500.00. Based on extenuating circumstances, the Department recommended that the State Board waive the requirement for repayment of NBPTS Program funding.

Ms. Dean moved, seconded by Mr. Black, to waive the requirement for repayment of NBPTS Program funding for Ms. Trina Walls. The motion carried unanimously.

A-7 Consideration of the Department of Education Recommendation for Waiver from Repayment of NBPTS Program Funding – Casey Weisenbach

Assistant Commissioner of Educator Effectiveness and Licensure Ms. Ivy Pfeffer said Ms. Casey Weisenbach requested a waiver from her obligation to repay NBPTS Program funding in the amount of \$1,250.00. Based on extenuating circumstances, the Department recommended that the State Board waive the requirement for repayment of NBPTS Program funding.

Ms. Zook moved, seconded by Ms. Dean, to waive the requirement for repayment of NBPTS Program funding for Ms. Casey Weisenbach. The motion carried unanimously.

A-8 Consideration of Embedded Courses

Public School Program Coordinator Mr. Thomas Coy said Act 421 of 2013 allowed curriculum frameworks from two (2) separate courses to be taught in a single course, known as a combined or embedded course. He requested the State Board approve the embedded courses, English 10 with Oral Communication, for West Fork School District and Alpena School District with the understanding that when the curriculum frameworks for one of the courses are revised, a new course approval request must be submitted to the State Board of Education and approval must be granted before a school would be allowed to offer the embedded courses.

Dr. Barth moved, seconded by Ms. Zook, to grant approval for the embedded courses for West Fork School District and Alpena School District. The motion carried unanimously.

A-9 Consideration of Appeal from Denial of School Choice Application - Sims

Action Item 9 was pulled from the agenda.

A-10 Consideration of the Charter Authorizing Panel Decision on the Open-Enrollment Public Charter School Application: Lockesburg STEM Academy, Lockesburg, Arkansas

Charter School Director Ms. Alexandra Boyd said the Charter Authorizing Panel denied the application.

Dr. Barth moved, seconded by Ms. Newton, to not review the Charter Authorizing Panel decision on the Open-Enrollment Public Charter School application for the Lockesburg STEM Academy, Lockesburg, Arkansas. The motion carried unanimously.

A-11 Consideration of the Charter Authorizing Panel Decision on the Open-Enrollment Public Charter School Application: Paron Charter School, Paron, Arkansas

Charter School Director Ms. Alexandra Boyd said the Charter Authorizing Panel denied the application.

Dr. Barth moved, seconded by Ms. Dean, to not review the Charter Authorizing Panel decision on the Open-Enrollment Public Charter School application for the Paron Charter School, Paron, Arkansas. Ms. Newton voted no. The final vote was 6-1. The motion carried.

Request to Add Additional Items to the Action Agenda

Staff Attorney Ms. Jennifer Davis requested to add an action item to the agenda to consider a waiver for the Hot Springs School District.

Ms. Newton moved, seconded by Dr. Hill, to add an action item to the agenda to consider a waiver for the Hot Springs School District. The motion carried unanimously.

Staff Attorney Ms. Jennifer Davis also requested to add an action item to the agenda to consider a previous item regarding Ms. Ashley Nelson.

Dr. Barth moved, seconded by Ms. Dean, to add an action item to the agenda to consider a previous item regarding Ms. Ashley Nelson. The motion carried unanimously.

Consideration of Long-Term Substitute for the Hot Springs School District

Assistant Commissioner of Educator Effectiveness and Licensure Ms. Ivy Pfeffer said Arkansas Code Annotated §6-17-309 required local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. She said the Hot Springs School District was requesting a long-term substitute to fill an emergency vacancy for a new position needed for special education. She said due to the nature of the new position, the district needed the Board's approval prior to the October meeting. She said while current rules required a long-term substitute teacher to hold a bachelor's degree, the candidate for the position was currently a student teacher in the final semester of completing her K-12 Special Education degree and licensure requirements. Ms. Pfeffer said the university would continue to support Ms. Mikala Koller.

Ms. Newton moved, seconded by Mr. Black, to approve the waiver for the Hot Springs School District for Ms. Mikala Koller. The motion carried unanimously.

**Consideration of Recommendation of the Office of Educator Effectiveness,
National Board for Professional Teaching Standards for Suspension of License –
Ashley Nelson**

On August 11, 2016, the State Board pulled the action item from the agenda. Staff Attorney Ms. Jennifer Davis said Ms. Ashley Nelson had paid in full and the Department requested the item now be pulled from the agenda because the payment was made and therefore the original request for consideration of suspension of license was no longer required. She said the issue had been resolved. She said the reason the Board was asked to reconsider this item was to complete the process and to make the record final for Ms. Nelson.

**A-12 Consideration of the Charter Authorizing Panel Decision on the Open-
Enrollment Charter School Amendments: Ozark Montessori Academy**

Charter School Director Ms. Alexandra Boyd said the Charter Authorizing Panel approved the amendment request.

Ms. Newton moved, seconded by Mr. Williamson, to not review the Charter Authorizing Panel decision on the Open-Enrollment Charter School amendments for the Ozark Montessori Academy. The motion carried unanimously.

**A-13 Consideration of the Charter Authorizing Panel Decision on the Open-
Enrollment Public Charter School Application: Classical Academy of Fayetteville,
or Farmington, Arkansas**

Charter School Director Ms. Alexandra Boyd said the Charter Authorizing Panel denied the application. She said the applicant did not desire to move forward with the application at this time.

Ms. Dean moved, seconded by Dr. Barth, to not review the Charter Authorizing Panel decision on the Open-Enrollment Public Charter School application for the Classical Academy of Fayetteville or Farmington, Arkansas. The motion carried unanimously.

**A-14 District Request for Waivers Granted to Open-Enrollment Charters:
Smackover-Norphlet School District**

Division of Learning Services Coordinator Ms. Mary Perry said Act 1240 of 2015 allowed a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. She said the waiver request was for five (5) years.

Smackover-Norphlet School District Curriculum Director Ms. Jennifer Lee said the district previously requested a voluntary annexation that has been very successful for the students. She requested a waiver from teacher licensure so that the district may hire qualified personnel during the time the educators are working on the requirements for their teaching licenses.

Smackover-Norphlet School District Superintendent Mr. Dave Wilcox said the district has educators nearing retirement and he was concerned about replacing those educators.

Ms. Lee said the district has joined in a partnership with a local university to recruit more educators to the education profession.

Mr. Williamson moved, seconded by Ms. Zook, to approve the waivers granted to Open-Enrollment Charters for the Smackover-Norphlet School District. Dr. Barth voted no. The final vote was 6-1. The motion carried.

A-15 District Request for Waivers Granted to Open-Enrollment Charters: Pine Bluff School District

Division of Learning Services Coordinator Ms. Mary Perry said Act 1240 of 2015 allowed a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district.

Pine Bluff School District Human Capital and Evaluation Officer Mr. Dexter Lee said the University of Arkansas at Pine Bluff (UAPB) was experiencing a decline in enrollment in the education preparation program. He said the Pine Bluff School District currently had fifteen (15) teaching vacancies with eight (8) of those positions being filled by long-term substitutes. He said the school board passed a resolution in support of the waivers. He said he was developing a teacher recruitment plan.

Pine Bluff School District Superintendent Dr. Michael Robinson said the district was seeking qualified applicants to fill the vacancies. He said he had questions regarding the waiver but he did not delay the waver request. Dr. Robinson said the district was in the process of training school administrators in Data Wise to build the capacity for a collaborative leadership model. He said a mentoring process has been put into place for all new educators to the district. He said the district would hire certified educators first but he wanted content experts in classrooms instead of substitutes.

Pine Bluff School District School Improvement Officer Ms. Alesia Smith said the district recruited potential teachers from many universities in state and out of state. She said the new teacher induction program began with three (3) initial days and monthly follow-up. She said the district school improvement specialists and the co-op specialists were providing additional support to teachers. She said the district enrollment has increased.

Assistant Commissioner of Educator Effectiveness and Licensure Ms. Ivy Pfeffer said all new teachers are required to be enrolled in the teacher-mentoring project under the Teacher Excellence and Support System (TESS). She said long-term substitutes are not included in that support. She shared data regarding the UAPB educator preparation program.

School Improvement Director Dr. Richard Wilde said he would be in favor of the waivers as a short-term solution to the teaching shortage. He said he had asked the district to examine the data before making the request to the Board. He said a reduction in force was put into place at the end of the last school year. He said any educator that was qualified to fill a vacancy would have been called back first.

Ms. Dean moved, seconded by Mr. Black, to grant the district request for waivers granted to Open-Enrollment Charters for the Pine Bluff School District. Dr. Barth voted no. The final vote was 6-1. The motion carried.

Adjournment

Ms. Dean moved, seconded by Mr. Williamson, to adjourn. The motion carried unanimously. The meeting adjourned at 3:21 p.m.

Minutes recorded by Deborah Coffman.

Minutes
State Board of Education Meeting
September 9, 2016

The State Board of Education met Friday, September 9, 2016, in the Arkansas Department of Education Auditorium. Chair Mireya Reith called the meeting to order at 9:00 am.

Present: Mireya Reith, Chair; Dr. Jay Barth, Vice-Chair; Dr. Fitz Hill; Joe Black; Diane Zook; Ouida Newton; Brett Williamson; Charisse Dean; Meghan Ables, 2016 Teacher of the Year; and Johnny Key, Commissioner.

Absent: Susan Chambers.

Reports

Report-1 Chair's Report

Chair Reith thanked the Board members and stakeholders for participating in the Deeper Learning work session last night. She shared a recent opportunity to work with the University of Arkansas pre-service teachers on multi-cultural opportunities for students. She encouraged all Board members to attend the Community Listening Forums. The complete list of locations, dates and times for the Community Listening Forums are available on the ADE website at <http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act-essa>.

Ms. Newton said she was very excited about the opportunity of the Every Student Succeeds Act (ESSA). She encouraged all Arkansans to attend a Community Listening Forum and let their voice be heard. She said the committee needed to hear from everyone.

Dr. Barth encouraged everyone to review the science courses and community feedback survey opportunity on the ADE website at <http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/arkansas-k-12-science-standards/arkansas-k-12-science-standards-public-comment-survey>. He said the National Association of State Boards of Education (NASBE) would host the annual conference in Kansas City, MO on October 19-22, 2016.

Ms. Zook has been visiting area schools about how the new school year is progressing. She said the North Central Education Service Cooperative was very excited to host a Community Listening Forum. She said the U.S. Secretary of Education Mr. John King would be in North Little Rock on Thursday, September 15 to visit a preschool.

Report-2 Commissioner's Report

No report

Report-3 Vision for Excellence in Education and Arkansas Accountability System Steering Committee Report

Special Projects Director Ms. Tina Smith said the first steering committee was held on August 31, 2016. She said the meeting was an opportunity to meet the steering committee members and to gain a general overview of the Every Student Succeeds Act (ESSA). She said the steering committee wanted to hear from all Arkansans. She said steering committee members plan to attend the community listening forums. She said some steering committee members also plan to serve as ambassadors and conduct additional listening forums. She said the first surveys have closed and the data are posted on the ADE website at <http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act-essa/stay-informed-archive>. She said a new survey is posted at <http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act-essa>.

Report-4 Little Rock Area Public Education Stakeholder Group Report

Little Rock Area Public Education Stakeholder Group Vice Chair Mr. Jim McKenzie said the first quarter report was submitted. He said the first meeting of the stakeholder group was held on June 6, 2016. He said superintendents and charter directors for schools in the identified area were invited to present to the group. He said Ms. Dana Dossett, Director of Community Programs for the City of Little Rock, presented the City's Master Plan for Youth. He said the stakeholder group reviewed maps of the area including current and historical demographics. He said Deputy Policy Director for the Center on Reinventing Public Education (CRPE) Dr. Jordan Posamentier was preparing a proposal for review. He said the group might need additional research firms in order to provide recommendations to the State Board. He said the next meeting was scheduled for September 26, 2016 at 5:00 p.m. in the ADE auditorium.

Report-5 2016 Arkansas Teacher of the Year Report

2016 Arkansas Teacher of the Year Ms. Meghan Ables shared pictures from her recent visits to Arkansas schools. She said she was writing a blog after each school visit. She said the innovative schools are flexible and are utilizing flexible scheduling to provide choice to students. She highlighted that some schools are also using flexible seating to

meet the needs of students. She said professional learning through Twitter was beneficial to educators.

Ms. Ables said she would be participating in the Arkansas Leadership Academy. She will be visiting more schools during September. She said the Regional Teacher of the Year celebration would be held at the Capitol on Wednesday, September 28, 2016.

Report-6 2016-2017 Arkansas Leadership Quest Report

Assistant Commissioner of Educator Effectiveness and Licensure Ms. Ivy Pfeffer said the Arkansas Leadership Quest was an opportunity to support school leaders. She said to build the knowledge and skills of building-level instructional leaders across Arkansas, the Arkansas Department of Education (ADE) was awarded a grant through the Southern Regional Education Board (SREB). She said grant funds were being used to develop a multi-tiered system of support focused on specific principal needs, customized to five regions of the state, and aligned to Arkansas's Teacher Excellence and Support System (TESS) and Leader Excellence and Development System (LEADS) and other School Improvement work. In Tier 1 support, professional learning communities of building level leaders focus on a pathway of learning, customized for each co-op region. In Tier 2 support, individual and small group coaching would be provided within a region. In Tier 3 support, intensive, individualized support is provided.

Ms. Pfeffer said this opportunity has culminated in Arkansas's Leadership Quest, a unique opportunity for principal leadership, growth and development. She said a quest was divided into journeys. She said currently four (4) quests, with three (3) journeys in each quest, have been developed.

Leadership Development Coach Ms. Rocci Malone said six support coaches are working to provide the multi-tiered support to principals. She said 26 lead principals from 15 education cooperatives are leading the regional work. She said these leaders are discussing how to put best practices in place in Arkansas schools. She said the Quest team was collaborating with Team Digital and BloomBoard. Ms. Malone invited State Board Members to the co-op meetings.

Report-7 My School Info

Assistant Commissioner of Research and Technology Dr. Eric Saunders provided an overview of the new My School Info tool. He said the tool was in beta version at this time with plans to release in November. He asked the Board members to consider a work session on Wednesday, November 9, 2016. The Board agreed to the work session.

Adjournment

Ms. Dean moved, seconded by Dr. Barth, to adjourn. The motion carried unanimously. The meeting adjourned at 10:48 am.

Minutes recorded by Deborah Coffman.

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
OCTOBER 13, 2016
APPLICATIONS FOR REVOLVING LOANS**

REVOLVING LOAN APPLICATIONS:

1	School Bus	\$	92,612.00
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1		\$	92,612.00

**SCHOOL DISTRICT FINANCIAL TRANSACTIONS
 REVOLVING LOANS
 SCHOOL BUS
 RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Decatur	Benton	582.78	\$92,612.00	8.80%	\$4,682,612	Purchasing a new 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
OCTOBER 13, 2016
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

2 2nd Lien	\$	4,910,000.00
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2	\$	4,910,000.00

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

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Parkers Chapel	Union	787.35	\$2,070,000	20.99%	\$13,412,335	Constructing, refurbishing, remodeling and equipping school facilities (\$2,002,320); and cost of issuance and underwriter's discount allowance (\$67,680).
Russellville	Pope	5197.47	\$2,840,000	8.34%	\$73,250,000	Erecting and equipping new school facilities and making additions and improvements to existing school facilities (\$2,750,000); and cost of issuance (\$90,000).

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
OCTOBER 13, 2016
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

2 Voted	\$	49,270,000.00
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2	\$	49,270,000.00

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

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Sheridan	Grant	4,129.36	\$31,215,000	16.48%	\$51,039,327	An addition and renovations to the Sheridan High School; improvements to the Sheridan Intermediate School; constructing a new East End Middle School; addition, improvements and renovations to the Sheridan Middle School; renovating the Sheridan High School auditorium and band room improvements; safety and security upgrades to four elementary schools; Sheridan High School and Elementary School accessibility upgrades; furnishings, equipment and technology (\$30,500,000); and cost of issuance and underwriter's discount allowance (\$715,000). Any remaining funds may be used for other capital projects and equipment purchases.
Van Buren	Crawford	5,808.59	\$18,055,000	18.49%	\$79,130,000	Refunding the District's bonds dated 11/1/2010A (\$1,625,000), 6/1/2011 (\$3,075,000), 7/1/2011 (\$3,810,000), and 9/1/2011 (\$1,090,000); erecting and equipping new school facilities and making additions and improvements to existing facilities (\$8,000,000); and cost of issuance (\$455,000).



NEWLY EMPLOYED FOR THE PERIOD OF August 16, 2016 – September 16, 2016

William “Dan” Davis – Information Systems Business Analyst, Grade C122, Division of Research and Technology, Technical Support, effective 09/12/16.

Teresa Ramboo – Public School Program Advisor, Grade C122, Division of Public School Accountability, School Improvement, effective 08/29/16.

Sandra Rothenberger – Administrative Specialist II, Grade C109, Division of Educator Effectiveness and Licensure, Child Nutrition, effective 08/29/16.

Kim Wright – Public School Program Advisor, Grade C122, Division of Public School Accountability, School Improvement, effective 09/12/16.

PROMOTIONS/DEMOTIONS/LATERALTRANSFERS FOR THE PERIOD OF August 16, 2016 – September 16, 2016

***Courtney Salas-Ford from an Attorney Supervisor, Grade C127, Central Administration, Legal Services, to an ADE Special Advisor, Grade N908, Central Administration, Legal Services, effective 08/24/16. Promotion**

Melinda Stem from an Administrative Specialist III, Grade C112, Division of Public School Accountability, Federal Programs, to a Grants Analyst, Grade C117, Central Administration, Computer Sciences, effective 09/12/16. Promotion

SEPARATIONS FOR THE PERIOD OF August 16, 2016 – September 16, 2016

Tara Amuimuia – Education Investigator, Grade C121, Division of Educator Effectiveness and Licensure, Professional Licensure Standards Board (PLSB), effective 08/19/16. 6 Years, 6 months, 21 days. 01

Kathryn Bates – Accounting Coordinator, Grade C121, Division of Research and Technology, APSCN, effective 08/19/16. 0 Years, 0 months, 1 day. 01

Vicki Canard – ADE APSCN Field Analyst, Grade C121, Division of Research and Technology, APSCN, effective 08/31/16. 8 Years, 10 months, 9 days. 01

***Al Morgan – ADE APSCN Field Analyst, Grade C121, Division of Research and Technology, APSCN, effective 09/09/16. 5 Years, 5 months, 11 days. 01**

Richard Myrick – Public School Program Advisor, Grade C122, Division of Public School Accountability, School Improvement, effective 08/19/16. 0 Years, 2 months, 9 days. 01

Heather Newsam – Public School Program Advisor, Grade C122, Division of Educator Effectiveness and Licensure, Educator Preparation, effective 08/30/16. 2 Years, 1 month, 20 days. 01

Bryan Presley – Education Investigator, Grade C121, Division of Educator Effectiveness and Licensure, PLSB, effective 09/16/16. 2 Years, 11 months, 9 days. 01

***Junelle Sanders – ADE APSCN Field Analyst, Grade C121, Division of Research and Technology, APSCN, effective 09/02/16. 16 Years, 7 months, 22 days. Death**

***Minority**

AASIS Codes:

01 – Voluntary

Additional Licensure Waiver Requests
2016 - 2017 School Year
October State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
	Academics Plus Charter School	1	GILLEY, AMIE	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	16-17	Granted
1701000	ALMA SCHOOL DISTRICT	2	COLLINS, KEVIN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 222-Marketing Tech 7-12, 410-Career Academy Endorsement 7-12, 250-Business Technology 4-12	528	528-Computer Science 4-12	15-16 16-17	Granted
			REDO, ANNA	131-General Science 7-12, 169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12	257	257-Middle School Science 4-8	16-17	Granted
CS	AR School for the Blind	5	HOLLEY, ROBERT	170-Life/Earth Science 7-12, 6530-Chemistry 9-12, 6545-Physical Science 7-12	254, 255	254-Middle School Math 4-8, 255-Middle School English 4-8	16-17 16-17	Granted Granted
			LINDER, JENNIFER	107-Grade 5-6 Endorsement (P-4) 5-6, 234-Special Ed Visual Specialist 4-12, 001-Early Childhood Education PK-4, 232-Special Ed Visual Specialist PK-4, 276-Build Level Admin P-12	288	288-Guid & Counseling K-12	15-16 16-17	Granted
			RING, LAUREN	001-Early Childhood Education PK-4	284	284-Sp Ed Visual K-12	15-16 16-17	Granted
			WOLTERS, ASHLEY	001-Early Childhood Education PK-4, 253-Elementary K-6	284	284-Sp Ed Visual K-12	15-16 16-17	Granted
			GRAY, JESSICA	001-Early Childhood Education PK-4	530	530-Special Education Resource Elementary K-6	16-17	Granted
	ARCH FORD EDUCATION SERVICE COOPERATIVE	2	SOLIS, JANET	002-Middle Childhood Lang Arts/SS 4-8, 004-Spanish 7-12, 168-Middle Childhood Science/Math 4-8, 302-Building Level Administrator 5-12, 308-ESL 7-12, 313-Build Administrator 7-12, 307-ESL PK-8	252	252-ECH/SP. ED. INTEG B-K	16-17	Granted
1002000	ARKADELPHIA SCHOOL DISTRICT	3	FRAZIER, JILLIAN	002-Middle Childhood Lang Arts/SS 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	16-17	Granted
			RASH, TERAH	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	135	135-Physics 7-12	16-17	Granted
			YELVERTON, PATRICIA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 16-17	Granted

Additional Licensure Waiver Requests
2016 - 2017 School Year
October State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
	Arkansas Connections Academy	3	BAILEY, SUSAN	002-Middle Childhood Lang Arts/SS 4-8, 107-Grade 5-6 Endorsement (P-4) 5-6, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8, 254-Middle School Math 4-8	200	200-Mathematics 7-12	16-17	Granted
			CRISTARELLA, KIMBERLY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 224-Business Tech 4-8, 001-Early Childhood Education PK-4, 247-ESL K-12	289	289-Gifted & Talented K-12	16-17	Granted
			CURIEL, MELISSA	001-Early Childhood Education PK-4, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	166	166-Eng Lang Arts 7-12	16-17	Granted
34	ARKANSAS RIVER EDUCATIONAL SERVICE COOPERATIVE	5	BUTLER, SHERICE	001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	15-16 16-17	Granted
			DONHAM, SHERYL	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 16-17	Granted
			HARDCASTLE, MARQUITA	001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	16-17	Granted
			MCCLOUD, KAWANA	001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	15-16 16-17	Granted
			WILLIAMS, ASHLEY	001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	15-16 16-17	Granted
6043700	ARKANSAS VIRTUAL ACADEMY	3	MCDONALD, JESSICA	001-Early Childhood Education PK-4	230, 231	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	14-15 16-17	Denied
			SWAIN, TEAGAN	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
4701000	ARMOREL SCHOOL DISTRICT	3	HAZELWOOD, BRITTANY	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	254	254-Middle School Math 4-8	16-17	Granted
			HUGHES, REBECCA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
			KORTAN, HUNTER	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	200	200-Mathematics 7-12	16-17	Granted

Additional Licensure Waiver Requests
2016 - 2017 School Year
October State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
4101000	ASHDOWN SCHOOL DISTRICT	5	HENRY, ALICIA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 413-Career Ser Special Population 7-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
			OWINGS, ANGELA	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	167	167-Social Studies 7-12	16-17	Granted
			SHEPPARD, JULIE	166-Eng Lang Arts 7-12, 302-Building Level Administrator 5-12, 313-Build Administrator 7-12, 4040-Journalism 7-12, 311-District Administrator PK-12, 312-Build Administrator PK-8	265	265-Vocal Music K-12	16-17	Granted
			SURBER, SUSAN	167-Social Studies 7-12, 184-Elementary 1-6, 230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	259	259-Art K-12	15-16 16-17	Granted
			WEATHERL, JESSICA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
320301000	BALD KNOB SCHOOL DISTRICT	3	ANDERSON, SHELLY	001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	15-16 16-17	Denied
			JOHNSON, TERESA	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	16-17	Granted
			ROBERSON, ANGELA	002-Middle Childhood Lang Arts/SS 4-8	258	258-Special Education K-12	16-17	Granted
5401000	BARTON-LEXA SCHOOL DISTRICT	3	BRYANT, CATHERINE	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4, 239-Curr/Prog Admin (Curr) PK-12	289	289-Gifted & Talented K-12	15-16 16-17	Granted
			COMET JR, JAMES	082-Secondary Physical Education 7-12, 200-Mathematics 7-12, 4510-Mathematics 5-8, 4511-Applied Math I 7-12, 4512-Applied Math II 7-12, 4515-Pre-Algebra 5-8, 4546-Transitional Math 9-12	167	167-Social Studies 7-12	16-17	Granted
			MILLER, MONIQUE	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12	288	288-Guid & Counseling K-12	14-15 15-16 16-17	Granted
3201000	BATESVILLE SCHOOL DISTRICT	7	COX, KRISTI	111-Middle School Mathematics 5-8, 159-Middle School Social Studies 5-8, 184-Elementary 1-6, 231-Special Ed Ech Inst Specialist PK-4, 282-Curr/Prog Admin (Spec Ed) P-12	282	282-Curr/Prog Admin (Spec Ed) P-12	15-16 16-17	Granted
			HEADLEY, SHANA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted

Additional Licensure Waiver Requests
2016 - 2017 School Year
October State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
3201000	BATESVILLE SCHOOL DISTRICT	7	HUMPHREY, SARAH	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
			MCMINN, JAMIE	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	15-16 16-17	Granted
			MERGY, MELISSA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4, 419-Grade 5/6 Business Tech Endors 5-6	258	258-Special Education K-12	16-17	Granted
			RUSSELL, BUFFY	214-Family & Con Sci 4-8, 215-Family & Con Sci 7-12, 230-Special Ed Inst Specialist 4-12, 296-Lib Media Sci 7-12, 231-Special Ed Ech Inst Specialist PK-4, 295-Lib Media Sci PK-8	289	289-Gifted & Talented K-12	16-17	Denied
			SHIPMAN, MIQUELA	167-Social Studies 7-12	258	258-Special Education K-12	16-17	Granted
5201000	BEARDEN SCHOOL DISTRICT	4	BARNER, KELLI	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	269	269-Physical Science 7-12	15-16 16-17	Granted
			GRICE, AMANDA	002-Middle Childhood Lang Arts/SS 4-8, 159-Middle School Social Studies 5-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6	200	200-Mathematics 7-12	13-14 16-17	Denied
			RAY, AMY	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	262, 265	262-Instrumental Music K-12, 265-Vocal Music K-12	16-17 16-17	Granted Granted
7302000	BEEBE SCHOOL DISTRICT	8	CHURCHWELL, MEGAN	222-Marketing Tech 7-12, 224-Business Tech 4-8, 225-Business Tech 7-12, 250-Business Technology 4-12	276	276-Build Level Admin P-12	16-17	Granted
			DODGE, DAVID	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	288	288-Guid & Counseling K-12	15-16 16-17	Granted
			JONES, AMBER	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16 16-17	Granted
			LANGLEY, HANNAH	002-Middle Childhood Lang Arts/SS 4-8	258	258-Special Education K-12	16-17	Granted
			MCAFEE, JAYMIE	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	14-15 15-16 16-17	Granted

Additional Licensure Waiver Requests
2016 - 2017 School Year
October State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
7302000	BEEBE SCHOOL DISTRICT	8	TREADWAY, JULIA	300-Guid & Counseling 7-12, 001-Early Childhood Education PK-4, 299-Guid & Counseling PK-8	276	276-Build Level Admin P-12	15-16 16-17	Granted
			UNDERWOOD II, STEPHEN	167-Social Studies 7-12, 293-Coaching 7-12, 256-Middle School Social Studies 4-8, 271-Coaching K-12	255	255-Middle School English 4-8	16-17	Granted
			WHITAKER, CARLY	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
0401000	BENTONVILLE SCHOOL DISTRICT	1	DOLLAR, KELLY	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4, 276-Build Level Admin P-12	282	282-Curr/Prog Admin (Spec Ed) P-12	16-17	Granted
0801000	BERRYVILLE SCHOOL DISTRICT	4	MAY-GAMBOA, ANAMARIA	710-Spanish K-12	247	247-ESL K-12	15-16 16-17	Granted
			MILLER, SHAWNA	257-Middle School Science 4-8, 268-Life Science 7-12, 269-Physical Science 7-12	200	200-Mathematics 7-12	16-17	Granted
			MITCHELL, BETHANY	166-Eng Lang Arts 7-12, 288-Guid & Counseling K-12	255, 256	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	16-17 16-17	Granted Granted
3001000	BISMARCK SCHOOL DISTRICT	1	CORLEY, MARY	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	15-16 16-17	Granted
	Black River Technical College	1	MCCORD, MISSY		412	412-Career Preparation Endorsement 7-12	16-17	Denied
4201000	BOONEVILLE SCHOOL DISTRICT	4	FISHER, SARAH	001-Early Childhood Education PK-4, 286-Library Media Spec K-12	255	255-Middle School English 4-8	16-17	Granted
			MCLEAN, THOMAS	166-Eng Lang Arts 7-12	258	258-Special Education K-12	15-16 16-17	Granted
			STRINGER, HEATHER	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	253	253-Elementary K-6	15-16 16-17	Granted
			WILSON, TEENA	184-Elementary 1-6	258	258-Special Education K-12	15-16 16-17	Granted
6303000	BRYANT SCHOOL DISTRICT	14	ARMSTRONG, TARA	159-Middle School Social Studies 5-8, 184-Elementary 1-6, 230-Special Ed Inst Specialist 4-12, 302-Building Level Administrator 5-12, 313-Build Administrator 7-12, 231-Special Ed Ech Inst Specialist PK-4, 312-Build Administrator PK-8	282	282-Curr/Prog Admin (Spec Ed) P-12	15-16 16-17	Granted
			BENNETT, KYLEIGH	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
6303000	BRYANT SCHOOL DISTRICT	14	BREWER, TIMOTHY	254-Middle School Math 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	15-16 16-17	Granted
			BROWN, VICKI	184-Elementary 1-6	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
			CONTORNO, JENNIFER	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
			GIBSON, CARLEE	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
			HAMBY, MARDELL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6, 276-Build Level Admin P-12	247	247-ESL K-12	16-17	Granted
			LUCY, LESLI	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15 15-16 16-17	Granted
			POLKE, KERRI	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	16-17	Granted
			PRESCOTT, WILLIAM	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8, 271-Coaching K-12	258	258-Special Education K-12	16-17	Granted
			ROBERTSON, LONYA	292-Special Ed Hearing Specialist 4-12, 302-Building Level Administrator 5-12, 313-Build Administrator 7-12, 291-Special Ed Hearing Specialist PK-4, 312-Build Administrator PK-8	258	258-Special Education K-12	16-17	Granted
			RUSSELL, MALARIE	166-Eng Lang Arts 7-12	258	258-Special Education K-12	15-16 16-17	Granted
			WATKINS, JENNIFER	204-Vocal Music 7-12, 203-Vocal Music PK-8, 276-Build Level Admin P-12	288	288-Guid & Counseling K-12	16-17	Granted
			WATKINS, NATHAN	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	16-17	Granted
1605000	BUFFALO IS. CENTRAL SCH. DIST.	2	GARDNER, MARY	001-Early Childhood Education PK-4, 255-Middle School English 4-8, 247-ESL K-12	256	256-Middle School Social Studies 4-8	16-17	Granted
			NIX, BRYANNA	268-Life Science 7-12	133	133-Chemistry 7-12	16-17	Granted
4901000	CADDO HILLS SCHOOL DISTRICT	2	MCDOWELL, MIKAYLA	159-Middle School Social Studies 5-8, 184-Elementary 1-6, 306-Gift & Talented 7-12, 305-Gift & Talented PK-8	530	530-Special Education Resource Elementary K-6	16-17	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
4901000	CADDO HILLS SCHOOL DISTRICT	2	SQUIRES, BRANDI	166-Eng Lang Arts 7-12, 167-Social Studies 7-12	289	289-Gifted & Talented K-12	16-17	Granted
3301000	CALICO ROCK SCHOOL DISTRICT	1	IVY, RICHARD	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	200	200-Mathematics 7-12	15-16 16-17	Denied
4303000	CARLISLE SCHOOL DISTRICT	6	BERNHARDT, PHILLIP	500-P. E. & HEALTH K-12	500	500-P. E. & HEALTH K-12	16-17	Granted
			FORTNER, ANDREA	056-Middle School English 5-8, 086-Middle School Physical Edu 5-8, 159-Middle School Social Studies 5-8, 184-Elementary 1-6	288	288-Guid & Counseling K-12	15-16 16-17	Granted
			HANKS, CARLA	111-Middle School Mathematics 5-8, 184-Elementary 1-6	286	286-Library Media Spec K-12	15-16 16-17	Granted
			HEARN, LINDY	001-Early Childhood Education PK-4	256, 257	256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	16-17 16-17	Granted Granted
			SHAW, EMILY	139-Middle School Science 5-8, 184-Elementary 1-6	288	288-Guid & Counseling K-12	16-17	Granted
6802000	CAVE CITY SCHOOL DISTRICT	1	ASBERRY, REBEKAH	268-Life Science 7-12, 269-Physical Science 7-12	200	200-Mathematics 7-12	15-16 16-17	Denied
3212000	CEDAR RIDGE SCHOOL DISTRICT	2	MORGAN, EMMA	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	16-17	Granted
			TRAMMEL, ERICA	056-Middle School English 5-8, 184-Elementary 1-6	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 16-17	Granted
1702000	CEDARVILLE SCHOOL DISTRICT	4	BREWER, STEPHANIE	139-Middle School Science 5-8, 159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	530	530-Special Education Resource Elementary K-6	16-17	Granted
			GRIFFINO, LAUREN	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	250	250-Business Technology 4-12	16-17	Granted
			HARRELL, KATHRYN	036-Business Ed/Voc Endors 7-12, 225-Business Tech 7-12, 4511-Applied Math I 7-12, 4512-Applied Math II 7-12, 9042-Work Place Readiness 7-12, 250-Business Technology 4-12	289	289-Gifted & Talented K-12	16-17	Granted
			HOLLAND, CHRISTOPHER	271-Coaching K-12, 500-P. E. & HEALTH K-12	250	250-Business Technology 4-12	16-17	Granted
4802000	CLARENDON SCHOOL DISTRICT	4	DAVIS, DANIELLE	001-Early Childhood Education PK-4	230, 231	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 16-17	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
4802000	CLARENDON SCHOOL DISTRICT	4	DAVIS, DANIELLE	001-Early Childhood Education PK-4	230, 231	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 16-17	Granted
			MEEK, STEVEN	087-Coaching 7-12, 150-Social Studies 7-12, 271-Coaching K-12	276	276-Build Level Admin P-12	15-16 16-17	Granted
			NICHOLS, KATHERINE	139-Middle School Science 5-8, 159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
3601000	CLARKSVILLE SCHOOL DISTRICT	4	FULTZ, SHARLA	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	289	289-Gifted & Talented K-12	16-17	Granted
			GOODWIN, CHRISTOPHER	166-Eng Lang Arts 7-12	247	247-ESL K-12	16-17	Granted
			SOSEBEE, SHELLEY	004-Spanish 7-12, 006-French 7-12, 166-Eng Lang Arts 7-12	302	302-Building Level Administrator 5-12	16-17	Denied
			YATES, ANGELIQUE	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
1305000	CLEVELAND COUNTY SCHOOL DISTRICT	4	GUILLORY, MONA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	253	253-Elementary K-6	16-17	Granted
			HOPSON, AMANDA	183-Elementary K-6 K-6, 184-Elementary 1-6, 001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
			JACKSON, CASIE	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
			REED, ELIZABETH	001-Early Childhood Education PK-4	259	259-Art K-12	16-17	Granted
7102000	CLINTON SCHOOL DISTRICT	3	HALL, RITA	183-Elementary K-6 K-6, 308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	530	530-Special Education Resource Elementary K-6	16-17	Granted
			HUNTER, MONICA	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	530	530-Special Education Resource Elementary K-6	16-17	Granted
			MEELER-JONES, JENNY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	288	288-Guid & Counseling K-12	14-15 15-16 16-17	Granted
1201000	CONCORD SCHOOL DISTRICT	4	BEDNAR, CONNIE	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Denied
			CARR, BRITTNEY	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	253	253-Elementary K-6	16-17	Denied

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1201000	CONCORD SCHOOL DISTRICT	4	FRAZIER, LINDSEY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	276	276-Build Level Admin P-12	15-16 16-17	Denied
			WILLIAMS, MARY	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4, 419-Grade 5/6 Business Tech Endors 5-6	286	286-Library Media Spec K-12	14-15 15-16 16-17	Granted
0302000	COTTER SCHOOL DISTRICT	7	BYRD, ANNIE		428	428-Special Ed. Resource-Math 7-12	16-17	Denied
			EDMONSON, BRADLEY	002-Middle Childhood Lang Arts/SS 4-8, 167-Social Studies 7-12, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
			FINIGAN, CANDYE	255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	427	427-Special Ed. Resource-Eng. Lang. Arts 7-12	16-17	Granted
			LEE, ROBBIE	114-Speech 7-12, 166-Eng Lang Arts 7-12, 250-Business Technology 4-12	412, 418	412-Career Preparation Endorsement 7-12, 418-Career Development 4-8	16-17	Granted
			RISLEY, EMMA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
			THORNTON, HEATHER	224-Business Tech 4-8, 225-Business Tech 7-12, 411-Career Orientation Endorsement 7-12, 418-Career Development 4-8, 250-Business Technology 4-12	288	288-Guid & Counseling K-12	16-17	Granted
0201000	CROSSETT SCHOOL DISTRICT	6	BURNETT, CARI	268-Life Science 7-12	254	254-Middle School Math 4-8	16-17	Granted
			CANADY, JAMES	271-Coaching K-12, 500-P. E. & HEALTH K-12	256	256-Middle School Social Studies 4-8	16-17	Granted
			GIBSON, WENDALL	131-General Science 7-12, 170-Life/Earth Science 7-12, 403-Secondary Principal 5-12	269	269-Physical Science 7-12	15-16 16-17	Granted
			HOGUE, BLAKE	271-Coaching K-12, 500-P. E. & HEALTH K-12	257	257-Middle School Science 4-8	16-17	Granted
			RICHARDSON, CHELSEA	271-Coaching K-12, 500-P. E. & HEALTH K-12	258	258-Special Education K-12	16-17	Granted
			STEPHENSON, KRISTY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6	288	288-Guid & Counseling K-12	16-17	Granted
	CROWLEY'S RIDGE ESC	3	PEARSON, TARA	001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	16-17	Denied

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
	CROWLEY'S RIDGE ESC	3	ROGERS, LESLEY	258-Special Education K-12	519	519-Age 3-4 Special Education endorsement P-K	16-17	Denied
			WALTERS, KATI	001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	16-17	Denied
7503000	DANVILLE SCHOOL DISTRICT	8	BAGULEY, LISA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 276-Build Level Admin P-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Denied
			COLLINS, DEANNA	236-PE/Wellness/Leisure 7-12, 417-Driver Education Endorsement 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	258	258-Special Education K-12	16-17	Granted
			FARRIS, KRISTEN	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	16-17	Granted
			FRANK, KYLE	200-Mathematics 7-12	528	528-Computer Science 4-12	16-17	Granted
			MENDEZ, PATRICIA	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	200	200-Mathematics 7-12	16-17	Granted
			STORM, CHRISTIAN	169-Phys/Earth Science 7-12	200	200-Mathematics 7-12	16-17	Granted
			WHITLOW, JOY	001-Early Childhood Education PK-4, 254-Middle School Math 4-8, 255-Middle School English 4-8, 257-Middle School Science 4-8	254	254-Middle School Math 4-8	14-15 16-17	Granted
			WHITTEN, RACHEL	167-Social Studies 7-12	258	258-Special Education K-12	15-16 16-17	Granted
7504000	DARDANELLE SCHOOL DISTRICT	5	MENDOZA, NICHOLAS	500-P. E. & HEALTH K-12	256	256-Middle School Social Studies 4-8	16-17	Granted
			PFEIFER, BROOKE	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
			STOKES, ABIGAIL	254-Middle School Math 4-8	254	254-Middle School Math 4-8	16-17	Denied
			VEGA, CHRYSTAL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	418, 250	418-Career Development 4-8, 250-Business Technology 4-12	16-17 16-17	Granted Denied
0402000	DECATUR SCHOOL DISTRICT	5	BENTON, MEGAN	167-Social Studies 7-12	258	258-Special Education K-12	16-17	Granted
			CARTER, ALLYSON	001-Early Childhood Education PK-4, 247-ESL K-12	286	286-Library Media Spec K-12	16-17	Granted
			KRUEGER, LINDSAY	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	258	258-Special Education K-12	16-17	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
0402000	DECATUR SCHOOL DISTRICT	5	MELTON, JEFFREY	268-Life Science 7-12	254	254-Middle School Math 4-8	16-17	Granted
			VORE, ADAM	257-Middle School Science 4-8	167	167-Social Studies 7-12	16-17	Granted
5106000	DEER/MT. JUDEA SCHOOL DISTRICT	4	DAVIS, SCARLETT	250-Business Technology 4-12, 254-Middle School Math 4-8, 255-Middle School English 4-8	200	200-Mathematics 7-12	16-17	Granted
			KING, MELISSA	056-Middle School English 5-8, 159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 298-Reading Specialist 7-12, 302-Building Level Administrator 5-12, 322-Curr/Prog Admin (Curr) 7-12, 001-Early Childhood Education PK-4, 239-Curr/Prog Admin (Curr) PK-12, 297-Reading Specialist PK-8, 312-Build Administrator PK-8, 321-Curr/Prog Admin (Curr) PK-8, 419-Grade 5/6 Business Tech Endors 5-6	529	529-American Sign Language K-12	16-17	Granted
			WINDEL, KENYA	166-Eng Lang Arts 7-12, 4040-Journalism 7-12	286	286-Library Media Spec K-12	16-17	Granted
			WINDEL, NATHAN	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12	528	528-Computer Science 4-12	15-16 16-17	Granted
0901000	DERMOTT SCHOOL DISTRICT	4	CASHION, ELIZABETH	167-Social Studies 7-12, 412-Career Preparation Endorsement 7-12	418	418-Career Development 4-8	16-17	Granted
			HARDIN, HEATHER	200-Mathematics 7-12, 239-Curr/Prog Admin (Curr) PK-12	276	276-Build Level Admin P-12	16-17	Granted
			HARTLEY, PATRICIA	002-Middle Childhood Lang Arts/SS 4-8, 111-Middle School Mathematics 5-8, 139-Middle School Science 5-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6, 209-Algebra 1 Endorsement 8-8	288	288-Guid & Counseling K-12	16-17	Granted
			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 15-16 16-17	Granted
5901000	DES ARC SCHOOL DISTRICT	3	HARDY, STEPHANIE	054-Journalism 7-12, 166-Eng Lang Arts 7-12, 4060-Drama 7-12, 7010a-Arkansas History 7-8	114	114-Speech 7-12	16-17	Granted
			MILHOLEN, DOUGLAS	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	15-16 16-17	Granted
			MOTE, SAVANNA	254-Middle School Math 4-8, 257-Middle School Science 4-8	200	200-Mathematics 7-12	16-17	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
0101000	DEWITT SCHOOL DISTRICT	6	CARR, STACY	202-Art 7-12, 201-Art PK-8	255	255-Middle School English 4-8	16-17	Granted
			CLIFTON, JENNIFER	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
			GUIDEN, KEANE	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	257	257-Middle School Science 4-8	16-17	Granted
			ISOM, KRYSTAL	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Denied
			MILLER, CHARLEY	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Denied
			SMITH, HUNTER	269-Physical Science 7-12	200	200-Mathematics 7-12	16-17	Granted
3102000	DIERKS SCHOOL DISTRICT	3	ALEXANDER, KEVIN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 271-Coaching K-12	200	200-Mathematics 7-12	15-16 16-17	Granted
			PARSONS, WENDY	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
			QUINN, KACI	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
5802000	DOVER SCHOOL DISTRICT	2	POWERS, SUSAN	166-Eng Lang Arts 7-12, 167-Social Studies 7-12, 215-Family & Con Sci 7-12	427	427-Special Ed. Resource-Eng. Lang. Arts 7-12	16-17 16-17	Granted Granted
2202000	DREW CENTRAL SCHOOL DISTRICT	2	DENSMORE, SHAWNA	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	288	288-Guid & Counseling K-12	16-17	Granted
			MCCONE, KRISTIN	167-Social Studies 7-12	288	288-Guid & Counseling K-12	15-16 16-17	Granted
2104000	DUMAS SCHOOL DISTRICT	4	PATTON, BROOK	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
			SERGEANT, KANECHIA	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	16-17	Granted
			SIMPSON, CICELY	081-Health Education 7-12, 082-Secondary Physical Education 7-12, 087-Coaching 7-12, 271-Coaching K-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
			WINN, LEZEME	167-Social Studies 7-12, 236-PE/Wellness/Leisure 7-12	276	276-Build Level Admin P-12	15-16 16-17	Granted
5301000	EAST END SCHOOL DISTRICT	4	CROW, DAMITRA	184-Elementary 1-6, 001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	16-17	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
5301000	EAST END SCHOOL DISTRICT	4	REBER, BRITTNEE	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
			SQUIRES, AMY	004-Spanish 7-12, 003-Spanish PK-8	258	258-Special Education K-12	16-17	Granted
			WEAVER, CASEY	001-Early Childhood Education PK-4	530	530-Special Education Resource Elementary K-6	16-17	Granted
5608000	EAST POINSETT CO. SCHOOL DIST.	4	HICKS, TERRI	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
			SMITH, CAREY	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	14-15 15-16 16-17	Denied
			WEATHERS, BRIAN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 293-Coaching 7-12, 271-Coaching K-12	276	276-Build Level Admin P-12	15-16 16-17	Granted
			WILLIAMS, KATHERINE	001-Early Childhood Education PK-4	253	253-Elementary K-6	16-17	Granted
7001000	EL DORADO SCHOOL DISTRICT	1	DAVIS, ASHLEY	167-Social Studies 7-12	410	410-Career Academy Endorsement 7-12	16-17	Granted
7201000	ELKINS SCHOOL DISTRICT	3	CHADICK, KARLA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 16-17	Granted
			HOLCOMB, SHANNON	159-Middle School Social Studies 5-8, 184-Elementary 1-6	258	258-Special Education K-12	16-17	Granted
			SMITH, LAURA	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
1408000	EMERSON-TAYLOR-BRADLEY SCHOOL DISTRICT	5	FRENCH, CHARLI	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
			HANSON, ROBIN	166-Eng Lang Arts 7-12, 237-Gifted & Talented K-12	259	259-Art K-12	16-17	Granted
			KEY, STEPHANIE	001-Early Childhood Education PK-4	253	253-Elementary K-6	16-17	Granted
			WATSON, THOMAS	200-Mathematics 7-12	167	167-Social Studies 7-12	16-17	Granted
			WATSON, AMANDA	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12, 218-Agri Sci & Tech 7-12, 289-Gifted & Talented K-12	200	200-Mathematics 7-12	16-17	Granted
0802000	ESTEM PUBLIC CHARTER SCHOOL	2	SIMON, REBECCA	001-Early Childhood Education PK-4, 253-Elementary K-6	530	530-Special Education Resource Elementary K-6	16-17	Granted
			SPEARS, JULIE	001-Early Childhood Education PK-4	247	247-ESL K-12	16-17	Granted
0802000	EUREKA SPRINGS SCHOOL DISTRICT	1	ECKMAN, MATTHEW	218-Agri Sci & Tech 7-12	258	258-Special Education K-12	16-17	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
7202000	FARMINGTON SCHOOL DISTRICT	4	GOOCH, MICHELLE	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	16-17	Granted
			HILL, KRISTIE	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
			HOWERTON, SAMMIE	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
			SISEMORE, LAURA	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
	FIRST STEP, INC.	1	PASQUITH, SOVOLA	256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	16-17	Granted
4501000	FLIPPIN SCHOOL DISTRICT	2	GILLEY, AMY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	280	280-Curriculum Prog Adm/Curriculum P-12	15-16 16-17	Denied
			ROBSON, AMY	250-Business Technology 4-12	418	418-Career Development 4-8	16-17	Granted
2002000	FORDYCE SCHOOL DISTRICT	3	CHILDRESS, GLENDA	184-Elementary 1-6, 230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	282	282-Curr/Prog Admin (Spec Ed) P-12	14-15 15-16 16-17	Granted
			RICE, NIKKI	166-Eng Lang Arts 7-12, 296-Lib Media Sci 7-12, 295-Lib Media Sci PK-8	288	288-Guid & Counseling K-12	15-16 16-17	Granted
			WILSON, JEROME	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 257-Middle School Science 4-8, 271-Coaching K-12	135	135-Physics 7-12	16-17	Granted
4102000	FOREMAN SCHOOL DISTRICT	2	GAULDIN, TRACI	166-Eng Lang Arts 7-12, 167-Social Studies 7-12, 412-Career Preparation Endorsement 7-12, 287-Reading K-12	286	286-Library Media Spec K-12	16-17	Granted
			YOUNG, MICHELLE	200-Mathematics 7-12, 225-Business Tech 7-12, 413-Career Ser Special Population 7-12, 250-Business Technology 4-12	288	288-Guid & Counseling K-12	15-16 16-17	Granted
6201000	FORREST CITY SCHOOL DISTRICT	2	LINDSEY, SUSAN	159-Middle School Social Studies 5-8, 184-Elementary 1-6	289	289-Gifted & Talented K-12	15-16 16-17	Granted
			WINSTON, LENORA	159-Middle School Social Studies 5-8, 184-Elementary 1-6	289	289-Gifted & Talented K-12	15-16 16-17	Granted
	FORRESTER DAVIS DEVELOPMENT CENTER	2	JAMES, KAYLA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 16-17	Granted
			PARKER, PATRICIA	218-Agri Sci & Tech 7-12	258	258-Special Education K-12	15-16 16-17	Granted

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4603000	FOUKE SCHOOL DISTRICT	1	SMITH, RYAN	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256	256-Middle School Social Studies 4-8	16-17	Granted
2602000	FOUNTAIN LAKE SCHOOL DISTRICT	1	WHITE, KRISTEN	002-Middle Childhood Lang Arts/SS 4-8, 166-Eng Lang Arts 7-12, 168-Middle Childhood Science/Math 4-8	289	289-Gifted & Talented K-12	16-17	Granted
	FRIENDSHIP COMMUNITY CARE	1	MORGAN, AMANDA	265-Vocal Music K-12	252	252-ECH/SP. ED. INTEG B-K	16-17	Granted
4602000	GENOA CENTRAL SCHOOL DISTRICT	1	CROW, TOMMIE	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	15-16 16-17	Granted
0403000	GENTRY SCHOOL DISTRICT	4	DUNCAN, CASSIE	167-Social Studies 7-12	258	258-Special Education K-12	15-16 16-17	Granted
			HOCKENBERRY, KATINA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	16-17	Granted
			MILLSAP, COURTNEY	271-Coaching K-12, 500-P. E. & HEALTH K-12	258	258-Special Education K-12	15-16 16-17	Granted
			SIMMONS, JO	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
0803000	GREEN FOREST SCHOOL DISTRICT	4	ARNOLD, TONYA	001-Early Childhood Education PK-4, 247-ESL K-12	258	258-Special Education K-12	16-17	Granted
			ATCHLEY, DESIREE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6, 204-Vocal Music 7-12, 302-Building Level Administrator 5-12, 308-ESL 7-12, 313-Build Administrator 7-12, 203-Vocal Music PK-8, 307-ESL PK-8, 312-Build Administrator PK-8, 241-Educational Examiner K-12	258	258-Special Education K-12	15-16 16-17	Granted
			FRENCH, CHARLISA	202-Art 7-12, 201-Art PK-8, 247-ESL K-12	255	255-Middle School English 4-8	16-17	Granted
			SMITH, SARAH	167-Social Studies 7-12	289	289-Gifted & Talented K-12	16-17	Granted
2303000	GREENBRIER SCHOOL DISTRICT	6	BARNARD, REBECCA	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16 16-17	Granted
			DUNLAP, MANDI	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	276	276-Build Level Admin P-12	15-16 16-17	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
2303000	GREENBRIER SCHOOL DISTRICT	6	GRIFFIN, LINDSAY	183-Elementary K-6 K-6, 298-Reading Specialist 7-12, 001-Early Childhood Education PK-4, 297-Reading Specialist PK-8	276	276-Build Level Admin P-12	16-17	Granted
			SHIRLEY, PAMELA	081-Health Education 7-12, 082-Secondary Physical Education 7-12, 166-Eng Lang Arts 7-12, 230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4, 253-Elementary K-6	254	254-Middle School Math 4-8	16-17	Granted
			WALLACE, JULIE	298-Reading Specialist 7-12, 001-Early Childhood Education PK-4, 297-Reading Specialist PK-8	276	276-Build Level Admin P-12	16-17	Granted
			WHITLEY, ALEX	001-Early Childhood Education PK-4	259	259-Art K-12	16-17	Granted
2807000 CO	GREENE COUNTY TECH SCHOOL DISTRICT	4	GAZAWAY, JESSICA	202-Art 7-12, 201-Art PK-8	289	289-Gifted & Talented K-12	14-15 15-16 16-17	Granted
			MITCHELL, MARTIN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 500-P. E. & HEALTH K-12	258	258-Special Education K-12	15-16 16-17	Granted
			SMITH, MICHAEL	087-Coaching 7-12, 167-Social Studies 7-12, 271-Coaching K-12	258	258-Special Education K-12	16-17	Granted
			YEAGER, KENDRA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
7204000	GREENLAND SCHOOL DISTRICT	2	HARDIN, ALEXANDER	206-Instrumental Music 7-12, 205-Instrumental Music PK-8	528	528-Computer Science 4-12	16-17	Denied
			ROBINSON, PATRIA	001-Early Childhood Education PK-4, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	15-16 16-17	Granted
6602000	GREENWOOD SCHOOL DISTRICT	7	BULL, DEREK	001-Early Childhood Education PK-4	530	530-Special Education Resource Elementary K-6	16-17	Granted
			BURCHFIELD, SARAH	166-Eng Lang Arts 7-12	258	258-Special Education K-12	15-16 16-17	Granted
			EWING, MEGAN	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	16-17	Granted
			MCCAIN, LYNDA	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	530	530-Special Education Resource Elementary K-6	16-17	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
6602000	GREENWOOD SCHOOL DISTRICT	7	ROBBINS, MICHELLE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	428	428-Special Ed. Resource-Math 7-12	16-17	Granted
			STANFILL, HAYLEY	166-Eng Lang Arts 7-12	427	427-Special Ed. Resource-Eng. Lang. Arts 7-12	16-17	Granted
			WINTERS, CRISTIN	254-Middle School Math 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	15-16 16-17	Granted
0203000	HAMBURG SCHOOL DISTRICT	4	EMORY, LAURA	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8, 258-Special Education K-12	258	258-Special Education K-12	15-16 16-17	Granted
			GILL, MAMYE	001-Early Childhood Education PK-4	257	257-Middle School Science 4-8	16-17	Granted
			MORPHIS, CHRISTOPHER	002-Middle Childhood Lang Arts/SS 4-8, 167-Social Studies 7-12, 168-Middle Childhood Science/Math 4-8, 228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	200	200-Mathematics 7-12	15-16 16-17	Granted
			OWENS, AUDRA	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
6304000	HARMONY GROVE SCH DIST(SALINE)	3	HENLEY, JILLIAN	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16 16-17	Granted
			MCPAHAN, SLOANE	271-Coaching K-12, 500-P. E. & HEALTH K-12	135	135-Physics 7-12	16-17	Granted
			SMITH, JOSHUA	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	257	257-Middle School Science 4-8	16-17	Granted
5205000	HARMONY GROVE SCHOOL DISTRICT (OUACHITA)	1	CLIFT, KIMBERLEE	114-Speech 7-12, 166-Eng Lang Arts 7-12	286	286-Library Media Spec K-12	16-17	Granted
5602000	HARRISBURG SCHOOL DISTRICT	3	BUCHANAN, CHRISTY	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	288	288-Guid & Counseling K-12	16-17	Granted
			COOPER, CHARLENE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 255-Middle School English 4-8	258	258-Special Education K-12	15-16 16-17	Granted
			STONECIPHER, EMALY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 419-Grade 5/6 Business Tech Endors 5-6	258	258-Special Education K-12	15-16 16-17	Granted
0503000	HARRISON SCHOOL DISTRICT	11	ARNOLD, MARY	184-Elementary 1-6, 299-Guid & Counseling PK-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted

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0503000	HARRISON SCHOOL DISTRICT	11	BURNS, KIRA	166-Eng Lang Arts 7-12, 167-Social Studies 7-12, 253-Elementary K-6, 254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	16-17	Granted
			DIRST, SHELLEY	166-Eng Lang Arts 7-12, 4050-Oral Communications 7-12	255	255-Middle School English 4-8	14-15 15-16 16-17	Granted
			ELLISON, DORIS	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 183-Elementary K-6 K-6, 276-Build Level Admin P-12	280	280-Curriculum Prog Adm/Curriculum P-12	15-16 16-17	Denied
			GREENHAW, KEARSTIN	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
			GRIPKA, AMANDA	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	15-16 16-17	Granted
			HURTT, JUSTIN	200-Mathematics 7-12, 225-Business Tech 7-12, 250-Business Technology 4-12	254	254-Middle School Math 4-8	16-17	Granted
			LIEBLONG, ERIN	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	289	289-Gifted & Talented K-12	15-16 16-17	Granted
			LISKO, JACOB	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	12-13 16-17	Denied
			MENDEZ, RACHAEL	254-Middle School Math 4-8, 256-Middle School Social Studies 4-8	253	253-Elementary K-6	15-16 16-17	Denied
			RATCHFORD, LEIGHA	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	15-16 16-17	Denied
5903000	HAZEN SCHOOL DISTRICT	9	CREASEY, JOHNNA	204-Vocal Music 7-12, 206-Instrumental Music 7-12, 203-Vocal Music PK-8, 205-Instrumental Music PK-8	114	114-Speech 7-12	16-17	Granted
			GREENWALT, SUMMER	255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	16-17	Granted
			HUTSON III, RICHARD	167-Social Studies 7-12, 411-Career Orientation Endorsement 7-12	256	256-Middle School Social Studies 4-8	16-17	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
5903000	HAZEN SCHOOL DISTRICT	9	KREMER, KAREN	166-Eng Lang Arts 7-12	054	054-Journalism 7-12	16-17	Denied
			LEE, TAMMIE	131-General Science 7-12, 170-Life/Earth Science 7-12, 6527-Applied Bio/Chem I 7-12, 6528-Applied Bio/Chem II 7-12, 6530-Chemistry 9-12, 6540-Physics 9-12, 6543-Advanced Physics 9-12, 6545-Physical Science 7-12, 6546-Astronomy 7-12, 6547-Geology 7-12	257	257-Middle School Science 4-8	16-17	Granted
			PERRY, WENDY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 298-Reading Specialist 7-12, 297-Reading Specialist PK-8	108, 166	108-Journalism 7-12, 166-Eng Lang Arts 7-12	16-17 16-17	Granted Granted
			THOMPSON, TIFFANY	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
			TIPTON, KAREN	184-Elementary 1-6, 215-Family & Con Sci 7-12, 292-Special Ed Hearing Specialist 4-12, 001-Early Childhood Education PK-4, 291-Special Ed Hearing Specialist PK-4	258	258-Special Education K-12	16-17	Granted
			BAKER, BRANDI	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	16-17	Granted
1202000	HEBER SPRINGS SCHOOL DISTRICT	14	BOHNERT, DONA	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	258	258-Special Education K-12	16-17	Granted
			BRANSCUM, SHERRY	031-Business Ed/Sect Endors 7-12, 036-Business Ed/Voc Endors 7-12, 5020-Driver Education 7-12, 9042-Work Place Readiness 7-12, 9051-Career Orn/Voc Fund 7-12, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	16-17	Granted
			BROGDON, AMANDA	225-Business Tech 7-12, 306-Gift & Talented 7-12, 305-Gift & Talented PK-8, 250-Business Technology 4-12, 288-Guid & Counseling K-12, 276-Build Level Admin P-12	167	167-Social Studies 7-12	16-17	Granted
			BURROUGHS, STEPHANIE	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	258	258-Special Education K-12	16-17	Granted
			COMBS, DUSTY	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	16-17	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
1202000	HEBER SPRINGS SCHOOL DISTRICT	14	CUTSHALL, SUSAN	184-Elementary 1-6, 255-Middle School English 4-8	258	258-Special Education K-12	16-17	Granted
			GRAHAM, MICHELLE	167-Social Studies 7-12, 230-Special Ed Inst Specialist 4-12	288	288-Guid & Counseling K-12	16-17	Granted
			HARTSFIELD, HOPE	215-Family & Con Sci 7-12	418	418-Career Development 4-8	16-17	Granted
			HILL, JOHN	167-Social Studies 7-12, 413-Career Ser Special Population 7-12	255	255-Middle School English 4-8	16-17	Denied
			JOHNSON, CHAD		167	167-Social Studies 7-12	16-17	Denied
			KEECH, RANDALL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258	258-Special Education K-12	15-16 16-17	Granted
			REDDING, DANA	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	258	258-Special Education K-12	16-17	Granted
			SKELTON, CRISTIE	225-Business Tech 7-12, 250-Business Technology 4-12, 255-Middle School English 4-8, 257-Middle School Science 4-8, 419-Grade 5/6 Business Tech Endors 5-6	254	254-Middle School Math 4-8	14-15 15-16 16-17	Granted
5803000	HECTOR SCHOOL DISTRICT	3	ADAMS, ELODIE	267-Earth Science 7-12, 268-Life Science 7-12, 269-Physical Science 7-12	200	200-Mathematics 7-12	15-16 16-17	Denied
			ALVIS, HARRY	131-General Science 7-12, 170-Life/Earth Science 7-12, 200-Mathematics 7-12, 4546-Transitional Math 9-12, 6530-Chemistry 9-12, 6540-Physics 9-12, 6541-Principles Of Tech 9-12, 6542-Principles Of Tech II 9-12, 6545-Physical Science 7-12	276	276-Build Level Admin P-12	16-17	Granted
			EMERSON, CHRISTY	288-Guid & Counseling K-12	289	289-Gifted & Talented K-12	16-17	Denied
5403000	HELENA/ WEST HELENA SCHOOL DISTRICT	3	FEARS, AMANDA	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16 16-17	Granted
			MILLER, TAMEKO	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	14-15 15-16 16-17	Denied
			WILLIAMS, BRENDA	166-Eng Lang Arts 7-12, 4050-Oral Communications 7-12	258	258-Special Education K-12	15-16 16-17	Granted
0601000	HERMITAGE SCHOOL DISTRICT	7	CARUTHERS, TYLER	271-Coaching K-12, 500-P. E. & HEALTH K-12	254	254-Middle School Math 4-8	16-17	Granted

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0601000	HERMITAGE SCHOOL DISTRICT	7	ELLIS, ROSALYNDA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16 16-17	Granted
			HUITT, JADE	001-Early Childhood Education PK-4, 288-Guid & Counseling K-12	247	247-ESL K-12	16-17	Granted
			HUITT, GWEN	184-Elementary 1-6	289	289-Gifted & Talented K-12	14-15 15-16 16-17	Granted
			MCINTYRE, LEAH	114-Speech 7-12, 268-Life Science 7-12, 269-Physical Science 7-12, 510-P. E. & HEALTH 7-12	255	255-Middle School English 4-8	15-16 16-17	Granted
			NEWTON, CAIRA	271-Coaching K-12, 500-P. E. & HEALTH K-12	253	253-Elementary K-6	16-17	Granted
			YORK, AMY	001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	15-16 16-17	Granted
6804000	HIGHLAND SCHOOL DISTRICT	1	WALLACE, BETHANIE	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
CS 3809000	HILLCREST SCHOOL DISTRICT	2	HARRIS, MORGAN	254-Middle School Math 4-8, 257-Middle School Science 4-8, 268-Life Science 7-12	267	267-Earth Science 7-12	16-17	Denied
			WILSON, SANDY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258	258-Special Education K-12	16-17	Granted
2903000	HOPE SCHOOL DISTRICT	2	DUKE, CAROL	166-Eng Lang Arts 7-12, 175-Sec Vocational Administrator 7-12, 522-Guidance Elementary K-9, 523-Guidance Secondary 5-12, 304-Post Sec Assistant Director PK-PS	276	276-Build Level Admin P-12	16-17	Granted
			GARNER, DONNA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6, 4510-Mathematics 5-8, 4515-Pre-Algebra 5-8	254	254-Middle School Math 4-8	16-17	Granted
6703000	HORATIO SCHOOL DISTRICT	2	CASSADY, TIFFANY	202-Art 7-12, 201-Art PK-8	166	166-Eng Lang Arts 7-12	16-17	Denied
			STEWART, REBECCA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
2603000	HOT SPRINGS SCHOOL DISTRICT	4	DOBBS, KRISTEN	166-Eng Lang Arts 7-12	258	258-Special Education K-12	15-16 16-17	Granted
			JEFFERS, JESSICA	001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	14-15 15-16 16-17	Granted

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2603000	HOT SPRINGS SCHOOL DISTRICT	4	LONG, CARLA	228-PE/Wellness/Leisure 7-12, 001-Early Childhood Education PK-4, 227-PE/Wellness/Leisure PK-8	254	254-Middle School Math 4-8	16-17	Granted
			MIROPOL, LEONARD	004-Spanish 7-12, 166-Eng Lang Arts 7-12, 167-Social Studies 7-12	258	258-Special Education K-12	16-17	Granted
4401000	HUNTSVILLE SCHOOL DISTRICT	11	ALLEN, DALE	113-Drama 7-12, 166-Eng Lang Arts 7-12, 200-Mathematics 7-12	289	289-Gifted & Talented K-12	14-15 15-16 16-17	Granted
			BEAVER, JANA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 215-Family & Con Sci 7-12	224	224-Business Tech 4-8	12-13 16-17	Granted
			COKER, ROBBIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8	258	258-Special Education K-12	16-17	Granted
			ELLISON, BRITTANY	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
			HARTLEY, AMY	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	258	258-Special Education K-12	16-17	Granted
			KIMBALL, AUDRA	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	276	276-Build Level Admin P-12	15-16 16-17	Denied
			MARTIN, KATHERINE	262-Instrumental Music K-12, 265-Vocal Music K-12	258	258-Special Education K-12	15-16 16-17	Granted
			MEYTHALER, KEVIN	036-Business Ed/Voc Endors 7-12, 054-Journalism 7-12, 087-Coaching 7-12, 225-Business Tech 7-12, 250-Business Technology 4-12, 271-Coaching K-12	167	167-Social Studies 7-12	16-17	Granted
			PURYEAR, CHAD	167-Social Studies 7-12, 218-Agri Sci & Tech 7-12, 418-Career Development 4-8, 268-Life Science 7-12	258	258-Special Education K-12	16-17	Granted
			SULLIVAN, RACHEAL	166-Eng Lang Arts 7-12	288	288-Guid & Counseling K-12	16-17	Granted
WALLACE, SARAH	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted			
3306000	IZARD COUNTY CONSOLIDATED SCHOOL DISTRICT	2	COLE, MEREDITH	001-Early Childhood Education PK-4	256	256-Middle School Social Studies 4-8	16-17	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
3306000	IZARD COUNTY CONSOLIDATED SCHOOL DISTRICT	2	WALKER, STEVEN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	528	528-Computer Science 4-12	15-16 16-17	Granted
	JACKSONVILLE LIGHTHOUSE CHARTER SCHOOL	3	CLARK, JACKIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 306-Gift & Talented 7-12, 001-Early Childhood Education PK-4, 305-Gift & Talented PK-8	258	258-Special Education K-12	16-17	Granted
			PATTON, JAMIE	002-Middle Childhood Lang Arts/SS 4-8, 167-Social Studies 7-12, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
			RILEY, REBECCA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 254-Middle School Math 4-8	258	258-Special Education K-12	16-17	Granted
5102000	JASPER SCHOOL DISTRICT	3	ENGLE, KELSEY	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16 16-17	Granted
			HASTY, RACHEL	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16 16-17	Granted
			STUART, KENDREA	001-Early Childhood Education PK-4	253	253-Elementary K-6	16-17	Granted
2604000	JESSIEVILLE SCHOOL DISTRICT	5	BRADLEY, AMANDA	167-Social Studies 7-12, 254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8, 268-Life Science 7-12	289	289-Gifted & Talented K-12	15-16 16-17	Granted
			CHAMBERS, ANNA	254-Middle School Math 4-8, 271-Coaching K-12, 500-P. E. & HEALTH K-12	254	254-Middle School Math 4-8	16-17	Granted
			NORFLEET, DEBORAH	001-Early Childhood Education PK-4	259	259-Art K-12	16-17	Granted
			NORWOOD, NEELY	236-PE/Wellness/Leisure 7-12, 417-Driver Education Endorsement 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	16-17	Granted
			WATKINS, CANDACE	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
5503000	KIRBY SCHOOL DISTRICT	2	CALDWELL, KAYLA	215-Family & Con Sci 7-12, 268-Life Science 7-12	133	133-Chemistry 7-12	16-17	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
5503000	KIRBY SCHOOL DISTRICT	2	KIRBY, CASSIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 302-Building Level Administrator 5-12, 312-Build Administrator PK-8, 264-P. E. & HEALTH K-6, 510-P. E. & HEALTH 7-12	253	253-Elementary K-6	16-17	Granted
3704000	LAFAYETTE COUNTY SCHOOL DISTRICT	1	MCCASLIN, ERYC	271-Coaching K-12, 500-P. E. & HEALTH K-12	133	133-Chemistry 7-12	16-17	Denied
2605000	LAKE HAMILTON SCHOOL DISTRICT	6	GALLIGAN, TANIA	166-Eng Lang Arts 7-12, 167-Social Studies 7-12	259	259-Art K-12	16-17	Granted
			HOPKINS, AMANDA	002-Middle Childhood Lang Arts/SS 4-8, 108-Journalism 7-12, 166-Eng Lang Arts 7-12, 168-Middle Childhood Science/Math 4-8, 236-PE/Wellness/Leisure 7-12, 308-ESL 7-12, 307-ESL PK-8	167	167-Social Studies 7-12	16-17	Granted
			JOHNSON, JASON	082-Secondary Physical Education 7-12, 087-Coaching 7-12, 131-General Science 7-12, 170-Life/Earth Science 7-12, 417-Driver Education Endorsement 7-12, 271-Coaching K-12	269	269-Physical Science 7-12	15-16 16-17	Denied
			MESSERSMITH, KATHERINE	218-Agri Sci & Tech 7-12, 230-Special Ed Inst Specialist 4-12	258	258-Special Education K-12	15-16 16-17	Granted
			SMITH, PAMELA	184-Elementary 1-6	253	253-Elementary K-6	16-17	Granted
			WILLIAMS, ANDREW	271-Coaching K-12, 500-P. E. & HEALTH K-12	254	254-Middle School Math 4-8	16-17	Granted
0903000	LAKESIDE SCHOOL DIST(CHICOT)	2	DUNBAR, ALLYSON	107-Grade 5-6 Endorsement (P-4) 5-6, 114-Speech 7-12, 413-Career Ser Special Population 7-12, 254-Middle School Math 4-8, 500-P. E. & HEALTH K-12	418	418-Career Development 4-8	16-17	Granted
			JEFFERS, BELINDA	166-Eng Lang Arts 7-12	259	259-Art K-12	16-17	Granted
3604000	LAMAR SCHOOL DISTRICT	2	KYZER, KEVIN	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	167	167-Social Studies 7-12	15-16 16-17	Granted
			LAWRENCE, HEATHER	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	258	258-Special Education K-12	15-16 16-17	Granted
0506000	LEAD HILL SCHOOL DISTRICT	3	CURTIS, AMY	002-Middle Childhood Lang Arts/SS 4-8, 166-Eng Lang Arts 7-12, 413-Career Ser Special Population 7-12	286	286-Library Media Spec K-12	15-16 16-17	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
0506000	LEAD HILL SCHOOL DISTRICT	3	RICHARDSON, DEBRA	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4, 312-Build Administrator PK-8	280	280-Curriculum Prog Adm/Curriculum P-12	16-17	Granted
			WILLIAMS, MITCHELL	250-Business Technology 4-12	418	418-Career Development 4-8	16-17	Granted
7205000	LINCOLN SCHOOL DISTRICT	3	HUFFMASTER, JENNIFER	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	286	286-Library Media Spec K-12	14-15 15-16 16-17	Granted
			POURMEHDI, MEENA	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
			REED, JAMILYN	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
4301000	LONOKE SCHOOL DISTRICT	2	SWINEY, COURTNEY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 300-Guid & Counseling 7-12, 299-Guid & Counseling PK-8	418	418-Career Development 4-8	16-17	Granted
			WICKER, AMANDA	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16 16-17	Granted
4202000	MAGAZINE SCHOOL DISTRICT	3	BUNCH, BRETT	167-Social Studies 7-12, 302-Building Level Administrator 5-12	311	311-District Administrator PK-12	15-16 16-17	Granted
			HODGES, SUVELLA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
			THOMAS, ELINOR	306-Gift & Talented 7-12, 001-Early Childhood Education PK-4, 305-Gift & Talented PK-8, 253-Elementary K-6, 276-Build Level Admin P-12	280	280-Curriculum Prog Adm/Curriculum P-12	15-16 16-17	Granted
3003000	MAGNET COVE SCHOOL DIST.	5	GOLDEN, JASON	224-Business Tech 4-8, 225-Business Tech 7-12, 236-PE/Wellness/Leisure 7-12, 250-Business Technology 4-12	258	258-Special Education K-12	15-16 16-17	Granted
			REVELS, QUINTON	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 254-Middle School Math 4-8, 255-Middle School English 4-8, 257-Middle School Science 4-8, 271-Coaching K-12	167	167-Social Studies 7-12	15-16 16-17	Denied
			RHODES, LAUREN	254-Middle School Math 4-8, 257-Middle School Science 4-8	133, 170, 267	133-Chemistry 7-12, 170-Life/Earth Science 7-12, 267-Earth Science 7-12	16-17 16-17 16-17	Granted Granted Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
1402000	MAGNOLIA SCHOOL DISTRICT	2	COWLING, SAMUEL	500-P. E. & HEALTH K-12	167	167-Social Studies 7-12	14-15 15-16 16-17	Granted
			SPEAKMAN, KIMBERLY	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	15-16 16-17	Granted
3004000	MALVERN SCHOOL DISTRICT	3	BROWN, TRINITY	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
			HAYDON, REBECCA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
			RANKIN, KATHLEEN	166-Eng Lang Arts 7-12, 167-Social Studies 7-12	258	258-Special Education K-12	16-17	Granted
2501000	MAMMOTH SPRING SCHOOL DISTRICT	4	BROWN, ANGELA	184-Elementary 1-6	166	166-Eng Lang Arts 7-12	15-16 16-17	Granted
			GODWIN, ANN	001-Early Childhood Education PK-4	253	253-Elementary K-6	16-17	Granted
			GREENE, LINDY	167-Social Studies 7-12	218	218-Agri Sci & Tech 7-12	16-17	Granted
			JOHNSON, PAULA	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16 16-17	Granted
4712000	MANILA SCHOOL DISTRICT	1	MORGAN, SABRINA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258	258-Special Education K-12	16-17	Granted
6606000	MANSFIELD SCHOOL DISTRICT	2	BULLARD, RHONDA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 209-Algebra 1 Endorsement 8-8	288	288-Guid & Counseling K-12	16-17	Granted
			STELL, CLEO	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 230-Special Ed Inst Specialist 4-12, 001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	254	254-Middle School Math 4-8	16-17	Granted
1804000	MARION SCHOOL DISTRICT	15	BARNHILL, JERROD	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	16-17	Granted
			COLLINS, CRYSTAL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258	258-Special Education K-12	14-15 15-16 16-17	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
1804000 69	MARION SCHOOL DISTRICT	15	FORTNER, ROGER	081-Health Education 7-12, 082-Secondary Physical Education 7-12, 167-Social Studies 7-12, 7060-Economics 7-12, 256-Middle School Social Studies 4-8	257	257-Middle School Science 4-8	15-16 16-17	Denied
			GEORGE, CHRISTIE	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16 16-17	Granted
			GOODBAR, ASHLEY	167-Social Studies 7-12, 268-Life Science 7-12	258	258-Special Education K-12	15-16 16-17	Granted
			JOHNSTON, JORDAN	166-Eng Lang Arts 7-12, 236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	16-17	Granted
			LEDEZMA, MARIA	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4, 307-ESL PK-8	710	710-Spanish K-12	16-17	Granted
			MURPHY, CRYSTAL	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
			NASH, AMANDA	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
			PATEL, MONTY	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	200	200-Mathematics 7-12	16-17	Granted
			REYNOLDS, MATTHEW	167-Social Studies 7-12	256	256-Middle School Social Studies 4-8	16-17	Granted
			RIDEOUT, RAYLEUN	225-Business Tech 7-12, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 411-Career Orientation Endorsement 7-12, 412-Career Preparation Endorsement 7-12, 250-Business Technology 4-12, 271-Coaching K-12	200	200-Mathematics 7-12	15-16 16-17	Granted
			SMITH, TAMMY	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
SUSKIE, III, JOHN	167-Social Studies 7-12, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	500	500-P. E. & HEALTH K-12	16-17	Granted			
WOOD, COLLIN	167-Social Studies 7-12	258	258-Special Education K-12	15-16 16-17	Granted			
2803000	MARMADUKE SCHOOL DISTRICT	4	ADAMS, JENNIFER	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
			HENSLEY, MEGAN	254-Middle School Math 4-8, 257-Middle School Science 4-8	200	200-Mathematics 7-12	16-17	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
2803000	MARMADUKE SCHOOL DISTRICT	4	VAUGHN, SAMANTHA	166-Eng Lang Arts 7-12, 418-Career Development 4-8	113	113-Drama 7-12	16-17	Granted
			WEST, ALISON	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
2305000	MAYFLOWER SCHOOL DISTRICT	1	HENDERSON, SARAH	168-Middle Childhood Science/Math 4-8, 254-Middle School Math 4-8	286	286-Library Media Spec K-12	15-16 16-17	Granted
2105000	MCGEHEE SCHOOL DISTRICT	3	ANDERSON, U-RHONDA	224-Business Tech 4-8, 225-Business Tech 7-12, 250-Business Technology 4-12	287	287-Reading K-12	16-17	Granted
			JACOBS, TONI	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	288	288-Guid & Counseling K-12	15-16 16-17	Granted
			SIMS, JAMIE	184-Elementary 1-6, 312-Build Administrator PK-8	260	260-Art K-6	14-15 15-16 16-17	Granted
3302000	MELBOURNE SCHOOL DISTRICT	4	MCDONALD, KAREN	001-Early Childhood Education PK-4	257	257-Middle School Science 4-8	16-17	Granted
			POWELL, KIMBERLY	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	16-17	Denied
			SWAIM, KELLI	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 419-Grade 5/6 Business Tech Endors 5-6	135, 170	135-Physics 7-12, 170-Life/Earth Science 7-12	16-17 16-17	Granted Granted
5703000	MENA SCHOOL DISTRICT	2	ARMS, HEATHER	254-Middle School Math 4-8, 257-Middle School Science 4-8	428	428-Special Ed. Resource-Math 7-12	16-17	Granted
			WILSON, TRENT	271-Coaching K-12, 500-P. E. & HEALTH K-12	167	167-Social Studies 7-12	16-17	Granted
3211000	MIDLAND SCHOOL DISTRICT	1	TAYLOR, BREANNA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
4902000	MOUNT IDA SCHOOL DISTRICT	3	BELL, JOHN	166-Eng Lang Arts 7-12, 302-Building Level Administrator 5-12, 412-Career Preparation Endorsement 7-12, 418-Career Development 4-8	167	167-Social Studies 7-12	16-17	Denied
			HAWORTH, CASSADY	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16 16-17	Granted
			WUICHET, ZACKARY	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256	256-Middle School Social Studies 4-8	15-16 16-17	Denied
0303000	MOUNTAIN HOME SCHOOL DISTRICT	4	GRABOWSKI, JOSEPH	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	200	200-Mathematics 7-12	15-16 16-17	Denied

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0303000	MOUNTAIN HOME SCHOOL DISTRICT	4	MARTENS, TERESA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	167	167-Social Studies 7-12	16-17	Denied
			WELIVER, REBECCA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Denied
			WEST, JERRY	082-Secondary Physical Education 7-12, 087-Coaching 7-12, 236-PE/Wellness/Leisure 7-12, 256-Middle School Social Studies 4-8, 271-Coaching K-12	167	167-Social Studies 7-12	16-17	Denied
2607000	MOUNTAIN PINE SCHOOL DISTRICT	7	GEORGE, BRITTANY	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16 16-17	Granted
			JANUSH, DANA	306-Gift & Talented 7-12, 001-Early Childhood Education PK-4, 305-Gift & Talented PK-8	280	280-Curriculum Prog Adm/Curriculum P-12	15-16 16-17	Granted
			KYROUAC, MARIAH	215-Family & Con Sci 7-12	418	418-Career Development 4-8	16-17	Granted
			POWELL, LYNNETTE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 253-Elementary K-6	258	258-Special Education K-12	16-17	Granted
			SMITH, LAQUITA	001-Early Childhood Education PK-4	255	255-Middle School English 4-8	15-16 16-17	Granted
			WILLIS, RANDALL	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	258	258-Special Education K-12	16-17	Granted
			WILSON, MELISSA	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16 16-17	Granted
2306000	MT. VERNON/ENOLA SCHOOL DISTRICT	4	BLACKISTON, HEATHER	200-Mathematics 7-12	288	288-Guid & Counseling K-12	16-17	Granted
			BURCHFIELD, KATLYNN	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
			CASEY, LESLIE	231-Special Ed Ech Inst Specialist PK-4	282	282-Curr/Prog Admin (Spec Ed) P-12	16-17	Denied
			STRACENER, ASHLEY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 247-ESL K-12	166	166-Eng Lang Arts 7-12	16-17	Granted
1704000	MULBERRY- MT PLEASANT BI-COUNTY SCHOOL DISTRICT	2	FERGUSON, AREL	271-Coaching K-12, 500-P. E. & HEALTH K-12	167	167-Social Studies 7-12	15-16 16-17	Granted
			ROBERSON, ASHLEY	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
3105000	NASHVILLE SCHOOL DISTRICT	2	CHESSHIR, PHYLICIA	500-P. E. & HEALTH K-12	258	258-Special Education K-12	15-16 16-17	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
3105000	NASHVILLE SCHOOL DISTRICT	2	PINEGAR, ANDREA	001-Early Childhood Education PK-4, 256-Middle School Social Studies 4-8	258	258-Special Education K-12	15-16 16-17	Granted
1503000	NEMO VISTA SCHOOL DISTRICT	2	ANDREWS, SONYA	184-Elementary 1-6, 7010-Arkansas History 5-8, 7015-American History 5-8, 7065-Geography 7-12, 419-Grade 5/6 Business Tech Endors 5-6	250	250-Business Technology 4-12	16-17	Granted
			OLIVER, MARY-CATHERINE	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16 16-17	Granted
1611000	NETTLETON SCHOOL DISTRICT	8	BARKER, JULIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	15-16 16-17	Granted
			DARNELL, REBECCA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6	250	250-Business Technology 4-12	16-17	Granted
			DURHAM, JADE	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8	258	258-Special Education K-12	15-16 16-17	Granted
			GOODWIN, JULIE		258	258-Special Education K-12	16-17	Denied
			HART, LOGAN	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	257	257-Middle School Science 4-8	16-17	Granted
			HOKE, SHERYL	035-Business Ed/Comp Tech Endors 7-12, 225-Business Tech 7-12, 250-Business Technology 4-12	258	258-Special Education K-12	15-16 16-17	Granted
			LAWHON, BRIAN	200-Mathematics 7-12	528	528-Computer Science 4-12	15-16 16-17	Granted
			LINDSEY, SHIRLEY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
5008000	NEVADA SCHOOL DISTRICT	3	BLAKE, TERESA	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12	254, 257	254-Middle School Math 4-8, 257-Middle School Science 4-8	16-17 16-17	Granted Granted
			WHATLEY, CASSIDY	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
0304000	NORFORK SCHOOL DISTRICT	2	HUGHES, BRANDY	218-Agri Sci & Tech 7-12, 411-Career Orientation Endorsement 7-12, 412-Career Preparation Endorsement 7-12, 418-Career Development 4-8	133	133-Chemistry 7-12	16-17	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
0304000	NORFORK SCHOOL DISTRICT	2	ROACH, WILLIAM	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 253-Elementary K-6	530	530-Special Education Resource Elementary K-6	16-17	Granted
	Northwest Arkansas Classical Academy Public Charter School	1	SASSMAN, MELANIE	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
0504000	OMAHA SCHOOL DISTRICT	3	FRANCE, JIMMIE	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	166	166-Eng Lang Arts 7-12	15-16 16-17	Granted
			JEFFERSON, JAROD	254-Middle School Math 4-8, 256-Middle School Social Studies 4-8	200	200-Mathematics 7-12	15-16 16-17	Granted
			ROBINSON, JENNIFER	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	258	258-Special Education K-12	16-17	Granted
4713000	OSCEOLA SCHOOL DISTRICT	2	HUMMEL-YOUNG, CLIFTON	267-Earth Science 7-12, 268-Life Science 7-12	135	135-Physics 7-12	16-17	Granted
			PILGRIM, DONNA	139-Middle School Science 5-8, 159-Middle School Social Studies 5-8, 184-Elementary 1-6, 214-Family & Con Sci 4-8, 224-Business Tech 4-8, 411-Career Orientation Endorsement 7-12, 418-Career Development 4-8, 227-PE/Wellness/Leisure PK-8	286	286-Library Media Spec K-12	15-16 16-17	Denied
5706000	OUACHITA RIVER SCHOOL DISTRICT	7	CARMACK, PATRICIA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	166	166-Eng Lang Arts 7-12	16-17	Granted
			HERNANDEZ JR, ALBERT	218-Agri Sci & Tech 7-12, 418-Career Development 4-8, 247-ESL K-12	256, 257	256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	16-17 16-17	Granted Granted
			HUGHES, SUSAN	214-Family & Con Sci 4-8, 215-Family & Con Sci 7-12	250	250-Business Technology 4-12	16-17	Granted
			OLMSTEAD, STEPHANIE	108-Journalism 7-12, 225-Business Tech 7-12, 418-Career Development 4-8, 250-Business Technology 4-12	286	286-Library Media Spec K-12	16-17	Granted
			SAYLORS, KERRY	082-Secondary Physical Education 7-12, 087-Coaching 7-12, 403-Secondary Principal 5-12, 311-District Administrator PK-12, 271-Coaching K-12	500	500-P. E. & HEALTH K-12	16-17	Granted
			STANDRIDGE, CYNTHIA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 413-Career Ser Special Population 7-12, 247-ESL K-12	258	258-Special Education K-12	15-16 16-17	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
6505000	OZARK MOUNTAIN SCHOOL DISTRICT	1	BRASEL, REBECCA	166-Eng Lang Arts 7-12, 302-Building Level Administrator 5-12, 313-Build Administrator 7-12	274	274-Speech/Drama K-12	16-17	Granted
2404000	OZARK SCHOOL DISTRICT	2	MCCHRISTIAN, CARMELITA	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	530	530-Special Education Resource Elementary K-6	16-17	Granted
			TODD, KERI	001-Early Childhood Education PK-4	253	253-Elementary K-6	16-17	Granted
6205000	PALESTINE-WHEATLEY SCH. DIST.	3	GALLOWAY, KERSTIN	113-Drama 7-12, 114-Speech 7-12, 258-Special Education K-12	710	710-Spanish K-12	15-16 16-17	Denied
			HYNUM, JIMMY	206-Instrumental Music 7-12, 410-Career Academy Endorsement 7-12, 205-Instrumental Music PK-8	265	265-Vocal Music K-12	15-16 16-17	Denied
			TYGART III, WILLIAM	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8	528	528-Computer Science 4-12	15-16 16-17	Granted
5303000	PERRYVILLE SCHOOL DISTRICT	1	MONTGOMERY, JESSICA	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Denied
1104000	PIGGOTT SCHOOL DISTRICT	3	BENSON, JENNIFER	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 419-Grade 5/6 Business Tech Endors 5-6	258	258-Special Education K-12	15-16 16-17	Granted
			BLAIR, GLORIA	184-Elementary 1-6	258	258-Special Education K-12	15-16 16-17	Granted
			RICHMOND, JESSICA	166-Eng Lang Arts 7-12	255	255-Middle School English 4-8	16-17	Granted
3505000	PINE BLUFF SCHOOL DISTRICT	1	JAMES, EVELYN	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12	215	215-Family & Con Sci 7-12	16-17	Granted
6103000	POCAHONTAS SCHOOL DISTRICT	4	BARBER, KIMBERLY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
			PREVETT, SALLY	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	255	255-Middle School English 4-8	16-17	Granted
			PREVO, APRIL	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8	253	253-Elementary K-6	16-17	Granted
			THROESCH, COURTNEY	168-Middle Childhood Science/Math 4-8	258	258-Special Education K-12	16-17	Granted
2703000	POYEN SCHOOL DISTRICT	1	BARRETT, JACLYN	236-PE/Wellness/Leisure 7-12, 613-Performing Art Permit 5-12, 235-PE/Wellness/Leisure PK-8, 419-Grade 5/6 Business Tech Endors 5-6	253	253-Elementary K-6	14-15 15-16 16-17	Denied

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
7206000	PRAIRIE GROVE SCHOOL DISTRICT	2	REED, CANDACE	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	254	254-Middle School Math 4-8	16-17	Granted
			WITT, MANDI	139-Middle School Science 5-8, 159-Middle School Social Studies 5-8, 184-Elementary 1-6	255	255-Middle School English 4-8	15-16 16-17	Granted
5006000	PRESCOTT SCHOOL DISTRICT	4	CRAYNE, SHANNON	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4, 307-ESL PK-8	166	166-Eng Lang Arts 7-12	16-17	Granted
			GLASS, JEREMY	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256	256-Middle School Social Studies 4-8	15-16 16-17	Granted
			MARKS, MARILYN	184-Elementary 1-6, 299-Guid & Counseling PK-8, 419-Grade 5/6 Business Tech Endors 5-6	288	288-Guid & Counseling K-12	16-17	Granted
			WOOD, TAYLOR	271-Coaching K-12, 500-P. E. & HEALTH K-12	166	166-Eng Lang Arts 7-12	16-17	Granted
	Quest School of Pine Bluff	1	CASEY, REBECCA	267-Earth Science 7-12, 269-Physical Science 7-12	258	258-Special Education K-12	16-17	Granted
1203000	QUITMAN SCHOOL DISTRICT	6	BURGENER, BRANDON	271-Coaching K-12, 500-P. E. & HEALTH K-12	167	167-Social Studies 7-12	16-17	Granted
			HIEGEL, RACHEL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	167	167-Social Studies 7-12	15-16 16-17	Denied
			SILLS, ANDREW	254-Middle School Math 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	133, 135	133-Chemistry 7-12, 135-Physics 7-12	16-17 16-17	Granted Granted
			WARD, AMY	002-Middle Childhood Lang Arts/SS 4-8, 113-Drama 7-12, 114-Speech 7-12, 168-Middle Childhood Science/Math 4-8	710	710-Spanish K-12	16-17	Granted
			WEBB, BETHANY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 419-Grade 5/6 Business Tech Endors 5-6	288	288-Guid & Counseling K-12	15-16 16-17	Denied
1106000	RECTOR SCHOOL DISTRICT	2	HOLLIS, MICHAEL	218-Agri Sci & Tech 7-12	418	418-Career Development 4-8	16-17	Granted
			SHAVALIA, KELSEY	254-Middle School Math 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	15-16 16-17	Granted
7310000	ROSE BUD SCHOOL DISTRICT	3	BARNETT, REBECCA	170-Life/Earth Science 7-12	200	200-Mathematics 7-12	16-17	Granted
			RAY, IKEY	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	16-17	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
7310000	ROSE BUD SCHOOL DISTRICT	3	WORTHAM, STEPHANIE	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	257	257-Middle School Science 4-8	14-15 15-16 16-17	Granted
5805000	RUSSELLVILLE SCHOOL DISTRICT	4	HEATHCOCK, GEORGIA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	286	286-Library Media Spec K-12	15-16 16-17	Granted
			LOVELL, TRACIE	002-Middle Childhood Lang Arts/SS 4-8, 107-Grade 5-6 Endorsement (P-4) 5-6, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
			MCKINNEY, WENDY	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Denied
			STANDRIDGE, CASEY	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
2502000	SALEM SCHOOL DISTRICT	1	CURTIS, HEATH	167-Social Studies 7-12, 228-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 227-PE/Wellness/Leisure PK-8, 271-Coaching K-12	276	276-Build Level Admin P-12	16-17	Granted
6502000	SEARCY COUNTY SCHOOL DISTRICT	8	BEAVERS, HOLLY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	167	167-Social Studies 7-12	15-16 16-17	Granted
			LEMINGS, MARY	114-Speech 7-12, 166-Eng Lang Arts 7-12	256	256-Middle School Social Studies 4-8	16-17	Granted
			MORAN, KYMBERLY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258	258-Special Education K-12	16-17	Granted
			ROBERTS, JESSICA	002-Middle Childhood Lang Arts/SS 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	15-16 16-17	Granted
			STILES, EMMA	001-Early Childhood Education PK-4	255	255-Middle School English 4-8	16-17	Granted
			TAYLOR, GWENDOLYN	131-General Science 7-12, 267-Earth Science 7-12, 257-Middle School Science 4-8, 268-Life Science 7-12, 269-Physical Science 7-12	200	200-Mathematics 7-12	16-17	Granted
			WELCH, ANGELA	002-Middle Childhood Lang Arts/SS 4-8, 159-Middle School Social Studies 5-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6	254	254-Middle School Math 4-8	16-17	Granted

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6502000	SEARCY COUNTY SCHOOL DISTRICT	8	YARBROUGH, JIMMY	082-Secondary Physical Education 7-12, 087-Coaching 7-12, 167-Social Studies 7-12, 403-Secondary Principal 5-12, 271-Coaching K-12	311	311-District Administrator PK-12	14-15 15-16 16-17	Granted
7311000	SEARCY SCHOOL DISTRICT	3	LITTLE, AMANDA	167-Social Studies 7-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
			SHOOK, MEGAN	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
			STAFFORD, CASSANDRA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258	258-Special Education K-12	15-16 16-17	Granted
2705000	SHERIDAN SCHOOL DISTRICT	2	LEACH, MADISON	271-Coaching K-12, 500-P. E. & HEALTH K-12	410	410-Career Academy Endorsement 7-12	16-17	Granted
			POLLETT, KELLI	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258	258-Special Education K-12	16-17	Granted
67 7104000	SHIRLEY SCHOOL DISTRICT	3	BLAIR, LATRISHA	001-Early Childhood Education PK-4	256	256-Middle School Social Studies 4-8	16-17	Granted
			BRAMLETT, MICHAEL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 302-Building Level Administrator 5-12	312	312-Build Administrator PK-8	16-17	Denied
			PRUITT, AUTUMN	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	16-17	Granted
0406000	SILOAM SPRINGS SCHOOL DISTRICT	6	AKERS, JILLIAN	167-Social Studies 7-12	106	106-Grade 5-6 Endorsement Soc Stu 5-6	16-17	Granted
			ASENCIO-PORTER, SHAWNA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 230-Special Ed Inst Specialist 4-12, 001-Early Childhood Education PK-4	282	282-Curr/Prog Admin (Spec Ed) P-12	16-17	Granted
			MULLIKIN, REBECCA	081-Health Education 7-12, 083-Physical Education K-12, 087-Coaching 7-12, 271-Coaching K-12	265	265-Vocal Music K-12	16-17	Granted
			SULLIVAN, MEGAN	167-Social Studies 7-12, 001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
			THURSTENSON, BILLYE	184-Elementary 1-6	230	230-Special Ed Inst Specialist 4-12	16-17	Granted
			WADE, JESSICA	215-Family & Con Sci 7-12	259	259-Art K-12	16-17	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
1507000	SOUTH CONWAY COUNTY SCHOOL DISTRICT	8	BEALL, ALEXANDER	166-Eng Lang Arts 7-12, 646-Career-Principles of Engineering 7-12, 647-Career-Intro to Engineering Design 7-12	528	528-Computer Science 4-12	16-17	Granted
			FERGUSON, RACHEL	001-Early Childhood Education PK-4	108, 166	108-Journalism 7-12, 166-Eng Lang Arts 7-12	15-16 16-17	Granted
			FISHER, JOHN	166-Eng Lang Arts 7-12	167	167-Social Studies 7-12	16-17	Granted
			HART, STEPHANIE	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8	258	258-Special Education K-12	15-16 16-17	Granted
			LAMB, STEVEN	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8	257	257-Middle School Science 4-8	15-16 16-17	Granted
			SULLIVAN, EMILY	001-Early Childhood Education PK-4	230, 231	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 16-17	Granted
2906000	SPRING HILL SCHOOL DISTRICT	5	CAPPS, TARA	184-Elementary 1-6, 419-Grade 5/6 Business Tech Endors 5-6	288	288-Guid & Counseling K-12	15-16 16-17	Granted
			CHAMBLESS, LORI	002-Middle Childhood Lang Arts/SS 4-8, 083-Physical Education K-12, 087-Coaching 7-12, 168-Middle Childhood Science/Math 4-8, 183-Elementary K-6 K-6, 200-Mathematics 7-12, 4511-Applied Math I 7-12, 4512-Applied Math II 7-12, 4546-Transitional Math 9-12, 001-Early Childhood Education PK-4, 271-Coaching K-12	500	500-P. E. & HEALTH K-12	16-17	Granted
			GUEST, KATHY	225-Business Tech 7-12, 250-Business Technology 4-12	418	418-Career Development 4-8	16-17	Denied
			LIGHT, TRACY	002-Middle Childhood Lang Arts/SS 4-8, 114-Speech 7-12, 139-Middle School Science 5-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6	166	166-Eng Lang Arts 7-12	16-17	Granted
			MARSHALL, HEIDI	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	288	288-Guid & Counseling K-12	15-16 16-17	Granted
4003000	STAR CITY SCHOOL DISTRICT	1	MCGRAW, BRITTNEY	114-Speech 7-12, 413-Career Ser Special Population 7-12, 250-Business Technology 4-12	253	253-Elementary K-6	16-17	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
	STEPPING STONE - DDTCS FACILITY	6	DODD, AMBER	001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	15-16 16-17	Denied
			RAMEY, AMRA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	16-17	Granted
			SCOTT, JODEY		252	252-ECH/SP. ED. INTEG B-K	16-17	Denied
			VEST, MELANIE	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	252	252-ECH/SP. ED. INTEG B-K	16-17	Granted
			WHITE, CHRISTINA	001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	16-17	Granted
			YOUNGBLOOD, NATASHA	001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	16-17	Granted
2605000	TEXARKANA SCHOOL DISTRICT	6	ARVIN, DEBRA	131-General Science 7-12, 170-Life/Earth Science 7-12	200	200-Mathematics 7-12	16-17	Granted
			CARTER, ELIZABETH	001-Early Childhood Education PK-4, 254-Middle School Math 4-8	289	289-Gifted & Talented K-12	16-17	Granted
			CARVER, LISA	166-Eng Lang Arts 7-12, 4040-Journalism 7-12	114	114-Speech 7-12	16-17	Granted
			JACKSON, EMILY	269-Physical Science 7-12	289	289-Gifted & Talented K-12	16-17	Denied
			REED, CAROLYN	257-Middle School Science 4-8, 268-Life Science 7-12	200	200-Mathematics 7-12	16-17	Granted
			WAID, BILLY	254-Middle School Math 4-8, 256-Middle School Social Studies 4-8	200	200-Mathematics 7-12	16-17	Granted
	The Learning Center of Northeast AR, Inc.	1	MILLER, PACIA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 16-17	Granted
5605000	TRUMANN SCHOOL DISTRICT	7	BARBAREE, JENNIFER	302-Building Level Administrator 5-12, 001-Early Childhood Education PK-4, 312-Build Administrator PK-8	311	311-District Administrator PK-12	15-16 16-17	Denied
			DAVIS, BRITTANY	169-Phys/Earth Science 7-12	258	258-Special Education K-12	16-17	Granted
			FAGAN, ANNA	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	14-15 15-16 16-17	Granted
			HARDESTY, RACHEL	167-Social Studies 7-12	288	288-Guid & Counseling K-12	14-15 15-16 16-17	Granted
			HICKS, DANNI	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	16-17	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
5605000	TRUMANN SCHOOL DISTRICT	7	LAYNE, JILL	166-Eng Lang Arts 7-12, 208-Drama/Speech 7-12, 230-Special Ed Inst Specialist 4-12	108	108-Journalism 7-12	16-17	Granted
			MOORE, SUSAN	306-Gift & Talented 7-12, 001-Early Childhood Education PK-4, 305-Gift & Talented PK-8	258	258-Special Education K-12	15-16 16-17	Denied
0505000	VALLEY SPRINGS SCHOOL DISTRICT	2	GUYNN, HUNTER	001-Early Childhood Education PK-4	253	253-Elementary K-6	16-17	Granted
			MCDONALD, MELISSA	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	15-16 16-17	Granted
6401000	WALDRON SCHOOL DISTRICT	6	BLAIR, ANDREA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
			JONES, BAILEY	264-P. E. & HEALTH K-6, 271-Coaching K-12, 510-P. E. & HEALTH 7-12	254, 255, 256, 257	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	15-16 16-17	Granted
							15-16 16-17	Granted
							15-16 16-17	Granted
ROFFINE, LACY	001-Early Childhood Education PK-4	254	254-Middle School Math 4-8	14-15 15-16 16-17	Denied			
3509000	WATSON CHAPEL SCHOOL DISTRICT	3	ALLEN, MICHAEL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	428	428-Special Ed. Resource-Math 7-12	16-17	Denied
			BROWN, DEDERICK	264-P. E. & HEALTH K-6, 510-P. E. & HEALTH 7-12	166	166-Eng Lang Arts 7-12	16-17	Denied
			NICHOLAS, HEATH	271-Coaching K-12, 500-P. E. & HEALTH K-12	254	254-Middle School Math 4-8	16-17	Denied
7208000	WEST FORK SCHOOL DISTRICT	1	PORTER, LEA	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	14-15 15-16 16-17	Granted
1803000	WEST MEMPHIS SCHOOL DISTRICT	10	ALLISON, MICHAEL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 302-Building Level Administrator 5-12, 001-Early Childhood Education PK-4, 311-District Administrator PK-12, 312-Build Administrator PK-8	230, 258	230-Special Ed Inst Specialist 4-12, 258-Special Education K-12	16-17	Granted
							13-14 16-17	Denied

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1803000	WEST MEMPHIS SCHOOL DISTRICT	10	BERNARD, KRISTEN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	289	289-Gifted & Talented K-12	16-17	Granted
			COATS, DONNA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258	258-Special Education K-12	16-17	Denied
			DEAN, BRITTNEY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	253	253-Elementary K-6	15-16 16-17	Granted
			HOSKINS, JACOB	271-Coaching K-12, 500-P. E. & HEALTH K-12	256, 257	256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	16-17 16-17	Granted Granted
			LOVE, ALISA	081-Health Education 7-12, 082-Secondary Physical Education 7-12, 170-Life/Earth Science 7-12	133	133-Chemistry 7-12	16-17	Granted
			LOWE, SHAVON	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16 16-17	Granted
			SHARPE, STACY	056-Middle School English 5-8, 184-Elementary 1-6	200	200-Mathematics 7-12	15-16 16-17	Granted
1602000	WESTSIDE CONS. SCH DIST(CRAIGH	1	GOODWIN, JAELYN	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
1905000	WYNNE SCHOOL DISTRICT	5	BLACKWELL, KELSEY	253-Elementary K-6, 258-Special Education K-12	258	258-Special Education K-12	16-17	Granted
			KENNON, ASHLEY	228-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 227-PE/Wellness/Leisure PK-8, 271-Coaching K-12	410	410-Career Academy Endorsement 7-12	16-17	Granted
			MCCLINTOCK, KAREN	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	288	288-Guid & Counseling K-12	16-17	Granted
			WALKINGSTICK, TAMMY	056-Middle School English 5-8, 183-Elementary K-6 K-6, 402-Elementary Principal K-9, 001-Early Childhood Education PK-4, 247-ESL K-12	258	258-Special Education K-12	16-17	Granted
			WEST, CASIE	254-Middle School Math 4-8, 255-Middle School English 4-8, 257-Middle School Science 4-8	253	253-Elementary K-6	16-17	Granted
	YOUTH HOME, INC.	1	BARNETT, EMILY	166-Eng Lang Arts 7-12	258	258-Special Education K-12	16-17	Granted
163	Total # Districts Requesting Waivers	586	Total # Waivers Requested this month					

Additional Licensure Waiver Requests
2016 - 2017 School Year
October State Board Meeting

Total # of Waivers Granted	515
Total # of Waivers Denied	71
Total # of Waivers this month	586

District	Substitute	Degree	Teacher of Record	Subject	G/D	Comment
AR Conn. Acad.	Luna, Melvin	MA	NA	Spanish	Granted	no teacher of record
Armored SD	Williams, Paula	MS & BSE	Carter, Stephanie	K-6	Granted	teacher on leave
Bearden	Wright, Gerriand	BA	Lindsey, Teri	Career Orien.	Granted	teacher retired
Bearden	Grice, Amanda	BSE	Shelby, Ronald	Math 9-12	Granted	teacher retired
Bismarck SD	Compton, Kaye	MA	Wallace, Adrianna	English	Granted	teacher on leave
Bismarck SD	Denton, Brittney	BSE	Denton, Brittney	Math 6th	Granted	teacher on leave
Buffalo Island SD	Ballard, Brandon	BS	NA	PE	Granted	no teacher of record
Cabot SD	Kitchings, Robyn	BA	Carter, Samantha	SpEd	Granted	teacher on leave
Cabot SD	Johns, Ashley	BA	NA	Spanish	Granted	no teacher of record
Cabot SD	Claussen, Natalie	BA	NA	SpEd	Granted	no teacher of record
Carlisle SD	Hyde, Krystal	BSE	Wortham, Ricky	Agri Sci & Tech	Granted	teacher resigned
Conway, SD	Mathis, Natalie	BA	Ruggles, Megan	Art K-4	Granted	teacher on leave
Danville SD	Baguley, Lisa	BSE	NA	SpEd	Granted	no teacher of record
Dermott SD	Williams, Terri	BS	NA	SpEd	Granted	no teacher of record
Dermott SD	Momsen, Amy	BS	NA	3 & 4 SS and Sci	Granted	no teacher of record
Dermott SD	Cater, Jenna	BS	NA	5th & 6th Math	Granted	no teacher of record
Dermott SD	Carter, Natasha	BS	NA	SpEd 7-12	Granted	no teacher of record
Earle SD	Moore, Kourtney	BS	NA	3rd Grade	Granted	no teacher of record
Earle SD	Williams, Marqus	BS	NA	Science 7-12	Granted	no teacher of record
Earle SD	Moore, Karmen	BS	NA	5th Grade	Granted	no teacher of record
Earle SD	Saunders, Renee	BS	NA	3rd Grade	Granted	no teacher of record
Earle SD	Jefferson, Steven	BA	NA	CTE	Granted	no teacher of record
Earle SD	Williams, Justin	BS	NA	Band	Granted	no teacher of record
El Dorado	Camacho, Bailey	BS	Dicandido, Joy	2nd Grade	Granted	teacher resigned
El Dorado	Martin, Lauren	BA	Slack, Chelsea	Journalism	Granted	teacher resigned
El Dorado	Spain, Stephanie	BS	Matthews, Deronda	2nd Grade	Granted	teacher resigned
El Dorado	Hammock, Michael	BS	Whitley, Garrett	Social Stud	Granted	teacher reassigned
El Dorado	Sayer, Solena	BS	Larson, Henry	Math	Granted	teacher reassigned
El Dorado	Guidry, Demetria	BS	Washington, Sylvia	FACS	Granted	teacher resigned
El Dorado	Broughton, Xavier	BA	O'Nale, Diann	Music	Granted	teacher resigned
El Dorado	Johnson, Claude	BS	Brooks, Michael	PE/Health	Granted	teacher resigned
Elkins SD	Fuentes, Barbara	BSE	Eaton, Melissa	2nd Grade	Granted	teacher on leave
Flippin	Ridgeway, Mary	BS	Robertson, Charlot	SpEd	Granted	teacher resigned
Flippin	Stupar, Cassandra		Maze, Allison	Eng/Drama	Granted	teacher on leave
Fordyce SD	Davis, Annsle	MAT	NA	English	Granted	no teacher of record

Fort Smith SD	Pinter, Patti	BS	Chancey, Dawn	SpEd	Granted	teacher on leave
Fort Smith SD	Christly, Dedra	BA	Wilson, Amanda	9th Phy. Science	Granted	teacher on leave
Fort Smith SD	Adair, Heather	BS	McClure, Claire	Social Stud	Granted	teacher on leave
Greenland SD	Cole, Ethan	BA	Faught, Hannah	Social Stud	Granted	teacher on leave
Greenland SD	Hardin, Alexander		NA	Computer Prog.	Granted	teacher resigned
Harrison SD	Evans, Tyler	none on r	Hartman, Ryan	Math 7-12	Denied	teacher on military leave
Harrison SD	Campbell, Vallery		Hudson, Shay	4th Grade	Denied	teacher on leave
Hot Springs	McClendon, Lauren	BS	NA	Drama	Granted	teacher resigned
Hot Springs SD	Weatherspoon, Marsalis	BA	NA	Music	Granted	teacher resigned
Jasper SD	Compton, Janie	BS	Nichols, Susan	Library 7-12	Granted	teacher on leave
Junction City School Di	Charles, Horace	BBA	NA	SpEd K-6	Granted	teacher retired
Lakeside (Chicot)	Kincade, Sabrina	BA	NA	Kindergarten	Granted	no teacher of record
Malvern SD	Jobe, Brittany	BS	Taylor, Betty	2nd Grade	Granted	teacher on leave
Malvern SD	Keeney, Jacob	BA	NA	3rd Grade	Granted	no teacher of record
Manila	Bunch, Cindy	BS	Bunch, Cindy	Chemistry	Granted	teacher resigned
Manila SD	Birmingham Brooke	BS	Ladd, James	SpEd	Granted	teacher retired
Maynard SD	Tuer, Taylor	BSE	Poe, Trevor	Math MS	Granted	no teacher of record
McGehee School Dist	Standley, Leslie	BBA	NA	Spanish	Granted	no teacher of record
Nemo Vista School Dis	Hamilton, Taylor	BS	NA	Math 7-12	Granted	no teacher of record
Ouachita River	Myers, Kendra	BS	Myers, Kendra	3rd Grade	Granted	teacher on leave
Palestine-Wheatley	Smith, Emily	BS	Holman, Amanda	K-6	Granted	teacher resigned
Piggott SD	Wellman, Jon	MA	Harvell, Amber	JAG	Granted	teacher does not hold end.
Pocahontas	Moffett, Sherrill	BA	NA	Choral Music	Granted	no teacher of record
Pocahontas	Schmidt, Nicole	BA	Hendrickson, Tamr	5th Grade	Granted	teacher on leave
Rector SD	Boyd, Christina	MBA	NA	Spanish	Granted	no teacher of record
Russellville SD	Shehorn, Matthew	BS	Justice, Michelle	Chemistry	Granted	teacher on leave
Searcy Public Schools	Haynie, Darlene	BSE	Lavender, Rachel	SpEd	Granted	teacher on leave
Sheridan School Dist	Harris, Delaina	BA	NA	Math	Granted	no teacher of record
Sheridan School Dist	Broussard, Nina	BA	Braden, Brandy	3rd Grade	Granted	teacher on leave
Siloam Springs SD	Pruitt, Houston	BS	NA	Health/PE	Granted	no teacher of record
Siloam Springs SD	Naustvik, Aimee	BS	Geanolous, Carly	Math/Sci 5th gr	Granted	teacher on leave
Siloam Springs SD	Moorman, Julie	BS	Pianalto, Sarah	Math 6th	Granted	teacher on leave
Texarkana	Darden, Eric	BA	Waid, Billy	Math 5-6	Granted	transferred to High School
Texarkana	Miller, Charlotte	BA	Landes, Debra	SpEd PK-4	Granted	teacher resigned
Texarkana	Roach, Amber	BS	Pope, Jessica	1st grade	Granted	teacher resigned
Texarkana	Mugno, Jenifer	BA	Weeks, William	English	Granted	teacher reassigned

Trumann School District	Massey, Jay	BA	NA	JROTC, Crim Just	Granted	no teacher of record
Valley Springs SD	Lake, Leah	BA	Whitesaver, Aimee	English, Journalism	Granted	teacher on leave
Watson Chapel	Jones, Tonisha	MA	NA	Counseling	Granted	no teacher of record
Watson Chapel	Edgerson, Darren	BS	Taylor, Kelly	Science	Granted	teacher on leave
Watson Chapel	Horace, Della	BS	NA	Math	Granted	no teacher of record
Youth Home, Inc	Parker, Renita	BSE	NA	K-6	Granted	no teacher of record

**Additional Licensure Waiver Requests
2016 - 2017 School Year
October State Board Meeting**

Total number of waivers requested this month – 586

Total number of waivers granted – 515

Total number of waivers denied – 71

Total number of School Districts requesting waivers – 163

**Waivers granted for schools classified as:
ESEA Needs Improvement Priority and Academic Distressed**

Dermott School District

Dermott High School - Heather Hardin – Bldg. Admin (276)

Elizabeth Cashion – Career Dev (418)

Helena-West Helena School District

Central High School – Brenda Williams - SpEd (258)

Osceola School District (Priority only)

Osceola High School – Clifton Hummel-Young - Phys Science (135)

Pine Bluff School District

Pine Bluff High School – Evelyn James - Family & Consumer Sci (215)

Texarkana School District (Priority only)

Arkansas High School – Billy Waid - Math 7-12 (200)

Carolyn Reed - Math 7-12 (200)

Lisa Carver - Speech 7-12 (114)

Debra Arvin - Math 7-12 (200)

Watson Chapel School District

Watson Chapel High School – Dederick Brown - English 7-12 (166)

***Arkansas State Board of Education
Resolution***

WHEREAS, The Arkansas State Board of Education recognizes that providing Arkansas students with safe school bus transportation is a vital part of the educational system; and

WHEREAS, In Arkansas, approximately 5,500 buses transport more than 250,000 students to and from school and school-related events each day; and

WHEREAS, Arkansas school bus drivers travel more than 240,000 route miles each school day; and

WHEREAS, The Arkansas Department of Education, the Arkansas Division of Public School Academic Facilities and Transportation, and Arkansas PTA are committed to raising public awareness about the importance of school bus safety; and

WHEREAS, The Everett family is dedicated to promoting school bus safety each year; and

WHEREAS, This effort is greatly dependent upon the school district partnerships with local business and community leaders; and

WHEREAS, School bus drivers, mechanics, and transportation directors across the state are to be commended for their unwavering commitment to school bus safety; and

WHEREAS, Concerned citizens and leaders are to be commended for devoting their time, talent, and resources to promoting school bus safety;

NOW, THEREFORE, BE IT RESOLVED THAT

We, the members of the Arkansas State Board of Education, recognize the week of October 17 through 21, 2016, as Arkansas School Bus Safety Week.

Mireya Reith, Chair

Date

Johnny Key, Ex Officio Secretary

Date

***Arkansas State Board of Education
Resolution***

- WHEREAS, More than 476,000 students attend public schools in Arkansas; and
- WHEREAS, A safe and secure environment enhances student learning; and
- WHEREAS, Approximately 69,000 administrators, faculty, and staff at Arkansas’ public schools are committed to providing a safe and secure learning environment for all students; and
- WHEREAS, More than 290 school resource officers assist in ensuring students remain safe at public schools; and
- WHEREAS, The Arkansas Department of Education, Arkansas Safe Schools Association and Criminal Justice Institute’s Safe Schools Program promote a safe educational environment; and
- WHEREAS, The Safe Schools Committee is charged with developing model policies and procedures that may ensure a safe and productive learning environment for students and school employees, for recommending to the State Board of Education any necessary rules and regulations for ensuring a safe school environment, and for recommending to the House Committee on Education and the Senate Committee on Education any necessary legislation for ensuring a safe school environment; and
- WHEREAS, Local and state law enforcement agencies and organizations provide support to school districts;

NOW, THEREFORE, BE IT RESOLVED THAT

We, the members of the Arkansas State Board of Education, recognize the week of October 16 through 22, 2016, as Arkansas Safe Schools Week.

Mireya Reith, Chair

Date

Johnny Key, Ex Officio Secretary

Date

PETITION/SUPPORTING DOCUMENTS FROM
STRONG-HUTTIG SCHOOL DISTRICT

Strong-Huttig Public Schools

P. O. Box 735
Strong, Arkansas 71765

Central Office
108 E. 5th
(870) 797-3040
Fax: (870) 797-3012

Gardner-Strong Elementary
735 S. Concord
(870) 797-2321
Fax: (870) 797-7633

Strong High School
635 S. Concord
(870) 797-7322
Fax: (870) 797-2257

Counselor
(870) 797-2312
Fax: (870) 797-2257

September 1, 2016

To the Arkansas Department of Education & the State Board of Education

The Strong-Huttig School District has received its notice that our Average Daily Membership is below 350 students for the third consecutive year. The district would like to apply for the waiver that is available under Act 377.

Our enrollment at this time is 310 students. Our district was reviewed by the Office of Standards Review last school year 2015-16 and we did not have any violation that caused the district to be on probation for this year.

The district is preparing our budget for this year at the present time and the preliminary budget is attached. We will provide last year's budget and other information to show our financial status by certified mail. The audit pages are attached and the district did not have any items that could not be addressed by the previous superintendent.

Please accept this letter as our statement of assurance that: The Strong-Huttig School District was removed from academic distress. Strong High School is still on academic distress but the district is not. The district is not in fiscal distress and we intend to continue being careful with our allotted money. The district is not in facilities distress. Our buildings are older buildings but they are well maintained. Our maintenance records are placed in School Dude and we have a master facilities plan. Our goal within that plan is one major improvement project per campus per summer. We work with Jo Anne Woolridge to keep our facilities master plan up to date and safe and secure for students and staff. Our appointment for this school year is scheduled for October.

We would appreciate the consideration of this request. We have retained Stone and Sawyer Law Firm of El Dorado to assist us with the waiver. Please advise as to the documents that we need to provide and any other instructions that we need to be aware of. If you have any questions please contact Jeff Alphin at 870-797-7322 or jeff.alfhin@strong.scsc.k12.ar.us.

Sincerely



Jeff Alphin Superintendent - Strong-Huttig School District



Equal Opportunity Employer

PROPOSED BUDGET OF EXPENDITURES
 WITH TAX LEVY FOR FISCAL YEAR
 BEGINNING JULY 1, 2016 TO AND INCLUDING JUNE 30, 2017

The Board of Directors of Strong-Huttig School District No. 83 of Union County, Arkansas, in compliance with the requirements of Amendments No. 40 and No. 74 to the Constitution of the State of Arkansas and of Ark. Code Ann. § 6-13-622 has prepared, approved and hereby makes public the proposed budget of expenditures, together with the tax rate, as follows:

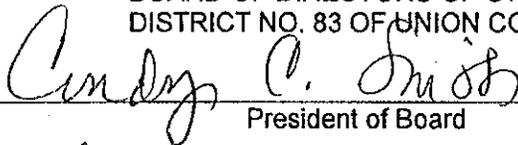
1. Salary Fund Expenditures	\$	3,381,000
2. Instructional Expense	\$	1,527,000
3. Maintenance & Operation Expense	\$	741,000
4. Dedicated M & O Expense	\$	0
5. Pupil Transportation Expense	\$	431,000
6. Other Operating Expense	\$	402,000
7. Non-Bonded Debt Payment	\$	20,725
8. Bonded Debt Payment	\$	81,663

To provide for the foregoing proposed budget of expenditures, the Board of Directors proposes a total school tax rate (state and local) of 39.0 mills on the dollar of the assessed value of taxable property located in this School District. The proposed tax includes the uniform rate of tax (the "Statewide Uniform Rate") to be collected on all taxable property in the State and remitted to the State Treasurer pursuant to Amendment No. 74 to the Arkansas Constitution to be used solely for maintenance and operation of schools in the State. As provided in Amendment No. 74, the Statewide Uniform Rate replaces a portion of the existing rate of tax levied by this School District and available for maintenance and operation of schools in this District. The total proposed school tax levy of 39.0 mills includes 25.7 mills specifically voted for general maintenance and operation and 13.3 mills voted for debt service previously voted as a continuing levy pledged for the retirement of existing bonded indebtedness. The surplus revenues produced each year by debt service millage may be used by the District for other school purposes.

The total proposed school tax levy of 39.0 mills represents the same rate presently being levied.

GIVEN this 18th day of MAY, 2015.

BOARD OF DIRECTORS OF STRONG-HUTTIG SCHOOL
 DISTRICT NO. 83 OF UNION COUNTY, ARKANSAS



 President of Board



 Secretary of Board

INSTRUCTIONS: After its adoption, publish budget one time in a newspaper published in Union County, not later than sixty days prior to the election date.

STRONG-HUTTIG SCHOOL DISTRICT
STATE FOUNDATION FUNDING SCHEDULE

District Statistics-Titles apply to 16/17	Projected			
	13/14 Funding	14/15 Funding	15/16 Funding	16/17 Funding
1 15/16 3 QTR AVG ADM	423.42	387.92	336.49	320.32
2 1st QTR ADM	388.69	334.57	314.30	0.00
3 2nd QTR ADM	389.56	335.67	320.75	0.00
4 3rd QTR ADM	385.59	339.11	325.54	0.00
5 4th QTR ADM	381.21	337.49	321.05	0.00
6 2015 Certified Assessment	\$ 40,089,396	\$ 37,820,332	\$ 40,254,283	\$ 42,655,592
7 Total Millage Rate	39.00	39.00	39.00	39.00
8 State Wealth Index	0.37392	0.36056	0.10859	0.00000
State Foundation Funding Aid				
9 Local Property Tax Revenue @URT * 98%	\$ 982,190.20	\$ 926,598.13	\$ 986,229.93	\$ 1,045,062.00
10 Miscellaneous Funds	\$ 60,045.00	\$ 60,045.00	\$ 57,896.00	\$ 46,425.00
11 Local Revenue [9]+[10]	\$ 1,042,235.20	\$ 986,643.13	\$ 1,044,125.93	\$ 1,091,487.00
12 Local Revenue Per Student [11]/[1]	\$ 2,461.47	\$ 2,543.42	\$ 3,102.99	\$ 3,407.49
13 State Foundation Aid per Student \$6,646-[12]	\$ 3,931.53	\$ 3,977.58	\$ 3,481.01	\$ 3,238.51
Alternative Learning Environment Aid				
14 PY ALE Students	7.38	2.76	0.40	1.21
15 ALE Funding \$4,560 per ADM	\$ 31,770.90	\$ 12,084.03	\$ 1,795.93	\$ 5,500.46
English Language Learner Aid				
16 CY ELL Students	0	0	0	0
17 ELL Funding \$331 per ADM	\$ -	\$ -	\$ -	\$ -
National School Lunch Act				
18 % of Free/Reduced Lunch	88.99%	89.15%	93.13%	93.61%
19 PY Free/Reduced Lunch Students (cycle 2)	380	345	312	293
20 NSLA Funding @ \$1,576/\$1,051/\$526	\$ 392,540.00	\$ 356,385.00	\$ 487,344.00	\$ 461,768.00
21 NSLA Growth Funding	\$ -	\$ -	\$ -	\$ -
22 NSLA Transitional Funding	\$ -	\$ -	\$ (108,161.00)	\$ (51,275.00)
23 Professional Development \$26.05*[1]	\$ 18,821.02	\$ 10,345.83	\$ 8,765.56	\$ 8,344.34
Bonded Debt Assistance				
24 Eligible Debt Payment	\$ 110,515.00	\$ 112,065.00	\$ 113,385.00	\$ 114,390.00
25 Required Debt Mills	\$ 99,463.50	\$ 100,858.50	\$ 102,046.50	\$ 102,951.00
26 Mandatory Call Bonds	2.4810	2.6668	2.5350	2.4135
27 Bonded Debt Assistance \$18.03x[1]x[8]x([25]+[26])	0.00	0.00	0.00	0.00
28 General Facilities Funding	\$ 7,082.32	\$ 6,725.18	\$ 1,670.16	\$ -
29 Supplemental Millage Incentive	\$ 2,897.93	\$ 1,448.97	\$ -	\$ -
30 Student Growth Funding \$6,646*[increase]	\$ 4,659.73	\$ 2,329.87	\$ -	\$ -
31 Declining Enrollment Funding	\$ -	\$ -	\$ -	\$ -
32 Declining Enrollment Adequacy Funding	\$ -	\$ -	\$ 169,307.56	\$ 53,732.91
33 Isolated Funding	\$ -	\$ -	\$ -	\$ -
34 Isolated Special Needs Funding	\$ -	\$ -	\$ -	\$ -
35 Isolated Special Needs Transportation Funding	\$ -	\$ -	\$ -	\$ -
36 Special Needs Small District Funding	\$ -	\$ -	\$ -	\$ -
37 Academic Facilities Wealth Index (District %)	\$ 135,346.00	\$ 126,481.00	\$ -	\$ -
38 Academic Facilities Wealth Index (District %)	60.74%	56.83%	63.30%	
Funding Totals				
38 Local Tax Above URT (See Schedule 3 for Collection %)	\$ 528,384.46	\$ 516,122.26	\$ 541,998.43	\$ 573,055.77
39 Local Revenue @ URT [12]*[1]	\$ 1,042,235.20	\$ 986,643.13	\$ 1,044,125.93	\$ 1,091,487.00
40 State Foundation Funding Aid [13]*[1]	\$ 1,664,688.86	\$ 1,542,983.19	\$ 1,171,324.23	\$ 1,037,359.72
41 Total of State Funds Listed Excluding Foundation Funding	\$ 593,117.90	\$ 515,799.87	\$ 560,722.22	\$ 478,070.71
42 Total Revenue	\$ 3,828,426.42	\$ 3,561,548.45	\$ 3,318,170.81	\$ 3,179,973.20
43 (-) Restricted Revenue [15]+[17]+[20]+[21]+[22]+[23]	\$ 443,131.92	\$ 378,814.85	\$ 389,744.50	\$ 424,337.80
44 (-) Restricted Refunding Savings	\$ 6,335.00	\$ 5,037.50	\$ 4,027.50	\$ 3,017.50
45 (-) Bonded Debt Payment	\$ 83,175.00	\$ 77,762.50	\$ 77,212.50	\$ 81,662.50
46 Total Available for Unrestricted M&O	\$ 3,295,784.50	\$ 3,099,933.60	\$ 2,847,186.31	\$ 2,670,955.40

Estimate

Scheduled pymt
-10%

-5176,231

District: Strong-Huttig School

Budget 2016-2017

BEGINNING BALANCE	1,566,947.73
REVENUE	
State (Includes Categorical & Food Service)	1,926,430.00
Local Revenue	1,768,892.00
Federal Revenue	282,283.00
Total Revenue	3,977,605.00
EXPENDITURES	
Salaries & Benefits	2,818,676.00
M&O Expense	1,058,542.00
Debt Payments (all types of debt)	102,387.00
Total Expenditures	3,979,605.00
ENDING BALANCE	1,564,947.73

	Actual FY 2015 - 2016	Budget FY 2016 - 2017
FUND 1 - Teacher Salary		
Beginning Balance	\$0.00	\$0.00
Total Revenues	\$0.00	\$0.00
Total Expenditures	\$1,541,813.55	\$0.00
Total Transfers	\$1,541,813.55	\$0.00

Ending Balance	\$0.00	\$0.00
FUND 2 - Operating		
Beginning Balance	\$1,151,435.86	\$1,188,340.07
Total Revenues	\$3,657,227.37	\$0.00
Total Expenditures	\$2,090,867.11	\$0.00
Total Transfers	-\$1,529,456.05	\$0.00

Ending Balance	\$1,188,340.07	\$1,188,340.07
FUND 3 - Building		
Beginning Balance	\$425,239.77	\$270,712.40
Total Revenues	\$0.00	\$0.00
Total Expenditures	\$64,527.37	\$0.00
Total Transfers	-\$90,000.00	\$0.00

Ending Balance	\$270,712.40	\$270,712.40
FUND 4 - Debt Service		
Beginning Balance	\$0.00	\$0.00
Total Revenues	\$0.00	\$0.00
Total Expenditures	\$77,642.50	\$0.00
Total Transfers	\$77,642.50	\$0.00

Ending Balance	\$0.00	\$0.00

LEA: 7009000
 COUNTY: UNION
 DISTRICT: STRONG-HUTTIG SCHOOL DISTRICT
 SCHOOL:

Annual Financial Report and Budget - Level I
 SCHOOL YEAR: 2015 - 2016

PAGE: 2
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	Actual FY 2015 - 2016	Budget FY 2016 - 2017
	-----	-----
FUND 5 - Capital Outlay		
Beginning Balance	\$0.00	\$0.00
Total Revenues	\$0.00	\$0.00
Total Expenditures	\$0.00	\$0.00
Total Transfers	\$0.00	\$0.00
	-----	-----
Ending Balance	\$0.00	\$0.00
FUND 6 - Federal Grants		
Beginning Balance	\$35,475.27	\$18,425.43
Total Revenues	\$422,660.58	\$0.00
Total Expenditures	\$439,710.42	\$0.00
Total Transfers	\$0.00	\$0.00
	-----	-----
Ending Balance	\$18,425.43	\$18,425.43
FUND 7 - Activity		
Beginning Balance	\$33,164.95	\$35,274.30
Total Revenues	\$61,373.45	\$0.00
Total Expenditures	\$59,264.10	\$0.00
Total Transfers	\$0.00	\$0.00
	-----	-----
Ending Balance	\$35,274.30	\$35,274.30
FUND 8 - Food Service		
Beginning Balance	\$59,175.24	\$54,195.53
Total Revenues	\$304,094.25	\$0.00
Total Expenditures	\$309,073.96	\$0.00
Total Transfers	\$0.00	\$0.00
	-----	-----
Ending Balance	\$54,195.53	\$54,195.53

STRONG-HUTTIG SCHOOL DISTRICT NO. 83
UNION COUNTY, ARKANSAS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2015

Schedule 3

SECTION II - FINANCIAL STATEMENT FINDINGS

MATERIAL WEAKNESS

2015-001. Internal Control

Criteria or specific requirement: Internal control is a process consisting of five interrelated components - *control environment, risk assessment, information and communication, control activities, and monitoring*. Management is responsible for adopting sound accounting policies and for establishing and maintaining internal control that will, among other things, initiate, authorize, record, process, and report transactions (as well as events and conditions) consistent with management's assertions embodied in the financial statements.

Condition: Deficiencies in the internal control component of control activities adversely affected the District's ability to initiate, authorize, record, process, and report financial data in accordance with the regulatory basis of accounting such that there was a reasonable possibility that a material misstatement of the District's financial statements would not be prevented, or detected and corrected on a timely basis. Financial accounting duties were not adequately segregated among employees. Specifically, certain key weaknesses included the following: the same employee was responsible for the maintenance of accounting records, receiving and depositing monies collected, and preparing non-payroll checks, without compensating controls.

Context: An understanding of the five components of internal control sufficient to assess the risk of material misstatement of the financial statements whether due to error or fraud, and to design the nature, timing, and extent of further audit procedures was obtained.

Effect: The District's ability to initiate, authorize, record, process, and report transactions consistent with management's assertions embodied in the financial statements, as well as the ability to safeguard District assets, was adversely affected by the identified weaknesses in the above internal control component.

Cause: District management, due to cost/benefit implications, which hindered the District's ability to adequately segregate financial accounting duties among employees, did not effectively address the deficiencies in internal control.

Recommendation: District management should adopt sound accounting policies and establish and maintain internal control that will initiate, authorize, record, process, and report transactions consistent with management's assertions embodied in the financial statements and that will safeguard District assets.

Views of responsible officials and planned corrective actions: The District has implemented procedures to help meet the requirements of this finding. The steps include using different personnel at the Central Office to receive and count funds and using different personnel to make deposits into various accounts.

STRONG-HUTTIG SCHOOL DISTRICT NO. 83
UNION COUNTY, ARKANSAS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2015

Schedule 3

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

MATERIAL WEAKNESS

U. S. DEPARTMENT OF EDUCATION
PASSED THROUGH STATE DEPARTMENT OF EDUCATION
TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES - CFDA NUMBER 84.010
PASS-THROUGH NUMBER 70-09
AUDIT PERIOD - YEAR ENDED JUNE 30, 2015

2015-002. Matching, Level of Effort, Earmarking

Criteria or specific requirement: In accordance with Title I, Part A, Section 1120A(b) of 20 USC § 6321(b), the District is required to use federal funds only to supplement the funds that would, in the absence of such federal funds, be made available from non-federal sources, and not to supplant such funds.

Condition: The District expended \$28,644 from the Title I program to supplant rather than supplement District payroll expenditures.

Questioned Costs: Total questioned costs were \$28,644.

Context: Examination of salaries, including fringe benefits, and supporting documentation for two employees (\$30,730) from a total population of seven employees (\$88,644).

Effect: The District used federal funding to supplant rather than to supplement non-federal funds.

Cause: Lack of internal controls and management oversight resulted in the District using federal funds to supplant rather than supplement non-federal funds.

Recommendation: Establish an internal control system to ensure Title I funds are used to supplement and not supplant other funds.

Views of responsible officials and planned corrective actions: The District will reimburse this amount back into the Title I fund since it is not an allowable expense. The District will review the rules and regulations of allowable Title I expenditures with the assistance of the assigned ACSIP Plan Supervisor in order that this incident will not happen again in the future.

STRONG-HUTTIG SCHOOL DISTRICT NO. 83
UNION COUNTY, ARKANSAS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2015

Schedule 3

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS (Continued)

SIGNIFICANT DEFICIENCIES

U. S. DEPARTMENT OF EDUCATION
PASSED THROUGH STATE DEPARTMENT OF EDUCATION
TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES - CFDA NUMBER 84.010
PASS-THROUGH NUMBER 70-09
AUDIT PERIOD - YEAR ENDED JUNE 30, 2015

2015-003. Allowable Costs/Cost Principles

Criteria or specific requirement: Office of Management and Budget (OMB) Circular A-87 requires salaries charged to federal programs to be supported by monthly personnel activity reports or equivalent documentation when District employees work multiple activities.

Condition: Although standard payroll documentation supporting the employees' work in the Title I program was available for audit inspection, periodic time certifications were prepared instead of monthly activity reports for two employees who worked multiple activities.

Context: Examination of documentation substantiating time worked by two employees from a total population of seven employees.

Effect: The District was unable to provide required documentation substantiating the time charged to the Title I program.

Cause: Lack of internal controls and management oversight resulted in the lack of supporting documentation pertaining to time charged to federal programs.

Recommendation: The District should prepare monthly personnel activity reports for all applicable employees.

Views of responsible officials and planned corrective actions: The District will ensure that the Federal Programs Coordinator will prepare time certifications and/or activity reports for all applicable employees by making monthly inspections of the documents to see that they are completed correctly by eligible employees.

2015-004. Allowable Costs/Cost Principles

Criteria or specific requirement: Office of Management and Budget (OMB) Circular No. A-87 establishes principles and standards for determining allowable costs from federal awards.

Condition: Title I expenditures must be approved in the Arkansas Comprehensive School Improvement Plan (ACSIP). The District's ACSIP did not include Title I program payroll expenditures, including fringe benefits, for a parental coordinator totaling \$2,086.

Questioned Costs: Total questioned costs were \$2,086.

Context: Examination of salaries, including fringe benefits, and supporting documentation for two employees (\$30,730) from a total population of seven employees (\$88,644).

Effect: Unallowable costs of \$2,086 for the year ended June 30, 2015 were incurred.

Cause: Lack of internal controls and management oversight over program expenditures.

Recommendation: The District should contact the Arkansas Department of Education for guidance and implement proper controls over program expenditures.

Views of responsible officials and planned corrective actions: This expenditure was an oversight by the preparers of the ACSIP plan. The District will review the plan carefully in the future with the State ACSIP Supervisor to make sure all allowable expenditures are included in the plan. This amount has been reimbursed by the District to the Title I fund.

Strong-Huttig Public Schools

P. O. Box 735
Strong, Arkansas 71765

Central Office
108 E. 5th
(870) 797-3040
Fax: (870) 797-3012

Gardner-Strong Elementary
735 S. Concord
(870) 797-2321
Fax: (870) 797-7633

Strong High School
635 S. Concord
(870) 797-7322
Fax: (870) 797-2257

Counselor
(870) 797-2312
Fax: (870) 797-2257

February 24, 2016

Mr. Paul McEachern
812 North Main Street
Monticello, AR 71655

RE: **RESPONSES TO REPORTABLE FINDINGS FOR THE YEAR ENDING JUNE 30, 2015**

#A.2 Deficiencies in the internal control component of control activities. (Segregation of Duties):

The district has implemented procedures to help meet the requirements of this finding. The steps include: Using different personnel at the Central Office to receive and count funds and using different personnel to make deposits into various accounts.

#14 O.15.2/O.15.5 Period time certification were prepared instead of monthly activity reports for two employees who worked multiple activities.

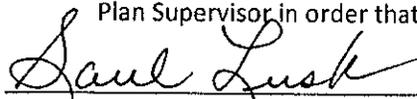
The district will ensure that the Federal Programs Coordinator will prepare time certifications and or activity reports for all applicable employees by making monthly inspections of the documents to see that they are completed correctly by eligible employees.

#15 O.15.5 Title I expenditures must be approved in the Arkansas Comprehensive School Improvement Plan (ACSIP). The District's ACSIP did not include the Title I program payroll expenditures for a parent coordinator totaling \$2,086.

This expenditure was an oversight by the preparers of the ACSIP Plan. The district will review the plan carefully in the future with the State ACSIP Supervisor to make sure all allowable expenditures are included in the plan. This amount has been reimbursed by the district to the Title I fund.

#19 O.15.2 The district expended \$28,644 from the Title I program to supplant rather and supplement district payroll expenditures.

The district will reimburse this amount back into the Title I fund since it not an allowable expense. The district will review the rules and regulations of allowable Title I expenditures with the assistance of the assigned ACSIP Plan Supervisor in order that this incident will not happen again in the future.



Saul Lusk-Superintendent

Equal Opportunity Employer

Strong-Huttig Public Schools

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February 24, 2016

Mr. Paul McEachern
812 North Main Street
Monticello, AR 71655

RE: RESPONSE TO REPORTABLE FINDING FOR THE YEAR ENDING JUNE 30, 2016

#L3: Management Letter Finding 1: Review of Activity Fund expenditures revealed accommodations purchases totaling \$2,442.

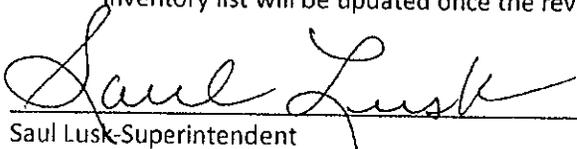
The district will implement procedures that will ensure that purchases for outside entities/or entities not affiliated with the school will not be made through the district or in the district's name. This expenditure amount has been reimbursed back to the district.

#L.3 Management Letter Finding 2: The district did not solicit bids or obtain a performance bond as required by Ark. Code Ann. 6-44-503 for building repair expenses totaling \$68,959.

The district feels that this was an emergency situation because of roof damage caused by high winds in July of 2014. Water was pouring into the High School Building and Old Gymnasium. The school district was at the mercy of the Ritchey Roofing Company of El Dorado, AR who came and completed the temporary emergency repairs and agreed to come back and fix the roof damage permanently but never returned to do so. From hence forward, district will ensure that it will continue to follow the bidding/procurement procedures as outlined in its' Policy Manual and make sure that no work is done unless a performance bond is included with the bidding documents if the expenditure amount requires that a performance bond is to be issued.

#N.4 Management Letter Finding 3: During an equipment sighting tests, two out of ten items tested could not be located.

The district is currently reviewing its' inventory list of equipment in order to make sure that all items on the list can be located and found. This task will be divided up among Central Office and Maintenance Personnel. The inventory list will be updated once the review has been completed.


Saul Lusk-Superintendent

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February 24, 2016

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Counselor
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Mr. Paul McEachern
812 North Main Street
Monticello, AR 71655

RE: **RESPONSES TO SUPPLEMENTAL FINDINGS FOR THE YEAR ENDING JUNE 30, 2015**

#3 **L.3 & N 5 Documentation was not maintained for officials working ball games and the district did not obtain board approval for repair projects totaling \$72,459.**

The district will make sure that all documents for officials working ball games are properly signed. School Board approval will be done for needed repairs and when the expenditure amount requires it.

#5 **P.1 Documentation from the activity sponsor for one activity fund was not adequate.**

The district has implemented a process whereby monthly statements of accounts to club/activity sponsors are sent to sponsors/advisors in order for them to verify fund balances. Their signatures are required if the balances are correct. The sponsors/advisors are now required to have receipt books for funds collected and turned into the Central Office.

#6 **O.14.4 During a test of Child Nutrition non-payroll expenditures, an expense for a back brace is not allowable.**

The district has reimbursed the Child Nutrition program for this non allowable expense. Steps will be taken by the Child Nutrition Director to ensure that this will not happen again.

#9 **A2.5 No wireless security and use policy.**

The district has hired a full time Technology Trainer/Coordinator. This person will help develop a wireless policy that will meet the requirements of this statute.

#10 **A2.5 The Disaster Recovery Plan is inadequate (both technical and user) for restoring short-term and long-term interruptions of computer processing.**

The district has a Disaster Recovery Plan which apparently does not meet the requirements of this statute. The district's Technology personnel will work with the Department of Information Systems (DIS) to develop and implement a plan that will help meet this violation. The plan will include all of the components listed and will be tested at least twice during the fiscal year.

#11 **A2.5 Passwords controls did not meet minimum industry standards. The minimum of characters required of passwords was below industry standards. Passwords were not required to be changed on a periodic recurring basis that did not exceed 90 days.**

Equal Opportunity Employer

The district's technology personnel will implement a plan to strengthen passwords that will meet industry standards and require that the passwords be changed every 90 days. Technology personnel will consult with the Department of Information Systems (DIS) and with the local Educational Cooperative to help resolve these issues.

#12 A2.5 Management had no process to periodically review appropriate access security.

Now that the district had a full time technology person, a plan will developed to review and updated application and user security. The plan/process will include all components that will help the district to meet the requirements of this statue.

#17 O.15.5 One Title I contract was not signed.

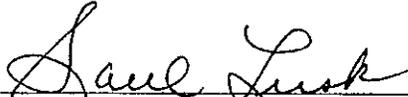
One signature on one contract for a person who was paid with Title I funding was omitted. The district's Central Office Personnel will review all contracts to make sure that all appropriate signature are secured.

#20 B.2 The district is allowing fees to erode the Vivian Cooper Davis Scholarship savings account.

The district has already taken steps to move the scholarship funds into an account that not charge fees on the current balance. The bank has assured the district that fees will not be charged to the account in the future.

#21 One Medicaid payment totaling \$1,085.96 for the May 2015 reimbursement was not added to the accounts receivable listing.

The district has corrected this action and will do its' best to keep this from happening again in the future.


Saul Lusk-Superintendent

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FACILITIES MASTER PLAN PUBLIC MEETING NOVEMBER 16, 2015 6:00 P.M. HIGH SCHOOL LIBRARY

AGENDA

- I. Purpose of Meeting
- II. Presentation/Future District Projects
- III. Comments from the public
- IV. Questions
- V. Adjournment

MINUTES OF THE MASTER PLAN PUBLIC MEETING
STRONG-HUTTIG SCHOOL DISTRICT
November 16, 6:00 p.m.
High School Library

The public meeting for the Facilities Master Plan for the Strong-Huttig School District was called to order by the Superintendent, Saul Lusk. Superintendent Lusk explained the purpose of the meeting and that it was required by Arkansas Law that every school have a meeting of this type to give information about upcoming projects for the district and receive input from the public on the plans' development.

After presenting the contents of the plan, Superintendent Lusk, paused and asked for comments from the public. There were none. He then asked if there were any questions from the public and there were none. A total of 10 people were in attendance. The meeting was adjourned at 6:20 p.m.

**RESOLUTION FOR LOCAL SUPPORT OF 2016 6-YEAR
MASTER PLAN & PARTNERSHIP PROJECT
APPLICATIONS 2017/2019 BIENNIUM**

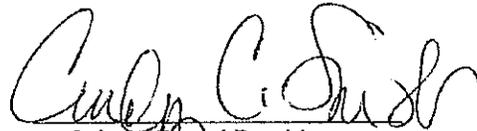
WHEREAS the Strong Huttig School Board has reviewed and voted yes to fully support the School District's 2016, 6-Year Master Plan and 2017-2019; and

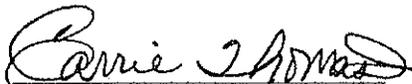
WHEREAS the Strong Huttig School Board understands that the Arkansas Division of Public School Academic Facilities & Transportation must approve said masterplans; and

WHEREAS the Strong Huttig School Board understands that when masterplans are approved the Academic Facilities Division through the legislative appropriations may participate in the construction of academic facilities at the state computed wealth index as funding permits,

BE IT RESOLVED that the Strong Huttig School Board has voted to dedicate local resources to meet the school district's share of financial participation in approved new construction projects listed on the 6-Year Master Plan.


Superintendent


School Board President


School Board Secretary

11-16-2015
Date

Strong Huttig School District

108 East 5th Ave
Strong, AR 71765

On 11-16-2015 at Strong Huttig School District a public hearing was held to discuss the Facilities Masterplan. There were 10 people in attendance.

The Strong Huttig School District has incorporated the community in developing the facility plan by discussing facilities at each school board meeting. The public is invited to the monthly board meetings and any comments made were taken into consideration.

Strong-Huttig Schools 2016 Master Plan Narrative

The Strong-Huttig School District is comprised of two (2) main campuses. Gardner Strong Elementary is located south of the high school on South Concord Street. The grade configuration for this campus is grades K-6. The elementary campus also provides room for South Central Service Co-op, F.A.C.T., Inc. and Headstart to conduct Pre-K classes with a total of 49 students. The main building was built in 1981 and is a circular shape with all classrooms having access doors to the outside. Behind the main building are three (3) small buildings that house the Pre-K. These buildings are functional for their current use. Three (3) other buildings were moved from the Huttig campus. All the facilities are sufficient for the number of students enrolled with the exception of the computer lab.

The enrollment is declining in Strong. The district is watching the enrollment closely and will make future plans accordingly. Due to the ESEA law, parents have the right to school choice, and this is the cause of the decline for our district. In 2016/2017 the district will apply for a waiver under Act 377 passed during the 2015 session. This allows schools that fall below the 350 enrollment number to remain open.

The district has kept the community involved in many ways. Each month the community is invited to attend the school board meetings. Also the school district leadership team has visited local churches for the purpose of increasing community involvement. This has made a positive impact within the district.

Strong HS

On the main campus of Strong High School, is the math and science building, built in 1964, which houses 7th and 8th grades. The Auditorium was built in 1935 and has a one-room classroom addition which was built in 1952. Also part of this campus is the high school, built in 1986, which houses grades 9-12, the high school gym, built in 1992, which is used for all health and physical education classes, and the alternative learning educational building which was converted from the old gym, which was built in 1952. The auditorium has had no renovation since its construction. This is often used for student testing, professional development, guest speakers for staff and students, as well as holding some board meetings. Renovations are necessary to enhance sound quality by lowering the ceilings, adding bathrooms, and a facelift with paint. This project is scheduled during the 2019/2020 year. It will include a restroom addition and renovation. There are four (4) modular units that were placed on campus when the Strong School District and Huttig School District consolidated in 2004-2005. Through adjustments in scheduling and using some defined office space, only two (2) of the four buildings have classes during the 2012-2013 school year. One building is use as the academic coaches' office and the other is used for counseling students by an external firm.

The HVAC units in the math and science building need to be replaced. This project is planned during the 2019/2020 funding biennium. They were installed in 1964 and have long out-lived their expectancy.

Gardner ES

The elementary campus is made up of the main building and portables. While the campus does have suitability need, the district is unable to match partnership funds for an addition. The main building was built in 1981 and has been maintained through the maintenance program at Strong. The HVAC

units are in need of replacement. They are well past life cycle and need constant repairs. The district has a project to replace the units in the 2019/2020 year.

*Both the Strong High School campus and the Gardner Strong Elementary campus need to upgrade emergency lighting and fire alarm systems. Through ADE partnership dollars, this project was funded during the 2013/2015 funding biennium. The district has completed a portion of this project, but the elementary campus still needs to be completed.

*Future plans exist for the high school HVAC and electrical upgrades, 2019/2020. These projects complete our 6-year master plan for the Strong-Huttig district. Beyond that, it is difficult for the district to plan until the waiver under Act 377 is granted.

Building Values

Administration	Dwelling	1940	-52	This building is maintained through our maintenance program
Administration	Construction Lab	1940	-52	This building is maintained through our maintenance program
Administration	Dwelling	1940	-52	This is a house and maintained by maintenance program
Administration	Supt. Dwelling	1960	-12	This is a house and maintained by maintenance program
Administration	HS Prin. Dwelling	1940	-52	This is a house and maintained by maintenance program
Administration	ES Prin. Dwelling	1960	-12	This is a house and maintained by maintenance program
Administration	Dwelling	1940	-52	This is a house and maintained by maintenance program
Administration	Dwelling	1950	-32	This is a house and maintained by maintenance program
Old Huttig High School - NOT IN USE	Old Gymnasium	1932	-68	Building donated to the city
Strong High School	ALE BUILDING - NOT IN USE	1938	-56	Building has been demolished
Strong High School	Auditorium	1939	-54	This building is only used for testing and presentations. It is maintained through maintenance at this time.
Strong High School	Old Gymnasium	1950	-32	This building is maintained through our maintenance program
Strong High School	Math/Science/Cafeteria	1962	-8	This building is maintained through our maintenance program. The Cafeteria to be replaced at a later date.



ARKANSAS
SCHOOL BOARDS
ASSOCIATION

Risk Management Program

P.O. Box 165460 • Little Rock, Arkansas 72216 •
(501) 492-4800 • Fax (501) 687-0225

Property Statement of Values

Member	Strong-Huttig		
Address	635 S. Concord	LEA Number	7009
City, State, Zip	Strong, AR 71765	County	Union
Effective Date	7/1/2015	Earthquake	YES
Policy Ending Date	7/1/2016	Flood	YES

Campus Strong High School

Item	Alarm	Year	SP	Const Codes	Bldg Notes	Description	Square Feet	S/FT	Building	Contents
5185	NO	1962	NO	4	1	7th & 8th Grade/Cafeteria	13,567	\$135.00	\$1,831,545	\$366,309
5192	NO	1938	NO	1	4	Alt Learning (Vacant)	2,435	\$0.00	\$0	\$0
5184	NO	1939	NO	1	2	Auditorium	5,350	\$15.09	\$80,732	\$25,000
5183	NO	2004	NO	3	1	Band Hall / Vocational Agri.	7,502	\$85.00	\$637,670	\$250,000
5189	NO	1985	NO	3	1	Bus Garage	1,891	\$85.00	\$160,735	\$35,620
5182	NO	2006	NO	1	2	Classroom	864	\$40.50	\$34,992	\$20,000
5181	NO	2006	NO	1	2	Computer Lab	864	\$40.50	\$34,992	\$35,000
5186	NO	1991	NO	4	1	Gymnasium	16,094	\$135.00	\$2,172,690	\$434,538
5178	NO	1986	NO	2	1	High School/Admin	19,779	\$120.00	\$2,373,480	\$700,000
5229	NO	2000	NO	1	2	Nurse Station	288	\$50.00	\$14,400	\$2,880
5187	NO	1940	NO	2	2	Old Gymnasium	11,972	\$18.46	\$221,003	\$44,503
5179	NO	2006	NO	1	2	Science	864	\$40.50	\$34,992	\$50,000
5180	NO	2006	NO	1	2	Special Ed	864	\$40.50	\$34,992	\$30,000
5188	NO	1975	NO	2	2	Storage	4,960	\$80.00	\$396,800	\$68,320
5191	NO	1995	NO	1	4	Storage	160	\$0.00	\$0	\$0
7779	NO	2008	NO	1	4	Storage (W. of HS)- VACANT	80	\$0.00	\$0	\$0

Campus Strong Elementary

Item	Alarm	Year	SP	Const Codes	Bldg Notes	Description	Square Feet	S/FT	Building	Contents
5199	NO	1988	NO	1	2	ABC Classroom	960	\$45.00	\$43,200	\$20,000



Risk Management Program

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Property Statement of Values

10355	NO	2011	NO	1	4	Early Head Start (Red)-Sch does not own bldg.	840	\$0.00	\$0	\$0
5196	NO	1981	NO	4	1	Elementary	36,607	\$135.00	\$4,941,945	\$988,389
5230	NO	1992	NO	1	1	GT Classrm/Counselor	768	\$105.00	\$80,640	\$150,000
7773	NO	2007	NO	1	1	Head Start cl'm	960	\$105.00	\$100,800	\$20,160
7774	NO	2007	NO	2	1	Music Bldg (E. of Elem)	1,128	\$120.00	\$135,360	\$27,072
5198	NO	1995	NO	1	2	Music Classroom	960	\$45.00	\$43,200	\$20,000
7776	NO	2007	NO	1	4	Storage (beside Ply'grd)-VACANT	120	\$0.00	\$0	\$0
7775	NO	2000	NO	1	4	Storage (btw GT & ABC)-VACANT	200	\$0.00	\$0	\$0
7777	NO	2007	NO	1	4	Storage (East of ply'grd)-VACANT	120	\$0.00	\$0	\$0
7778	NO	2007	NO	1	4	Storage (next to Ply'grd)-VACANT	120	\$0.00	\$0	\$0
10356	NO	2007	NO	1	4	Storage-Head Start-School does not own	120	\$0.00	\$0	\$0
5197	NO	1995	NO	1	2	Title I/Headstart	960	\$45.00	\$43,200	\$20,000

Campus Huttig Campus

Item	Alarm	Year	SP	Const Codes	Bldg Notes	Description	Square Feet	S/FT	Building	Contents
5234	NO	1991	NO	4	2	Elem Clsm/Café-vacant	13,421	\$8.00	\$107,368	\$30,000
5233	YES	1983	NO	4	2	Elementary Sch-vacant	13,052	\$8.00	\$104,416	\$20,838
5232	NO	2000	NO	3	2	Fieldhouse-vacant	2,460	\$8.00	\$19,680	\$12,000
5231	NO	1968	NO	2	2	Gymnasium-vacant	14,272	\$8.00	\$114,176	\$116,368
5223	YES	1974	NO	4	2	High Sch -vacant	18,312	\$8.00	\$146,496	\$0
5237	NO		NO	1	4	Mower Shed-vacant	0	\$0.00	\$0	\$14,173
5225	NO	1979	NO	3	2	Music / Art-vacant	3,000	\$8.00	\$24,000	\$24,000
5235	NO	1932	NO	1	2	Old Gymnasium-vacant	7,796	\$8.00	\$62,368	\$1,000
7769	NO	1995	NO	1	4	Storage (w/ attached Pavilion)-VACANT	72	\$0.00	\$0	\$0

Campus Dwelling (Elm St.)-Huttig

Item	Alarm	Year	SP	Const Codes	Bldg Notes	Description	Square Feet	S/FT	Building	Contents
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Risk Management Program

P.O. Box 165460 • Little Rock, Arkansas 72216 •
(501) 492-4800 • Fax (501) 687-0225

Property Statement of Values

7772	NO	1995	NO	1	4	Storage (Backyard)- VACANT	168	\$0.00	\$0	\$0
5249	YES	1970	NO	1	2	Superintendent's Dwelling	1,768	\$50.00	\$88,400	\$3,000

Campus Dwelling (4th St)

Item	Alarm	Year	SP	Const Codes	Bldg Notes	Description	Square Feet	\$/FT	Building	Contents
7771	NO	1990	NO	1	4	Storage (Backyard)- VACANT	104	\$0.00	\$0	\$0
7770	NO	1990	NO	1	4	Storage (outside fenced yard)-VACANT	108	\$0.00	\$0	\$0
5250	NO	1970	NO	1	2	Teacherage	1,242	\$50.00	\$62,100	\$0

Campus Strong Baseball

Item	Alarm	Year	SP	Const Codes	Bldg Notes	Description	Square Feet	\$/FT	Building	Contents
5203	NO		NO	3	4	Batting Cage	1,008	\$0.00	\$0	\$0
5200	NO	2004	NO	1	2	Concession	130	\$38.46	\$5,000	\$1,000
5202	NO		NO	3	4	Covered Bleachers	390	\$0.00	\$0	\$0
5205	NO		NO	3	2	Fence	0	\$0.00	\$5,000	\$0
5201	NO		NO	1	1	Lights(8 poles,3 standard)	0	\$0.00	\$64,000	\$0
7786	NO	1995	NO	1	4	Restroom (W. of Baseball Fld)	176	\$0.00	\$0	\$0
5204	NO	2000	NO	1	4	Storage/Scorebox	96	\$0.00	\$0	\$0

Campus Strong Football

Item	Alarm	Year	SP	Const Codes	Bldg Notes	Description	Square Feet	\$/FT	Building	Contents
5212	NO		NO	3	1	25 second clocks (2)	0	\$0.00	\$5,000	\$0
5207	NO	2000	NO	1	2	Concession	128	\$39.06	\$5,000	\$1,500
5213	NO		NO	3	1	Fence	0	\$0.00	\$5,000	\$0
5206	NO	1978	NO	4	2	Field House/Restrooms/Concession	7,260	\$65.00	\$471,900	\$62,400
5210	NO		NO	1	1	Lights(10 poles,5 standards)	0	\$0.00	\$80,000	\$0
5209	NO	1995	NO	1	1	Pressbox	114	\$105.00	\$11,970	\$2,500
5211	NO		NO	3	1	Scoreboard	0	\$0.00	\$5,000	\$0



ARKANSAS
SCHOOL BOARDS
ASSOCIATION

Risk Management Program

P.O. Box 165460 • Little Rock, Arkansas 72216 •
(501) 492-4800 • Fax (501) 687-0225

Property Statement of Values

7787	NO	2008	NO	1	4	Storage (Visitor Side)-Not School Owned	200	\$0.00	\$0	\$0
5208	NO	2000	NO	1	4	Ticket Booth	48	\$0.00	\$0	\$0

Campus Dwelling (5th Street)

Item	Alarm	Year	SP	Const Codes	Bldg Notes	Description	Square Feet	\$/FT	Building	Contents
5220	NO	1945	NO	1	2	Dwelling #1	1,137	\$15.95	\$18,135	\$0
5218	NO	1945	NO	1	2	Dwelling #2	1,137	\$15.95	\$18,135	\$0
5214	NO	1945	NO	1	2	Dwelling #3	1,020	\$22.56	\$23,011	\$0
5215	NO	1970	NO	1	2	Dwelling #4	1,109	\$12.45	\$13,807	\$3,003
5221	NO	1955	NO	1	2	Dwelling/Admin. Office	1,368	\$13.97	\$19,111	\$0
5217	NO	1940	NO	1	2	Parent Center	1,337	\$17.21	\$23,010	\$0
7780	NO	1960	NO	1	2	Storage (attached to carport)	384	\$14.00	\$5,376	\$0
7782	NO	1990	NO	1	4	Storage (E. of Dwg. 1)	120	\$0.00	\$0	\$0
7783	NO	1990	NO	1	4	Storage (E. of Dwg. 2)	80	\$0.00	\$0	\$0
7781	NO	2008	NO	1	4	Storage (East of Admin Office)	192	\$0.00	\$0	\$0
7785	NO	2008	NO	1	4	Storage (N. of Dwg. 5)	160	\$0.00	\$0	\$0
7784	NO	1990	NO	1	4	Storage (SW of Dwg. 4)	192	\$0.00	\$0	\$0
5216	NO	1978	NO	1	2	Superintendent's Dwelling	1,959	\$25.36	\$49,680	\$10,000

Campus Huttig Baseball

Item	Alarm	Year	SP	Const Codes	Bldg Notes	Description	Square Feet	\$/FT	Building	Contents
5242	NO		NO	1	2	Dugouts (2)	0	\$0.00	\$1,000	\$0
5244	NO		NO	3	2	Fence	0	\$0.00	\$5,000	\$0
5243	NO		NO	1	1	Lights 6 pole w/ 8 standard	0	\$0.00	\$52,800	\$0
5240	NO	1995	NO	2	2	Restroom	156	\$79.00	\$12,324	\$0

Campus Huttig Softball

Item	Alarm	Year	SP	Const Codes	Bldg Notes	Description	Square Feet	\$/FT	Building	Contents
5246	NO		NO	1	2	Dugouts (2)	0	\$0.00	\$1,000	\$0



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SCHOOL BOARDS
ASSOCIATION

Risk Management Program

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Property Statement of Values

5247	NO	NO	3	2	Fence	0	\$0.00	\$5,000	\$0
5245	NO	NO	1	1	Lights 6 poles w/6 standards	0	\$0.00	\$39,600	\$0

Building Notes

- 1-Blanket Replacement Cost
- 2-Agreed Amount
- 3-Actual Cash Value
- 4-Member Requested No Coverage

Construction Codes

- 1-Frame
- 2-Joisted Masonry
- 3-Steel
- 4-Fire Resistive AM
- 5-Fire Resistive+Sprinkler
- 6-Tornado Shelter

Totals

Buildings Total	\$15,091,231
Contents Total	\$3,609,573
Grand Total	\$18,700,804
EDP Total	\$0

School	Building
7009 - Gardner-Strong Elem. School	Elementary or Primary
7009 - Gardner-Strong Elem. School	Elementary or Primary
7009 - Gardner-Strong Elem. School	Elementary or Primary
7009 - Gardner-Strong Elem. School	Elementary or Primary
7009 - Gardner-Strong Elem. School	Elementary or Primary
7009 - Gardner-Strong Elem. School	Elementary or Primary
7009 - Gardner-Strong Elem. School	Elementary or Primary
7009 - Gardner-Strong Elem. School	Elementary or Primary
7009 - Gardner-Strong Elem. School	Elementary or Primary
7009 - Strong High School	Auditorium
7009 - Strong High School	Auditorium
7009 - Strong High School	Auditorium
7009 - Strong High School	Auditorium
7009 - Strong High School	Math/Science
7009 - Strong High School	Math/Science
7009 - Strong High School	Math/Science
7009 - Strong High School	Math/Science
7009 - Strong High School	Math/Science
7009 - Strong High School	Math/Science
7009 - Strong High School	Math/Science
7009 - Strong High School	Strong High School
7009 - Strong High School	Strong High School
7009 - Strong High School	Strong High School
7009 - Strong High School	Strong High School
7009 - Strong High School	Strong High School
7009 - Strong High School	Strong High School
7009 - Strong High School	Strong High School
7009 - Gardner-Strong Elem. School	Campus
7009 - Gardner-Strong Elem. School	Campus
7009 - Gardner-Strong Elem. School	Campus
7009 - Gardner-Strong Elem. School	Campus
7009 - Gardner-Strong Elem. School	Campus
7009 - Gardner-Strong Elem. School	Campus
7009 - Strong High School	Campus
7009 - Strong High School	Campus
7009 - Strong High School	Campus
7009 - Strong High School	Campus

Deficiency	Status	Proj. Year of Correction
ADA - Accessible Doorways are not fully compliant	Estimated	2018
ADA - Accessible toilet rooms are not fully compliant	Estimated	2018
ADA - Door Hardware is not fully compliant	Estimated	2018
ADA - Drink Fountains are not fully compliant	Estimated	2018
ADA - Grab Bars are not fully compliant	Estimated	2018
ADA - Lavatory is not fully compliant	Estimated	2018
ADA - Room dimension to create accessible toilet room is not fully compliant	Estimated	2018
ADA - Shower Stall is not fully compliant	Estimated	2018
ADA - Stage accessibility is not fully compliant	Estimated	2018
ADA - Accessible Doorways are not fully compliant	Estimated	2019
ADA - Door Hardware is not fully compliant	Estimated	2019
ADA - Stage accessibility is not fully compliant	Estimated	2019
ADA - Stairs are not fully compliant	Estimated	2019
ADA - Accessible Doorways are not fully compliant	Estimated	2019
ADA - Accessible toilet rooms are not fully compliant	Estimated	2019
ADA - Door Hardware is not fully compliant	Estimated	2019
ADA - Drink Fountains are not fully compliant	Estimated	2019
ADA - Grab Bars are not fully compliant	Estimated	2019
ADA - Lavatory is not fully compliant	Estimated	2019
ADA - Room dimension to create accessible toilet room is not fully compliant	Estimated	2019
ADA - Accessible Doorways are not fully compliant	Estimated	2020
ADA - Accessible toilet rooms are not fully compliant	Estimated	2020
ADA - Door Hardware is not fully compliant	Estimated	2020
ADA - Drink Fountains are not fully compliant	Estimated	2020
ADA - Grab Bars are not fully compliant	Estimated	2020
ADA - Lavatory is not fully compliant	Estimated	2020
ADA - Room dimension to create accessible toilet room is not fully compliant	Estimated	2020
ADA - Accessible Doorways are not fully compliant	Estimated	2020
ADA - Existing curb ramps are not fully compliant	Estimated	2020
ADA - Handicap parking spaces are not fully compliant	Estimated	2020
ADA - Access to playgrounds or athletic fields is not fully compliant	Estimated	2020
ADA - Accessible routes from parking or sidewalks to building are not fully compliant	Estimated	2020
ADA - Accessible routes between buildings and facilities are not fully compliant	Estimated	2020
ADA - Existing curb ramps are not fully compliant	Estimated	2020
ADA - Accessible routes from parking or sidewalks to building are not fully compliant	Estimated	2020
ADA - Accessible routes between buildings and facilities are not fully compliant	Estimated	2020
ADA - Handicap parking spaces are not fully compliant	Estimated	2020

STATEMENT OF ASSURANCE

School districts are required to participate in the state-level computerized maintenance management system designed to track work orders and preventative maintenance work established by the division at no cost to the school district. (Arkansas Code Annotated §6-21-808 (c)(2)(B)(ii)(a)).

Commissioner's Memo COM-11-054 dated May 12, 2011 provided the following information regarding school districts' participation in the state-level computerized maintenance management system.

Maintenance Plan (Tab 10):

- Does the district have a work-request system that allows school district personnel to inform the maintenance department of needs and allows the responsible person to prioritize responses?
- Does the district's SchoolDude Maintenance Direct module reflect the approved work orders entered by the designated work categories? (The number of work orders will be district and building specific and is dependent on numbers, sizes, ages and uses of buildings.)
- Has the district documented completing approved work orders?

Preventative Maintenance Plan (Tab 11):

- Does the district have the correct preventative maintenance schedules for its buildings and systems entered into the Preventative Maintenance Direct (PMD) module?
- Does the district have its state mandated inspections entered into PMD?
- Has the district documented completing its PMD work orders?

School District Name: Strong Huttig

I, the undersigned Superintendent for the above named school district, assure the Division of Public School Academic Facilities and Transportation that the district

(mark one) is in compliance is NOT in compliance

with Arkansas Code Annotated § 6-21-808 (c)(2)(B)(ii)(a) by its participation in the state-level computerized maintenance management system to track work orders and preventative maintenance work.

Superintendent Signature: Saul Lusk Date Signed: 9/23/2015

Mr. Saul Lusk
(Typed Superintendent Name)

District:	7009000	Strong-Huttig School District
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System	Years 0-5	Years 6-10	Years 11-20	Years 20+	Total
Site	-	-	\$4,054,021	-	\$4,054,021
Structural	-	-	-	\$4,450,956	\$4,450,956
Exterior	-	-	-	\$2,967,304	\$2,967,304
Roofing	\$43,144	-	\$945,957	-	\$989,101
Interior	\$576,244	\$3,231,479	\$395,957	-	\$4,203,680
HVAC	\$86,289	\$1,705,581	\$186,332	-	\$1,978,202
Plumbing	\$183,363	-	\$4,020,317	-	\$4,203,680
Electrical	\$107,861	-	\$2,364,892	-	\$2,472,753
Fire & Safety	-	-	\$989,101	-	\$989,101
Technology	\$27,476	\$605,400	\$108,950	-	\$741,826
Specialties	\$75,503	-	\$1,655,425	-	\$1,730,927
Totals	\$1,099,880	\$5,542,461	\$14,720,952	\$7,418,259	\$28,781,552

Capital Projects - Committed

September 12, 2016

7009000 - Strong-Huttig School District

Summary of Committed Capital Projects

Project Number	School Number, Name, and Type	Project Name	Status
1314-7009-003	7009 - Strong High School	FIRE ALARM/EMERGENCY LIGHTING STRONG HS	Committed

Capital Projects - Committed

September 12, 2016

7009000 - Strong-Huttig School District

Capital Project Detail

Project Number & Name: 1314-7009-003 - FIRE ALARM/EMERGENCY LIGHTING STRONG HS

Funding Year: Year 1 - 2013-14

Schools and Buildings to be Replaced or Renovated: 7009049 - 7009 - Strong HS

Funding Type: Partnership

Primary Type: Warm/Safe/Dry Space Replacement

Secondary Type:

Project Category:

Project Scope:
 ADDITION AND UPGRADE OF FIRE ALARMS AND EMERGENCY LIGHTING AT STRONG HIGH SCHOOL

Project Justification:
 For the safety of the students and staff of the high school, the district is planning in to install a working fire alarm system and emergency lighting on the HS campus building. This is a requirement of the state fire marshal

Does this Project include demolition/repurposing of an existing facility?

Does this Project involve grade reconfiguration?

Design Start Date	07/01/2012	Expected Annual Cost for this Project		
Construction Start Date	06/01/2013	Pre-2017	\$50,000	
Completion Date	10/01/2013	2017-2018	\$0	
Status	Committed	2018-2019	\$0	If total less than \$150,000, Number of Students:
Area (GSF)	20,447	2019-2020	\$0	
Funding Code	Partnership	2020-2021	\$0	<input type="text" value="0"/>
Facility Type		2021-2022	\$0	\$300 per student cost:
Planning Year		2022-2023	\$0	
Created	2008	2023-2024	\$0	<input type="text"/>
Changed	2016	2024-2025	\$0	
		2025-2026	\$0	
		2026-2027	\$0	
		Total Cost	\$50,000	

7009000 - Strong-Huttig School District

1314-7009-003 Continued - 2013-2015 Partnership Program Questions

Green Incentive

For New School or New Building, Green building incentive to be sought (Percentage of state financial participation)

C.2. Indicate how the school district intends to fund their share of the partnership program:

Note: If more than one source of district funds is to be used, indicate what percentage of the district's share of each type of funds will support the project.

- A. District share to be funded through existing operational fund balances: %
- B. District share to be funded through any State or Federal grant: %
- C. District share to be funded through bond already secured: %
- D. District share to be funded through bonds to be secured in an election during the course of the project: %
- E. Indicate the FY in which you intend to apply for permission to sell bonds to support this project:

- C.3. Does the new construction project include work that could be classified as maintenance, repair, and renovation (and does not qualify for state financial participation)?
- Total Maintenance, Repair, Renovation Costs contained in Total Cost (These costs ARE NOT eligible for state financial participation) ----->
- Total New Construction Costs contained in Total Cost (These costs ARE eligible for state financial participation) ----->

C.6. Discuss how this new construction project conforms with sound educational practices. Does the project improve practices of the entire district, several schools, or only one school?

This project affects only the High School campus only, and supports sound educational practices by providing a warm, safe, dry, and better environment for students and faculty.

C.7. Discuss the new construction project's compliance with current academic facilities standards as contained in the Arkansas School Facility Manual, including, without limitation, appropriate space utilization of existing academic facilities in the district.

The project will fully comply with the standards set forth in the ASFM. Space utilization has no issues with this project.

C.8. Discuss how the new construction project supports the prudent and resourceful expenditure of state funds and improves the school district's ability to deliver an adequate and equitable education to the public school students in the district.

This new construction project is a prudent and resourceful expenditure of state funds because it maintains the building by keeping it a warm, safe, and dry environment, thereby enabling the students to continue receiving the district's high level of education.

Partnership Project Documents (Files located in directory Documents\2012\7009000\1314-7009-003)

File Name	Type	Upload Date
HS Fire Alarm Project.pdf	pdf	2/29/2012 11:16:19 AM

Capital Projects - Planned

September 12, 2016

7009000 - Strong-Huttig School District

Summary of Planned Capital Projects			
Project Number	School Number, Name, and Type	Project Name	Status
1920-7009-003	7009 - Strong High School	HVAC Replacement at HS and JHS Math and Science	Planned

7009000 - Strong-Huttig School District

Capital Project Detail

Project Number & Name:

1920-7009-003 - HVAC Replacement at HS and JHS Math and Science

Schools and Buildings to be Replaced or Renovated

7009049 - 7009 - Strong HS

700904908 - Strong High School

Funding Type

Partnership

Primary Type

Warm/Safe/Dry Space Replacement

Secondary Type

Project Category

Project Scope:

HVAC replacement at the HS. This will improve the HVAC system to include fresh air.

Does this Project include demolition/repurposing of an existing facility?

No

Does this Project involve grade reconfiguration?

No

Design Start Date 02/01/2018

Construction Start Date 06/01/2019

Completion Date 08/01/2019

Status Planned

Area (GSF) 0

Funding Code Partnership

Facility Type

Planning Year

Created 2010

Changed 2014

Expected Annual Cost for this Project

Pre-2017	\$0
2017-2018	\$0
2018-2019	\$0
2019-2020	\$150,000
2020-2021	\$0
2021-2022	\$0
2022-2023	\$0
2023-2024	\$0
2024-2025	\$0
2025-2026	\$0
2026-2027	\$0
Total Cost	\$150,000

If total less than \$150,000, Number of Students:

\$300 per student cost:

Annual Statistical Report 2013/2014

County: UNION

STRONG-HUTTIG SCHOOL DISTRICT

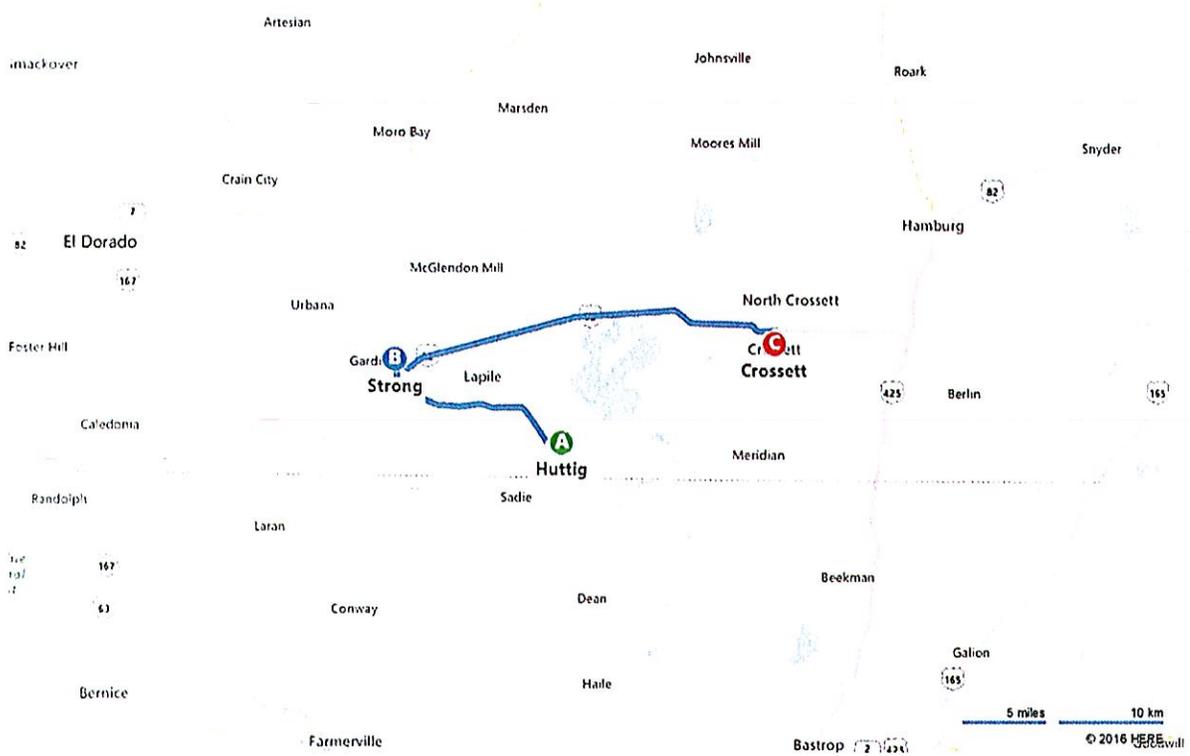
LEA: 7009000

	2013/2014 Actual	2014/2015 Budget		2013/2014 Actual	2014/2015 Budget
1 Area in Square Miles	303		CURRENT EXPENDITURES		
2 ADA	364		Instruction:		
3 ADA Pct Change over 5 Years	-30%		49 Regular Instruction	1,464,913	1,304,658
4 4 Qtr ADM	386		50 Special Education	281,622	338,972
5 Prior Year 3 Qtr ADM	423		51 Career Education	19,093	19,275
6 Assessment	37,820,332		52 Adult Education	0	0
7 M&O Mills	25.70		53 Compensatory Education	246,278	47,780
8 URT Mills	25.00		54 Other	68,905	54,354
9 M&O Mills in Excess of URT	0.70		55 Total Instruction	2,080,811	1,765,040
10 Dedicated M&O Mills	0.00		District Level Support:		
11 Debt Service Mills	13.30		56 General Administration	236,391	214,807
12 Total Mills	39.00		57 Central Services	102,300	107,560
13 Total Debt Bond/Non Bond	1,310,859		58 Maintenance & Operations Of Plant	521,408	521,103
State and Local Revenue			59 Student Transportation	230,871	207,277
14 Property Tax Receipts (incl URT)	1,536,252	1,311,000	60 Othr District Level Support Service	0	0
15 Other Local Receipts	198,009	65,500	61 Total District Support Services	1,090,970	1,050,687
16 Revenue From Intern Srcs	52,792	45,000	School Level Support:		
17.1 Foundation Funding (Excl URT)	1,669,684	1,542,983	62 Student Support Services	390,414	388,873
17.2 98% of URT X Assessment less Net Revenues	38,646	15,000	63 Instructional Staff Support Service	459,019	521,779
18 Student Growth Funding	0	0	64 School Administration	217,222	188,720
19 Declining Enrollment Funding	0	115,748	65 Total District Support Services	1,066,655	1,099,372
20 Consolidation Incentive/Assistance	0	0	Non-Instructional Services:		
21 Isolated Funding	0	0	66 Food Service Operations	367,213	370,875
22 Supplemental Millage Incent. Funds	4,660	2,330	67 Other Enterprise Operations	0	0
23 Other Unrestricted State Funding	0	0	68 Community Operations	0	2,000
24 Total Unrestricted Revenue from State and Local Sources	3,500,043	3,097,561	69 Other Non-Instructional Services	0	0
Restricted Revenue from State Sources:			70 Total Non-Instructional Services	367,213	372,875
25 Adult Education	0	0	71 Facilities Acquisition And Const.	2,600	0
Regular Education:			72 Debt Service	175,963	170,620
26 Professional Development	18,821	10,346	75 Other Non-Programmed Costs	0	0
27 Other Regular Education	253,013	95,800	76 Total Expenditures	4,784,212	4,458,593
Special Education:			77 Less: Capital Expenditures	(23,615)	-1,500
28 Gifted And Talented	0	0	78 Less: Debt Service	(175,963)	-170,620
29 Alt. Learning Environment (ALE)	31,771	12,084	79 Total Current Expenditures	4,584,634	4,286,473
30 English Language Learner (ELL)	0	0	80 Exclusions from Current Expenditures	(169,549)	-52,000
31 National School Lunch State Categorical Funds (NSL)	392,540	356,385	81 Net Current Expenditures	4,415,085	4,234,473
32 Other Special Education	56,617	118,143	82 Per Pupil Expenditures	12,124	
33 Career Education	13,000	17,875	83 Personnel - Non-Federal Licensed Classroom FTEs	37.90	
34 School Food Service	1,937	1,800	83.5 Total Salary - Non-Federal Licensed Classroom FTEs	1,450,615	
35 Educational Service Cooperatives	0	0	84 Avg Salary - Non-Federal Licensed Classroom FTEs	38,275	
36 Early Childhood Programs	0	0	85 Personnel - Non-Federal Licensed FTEs	42.64	
37 Magnet School Programs	0	0	85.5 Total Salary - Non-Federal Licensed FTEs	1,770,555	
38 Other Non-Instructional Program Aid	9,980	8,174	86 Avg Salary - Non-Federal Licensed FTEs	41,523	
39 Total Restricted Revenue from State Sources	777,679	620,607	87.1 Legal Balance (funds 1-2-4)	1,175,731	1,165,452
40 Total Restricted Revenue from Federal Sources	842,579	730,146	87.2 Categorical Fund Balance	34,319	0
Other Sources of Funds:			87.3 Deposits With Paying Agents (QZAB)	0	0
41 Financing Sources	0	0	87.4 Net Legal Bal (Excl Cat & QZAB)	1,141,412	1,165,452
42 Balances Consol/Annexed District	0	0	88 Building Fund Balance (fund 3)	345,000	345,000
43 Indirect Cost Reimbursement	0	0	89 Capital Outlay Balance/Dedicated M&O (fund 5)	0	0
44 Gains & Losses - Sale Fixed Assets	0	0			
45 Compensation - Loss Of Fixed Assets	0	0			
46 Other	0	0			
47 Total Other Sources of Funds	0	0			
48 Total Revenue and Other Sources of Funds from All Sources	5,120,301	4,448,314			

bing maps

- A** Huttig
- B** Strong
- C** Crossett

49 min, 38.0 mi
 Light traffic (49 min without traffic)
 Via AR-129



These directions are subject to the Microsoft® Service Agreement and are for informational purposes only. No guarantee is made regarding their completeness or accuracy. Construction projects, traffic, or other events may cause actual conditions to differ from these results. Map and traffic data © 2016 HERE™.

bing maps

- A** Huttig
- B** Strong
- C** El Dorado

45 min, 33.5 mi
 Light traffic (45 min without traffic)
 Via AR-129



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Unrestricted Financial Summary

STRONG-HUTTIG SCHOOL DISTRICT(7009000)

FY17 as of September 19, 2016

Beginning Balance			Ending Balance
7/1/2016	Revenue	Expenditures	9/19/2016
1,118,604	265,592	449,674	934,523
		FY17 Budget	
Beginning Balance			Projected Balance
7/1/2016	Revenue	Expenditures	6/30/2017
1,118,604	2,958,804	3,001,017	1,076,391
		FY16	
Beginning Balance			Ending Balance
7/1/2015	Revenue	Expenditures	6/30/2016
1,113,134	3,326,607	3,321,137	1,118,604
		FY15	
Beginning Balance			Ending Balance
7/1/2014	Revenue	Expenditures	6/30/2015
1,121,434	3,457,264	3,465,563	1,113,134
		FY14	
Beginning Balance			Ending Balance
7/1/2013	Revenue	Expenditures	6/30/2014
1,120,998	3,709,695	3,709,260	1,121,434
		FY13	
Beginning Balance			Ending Balance
7/1/2012	Revenue	Expenditures	6/30/2013
983,187	3,704,143	3,566,332	1,120,998
		FY12	
Beginning Balance			Ending Balance
7/1/2011	Revenue	Expenditures	6/30/2012
797,515	3,489,618	3,303,946	983,187
		FY11	

Beginning Balance			Ending Balance
7/1/2010		6/30/2011	
	Revenue	Expenditures	
758,242	3,959,992	3,920,719	797,515
		FY10	
Beginning Balance			Ending Balance
7/1/209			6/30/2010
	Revenue	Expenditures	
927,081	4,423,254	4,592,093	758,242
(Does not include Building, Categorical, Federal, Activity and Food Service Funds)			

Strong-Huttig School District

P.O. Box 735, Strong, AR 71765

LEA: 7009000

September 12, 2016

Districtwide Facilities

District Totals	Current Master Plan Enrollment	Permanent Buildings	Temporary Buildings	Gross Square Feet	School Depreciated Value**
	313	22	8	145,353	

LEA	School	Grades Served	Current Master Plan Enrollment	Permanent Buildings	Temporary Buildings	Gross Square Feet	School Depreciated Value**	
7009048	7009 - Gardner-Strong ES P.O. Box 736, Strong, AR 71765	K-06	176	1	5	39,925	28.00%	
	Building Number & Name		Building Use	Academic	Type	Built Date	Gross Sq Ft	Depreciated Building Value
	700904801		Elementary or Primary	Yes	Permanent	1981	35,191	28%
	700904802		ABC Classroom	No	Portable	1986	960	38%
	700904803		parent center	No	Portable	1986	800	38%
	700904804		ISS	No	Portable	1988	800	42%
	700904805		Music Classroom	No	Portable	1988	1,024	42%
	700904806		Classroom Building	No	Portable	1992	1,150	50%

**Strong-Huttig School District
Districtwide Facilities**

District Totals	Current Master Plan Enrollment	Permanent Buildings	Temporary Buildings	Gross Square Feet
	313	22	8	145,353

LEA	School	Grades Served	Current Master Plan Enrollment	Permanent Buildings	Temporary Buildings	Gross Square Feet	School Depreciated Value**	
7009049	7009 - Strong HS P.O. Box 735, Strong, AR 71765	07-12	137	10	0	86,654	26.39%	
	Building Number & Name		Building Use	Academic	Type	Built Date	Gross Sq Ft	Depreciated Building Value
	700904902	Auditorium	Auditorium / Assembly	Yes	Permanent	1939	5,350	-56%
	700904903	Old Gymnasium	Athletic	No	Permanent	1950	12,054	-34%
	700904904	Math/Science/Cafeteria	Combination of Uses	Yes	Permanent	1962	13,500	-10%
	700904905	STORAGE	Storage	No	Permanent	1975	4,880	16%
	700904906	Storage/Bus Shop	Storage	No	Permanent	1975	1,815	16%
	700904907	Field House	Athletic	No	Permanent	1978	4,800	22%
	700904908	Strong High School	Combination of Uses	Yes	Permanent	1986	19,779	38%
	700904909	New Gymnasium	Combination of Uses	Yes	Permanent	1991	15,974	48%
	700904910	New Band/Agri	Combination of Uses	Yes	Permanent	2004	7,502	74%
	700904912	Restroom Addition	Service	No	Permanent	2011	1,000	88%

LEA	School	Grades Served	Current Master Plan Enrollment	Permanent Buildings	Temporary Buildings	Gross Square Feet	School Depreciated Value**	
7009000	7009 - Old Huttig Administration P.O. Box 408, Huttig, AR 71747		0	2	3	6,958	14.00%	
	Building Number & Name		Building Use	Academic	Type	Built Date	Gross Sq Ft	Depreciated Building Value
	700900001	Storage/Old Kindergarten	Cafeteria	Yes	Permanent	1974	2,240	14%
	700900002	Teacher Workroom	Administration	No	Portable	1983	1,440	32%
	700900003	Textbook Room	Administration	No	Portable	1989	240	44%
	700900004	Superintendent's Dwelling	Athletic	No	Permanent	1970	1,972	6%
	700900005	Teacherage	Administration	No	Portable	1970	1,066	6%

**Strong-Huttig School District
Districtwide Facilities**

District Totals		Current Master Plan Enrollment	Permanent Buildings	Temporary Buildings	Gross Square Feet
		313	22	8	145,353

LEA	School	Grades Served	Current Master Plan Enrollment	Permanent Buildings	Temporary Buildings	Gross Square Feet	School Depreciated Value**
7009000	7009 - Administration P.O. Box 735, Strong, AR 71765		0	9	0	11,816	-54.00%
	Building Number & Name		Building Use	Academic	Type	Built Date	Depreciated Building Value
	700901002 Dwelling		Administration	NO	Permanent	1940	-54%
	700901003 Admin office		Administration	NO	Permanent	1970	6%
	700901005 Construction Lab		Instructional	Yes	Permanent	1940	-54%
	700901006 Dwelling		Administration	NO	Permanent	1940	-54%
	700901007 Supt. Dwelling		Administration	NO	Permanent	1960	-14%
	700901008 HS Prin. Dwelling		Administration	NO	Permanent	1940	-54%
	700901009 ES Prin. Dwelling		Administration	NO	Permanent	1960	-14%
	700901010 Dwelling		Administration	NO	Permanent	1940	-54%
	700901011 Dwelling		Administration	NO	Permanent	1950	-34%

**School Depreciated Value is a composite of all academic buildings under their respective schools.

Strong-Huttig School District Enrollment Projection Summary

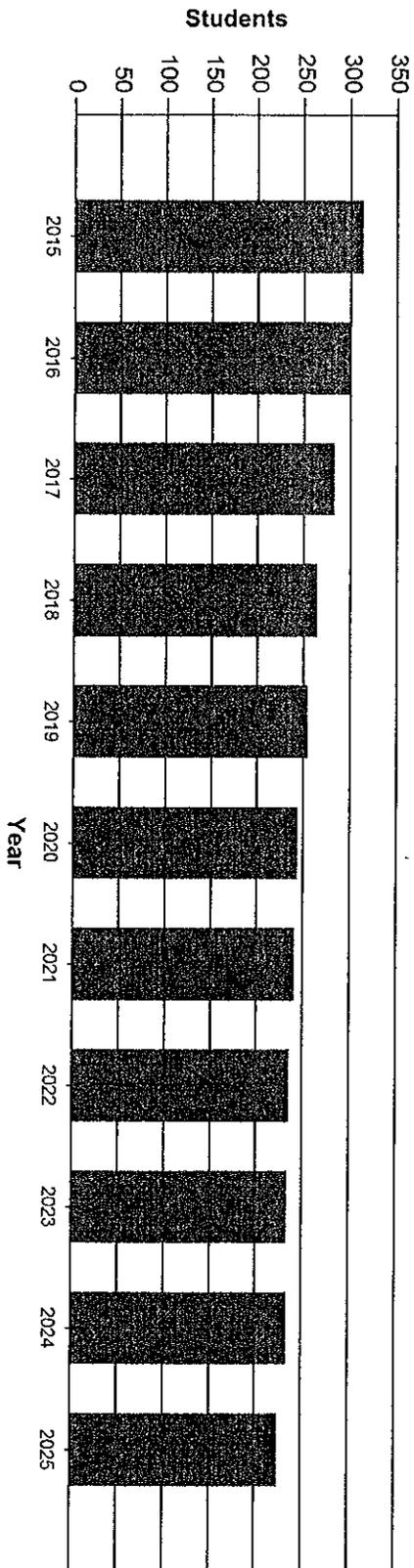
Grade	2015-16									
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Kindergarten	23	25	25	25	27	25	26	26	26	26
Grade 1	29	20	22	22	22	23	22	23	23	23
Grade 2	23	25	17	18	19	18	20	19	19	19
Grade 3	37	25	26	18	20	20	20	20	20	20
Grade 4	20	36	24	25	18	19	19	20	20	20
Grade 5	22	19	33	22	24	17	18	18	19	18
Grade 6	22	20	17	30	20	21	15	16	16	17
Grade 7	19	20	18	15	27	18	19	13	14	14
Grade 8	20	18	19	17	14	26	17	18	13	14
Grade 9	28	19	17	18	16	14	24	16	17	13
Grade 10	26	25	17	15	16	14	12	22	15	11
Grade 11	25	26	26	17	16	16	15	13	22	16
Grade 12	19	21	22	22	15	13	14	12	11	13
Other	0	0	0	0	0	0	0	0	0	0
Totals	313	299	283	264	254	244	241	236	234	234
										224

Strong-Huttig School District

5 Year Enrollment Growth	
2015-16 Enrollment	313
2020-21 Enrollment	244
Difference	-69

10 Year Enrollment Growth	
2015-16 Enrollment	313
2025-26 Enrollment	224
Difference	-89

Projected Enrollment



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A.C.A. § 6-13-1613 (Copy w/ Cite)

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A.C.A. § 6-13-1613

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*** Current through the 2016 Second Extraordinary Session, 2016 Fiscal Session, and 2016 Third Extraordinary Session of the 90th General Assembly. ***

Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 13 School Districts
Subchapter 16 -- Public Education Reorganization Act

A.C.A. § 6-13-1613 (2016)

6-13-1613. Minimum school district size waiver.

(a) (1) A school district that is placed on the consolidation list published by the Department of Education under § 6-13-1602(2) may annually request a waiver from the average daily membership requirement of three hundred fifty (350) students from the State Board of Education.

(2) A school district shall submit a petition for a waiver to the state board no later than thirty (30) days after the consolidation list is published.

(3) The petition for a waiver shall include:

(A) The average daily membership of the school district in the current school year;

(B) A statement that the school district is not in probationary status for any violation of the Standards for Accreditation of Arkansas Public Schools and School Districts;

(C) A copy of the school district's current year budget and any fiscal audit conducted within the previous two (2) years; and

(D) A statement of assurance that the school district is not currently classified in academic distress, fiscal distress, or facilities distress.

(b) (1) The state board shall render a decision to either grant or reject a petition for waiver that is received by a school district within forty-five (45) days of receipt.

(2) The state board shall grant a petition for a waiver if it is demonstrated by the school district that:

(A) The school district is not currently classified in academic distress, fiscal distress, or facilities distress;

(B) The school district is not in probationary status for a violation of the Standards for

Accreditation of Arkansas Public Schools and School Districts;

(C) The academic facilities owned and operated by the school district are adequate as evidenced by the school district's facilities master plan; and

(D) It is in the best interest of the students in the school district to keep the school district open due to the length of potential time spent on the bus by a student traveling to and from school should the school district be administratively reorganized, as assured by the school board of directors of the school district requesting the waiver.

(3) The state board may revoke a waiver that has been granted to a school district at anytime if it is found that the conditions under subdivision (b)(2)(A) of this section change.

(c) A school district that is granted a waiver shall remain listed on the consolidation list that is published annually by the department.

HISTORY: Acts 2015, No. 377, § 2.

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A.C.A. § 6-13-1602

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*** Current through the 2016 Second Extraordinary Session, 2016 Fiscal Session, and 2016 Third Extraordinary Session of the 90th General Assembly. ***

Title 6 Education
 Subtitle 2. Elementary And Secondary Education Generally
 Chapter 13 School Districts
 Subchapter 16 -- Public Education Reorganization Act

A.C.A. § 6-13-1602 (2016)

6-13-1602. Administrative consolidation list.

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

(1) List of all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in the school year immediately preceding the current school year; and

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

HISTORY: Acts 2003 (2nd Ex. Sess.), No. 60, § 3; 2005, No. 2151, § 22; 2011, No. 989, § 10.

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Publication of Lists in Accordance with Ark. Code Ann. § 6-13-1602

Memo Information

Memo Number: COM-17-008

Memo Date: 8/2/2016

Memo Type: Informational

Section: Legal Services

Regulatory Authority: Ark. Code Ann. §§ 6-13-1602, 1603, 1608

Response Required: NO

Attention: Superintendents; General Business Manager

Contact Information

Name: Lori Freno

Phone Number: 501-682-4234

Email: Lori.Freno@arkansas.gov

Memo Text

Ark. Code Ann. § 6-13-1602 requires that the Arkansas Department of Education publish two lists by January 1 of each year. This Commissioner's Memo is provided to fulfill the publication requirement of § 6-13-1602.

List #1: Ark Code Ann. § 6-13-1602(1)

Ark. Code Ann. § 6-13-1602(1) requires the ADE to publish a list of all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in the school year immediately preceding the current school year. Pursuant to Ark. Code Ann. § 6-13-1608(f), school districts appearing on this list may not incur debt without the prior written approval of the ADE. In determining which transactions require

ADE approval, "debt" means "a legal liability, encumbrance, or contract, including employment contracts, to be paid out of future revenues or current reserves of the district." The following school districts meet the requirement for inclusion on the Ark. Code Ann. § 6-13-1602(1) list:

Strong-Huttig School District

Kirby School District

List #2: Ark. Code Ann. § 6-13-1602(2) List (Administrative Consolidation List)

Ark. Code Ann. § 6-13-1602(2) requires the ADE to publish a list of all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in each of the two school years immediately preceding the current school year. Pursuant to Ark Code Ann. § 6-13-1603, school districts appearing on this list must be administratively consolidated with or annexed to another school district or districts unless the school district has been granted a waiver under Ark. Code Ann. § 6-13-1613.

The following school district meets the requirement for inclusion on the Ark Code Ann. § 6-13-1602(2) list:

Strong-Huttig School District

The ADE continues to monitor and further examine school district attendance records and will notify any affected school districts of any changes in status for administrative annexation, administrative consolidation, or other purposes. District administrators are urged to ensure that their respective districts are in compliance with all attendance and reporting laws, including but not limited to Ark. Code Ann. § 6-18-213.

Attachments

Not Available



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

August 4, 2016

Johnny Key
Commissioner

Mr. Jeff Alphin, Superintendent
Strong-Huttig School District
P.O. Box 735
Strong, AR 71765

Ms. Cindy Smith, Board President
Strong-Huttig School District
P.O. Box 735
Strong, AR 71765

State Board
of Education

Mireya Reith
*Fayetteville
Chair*

Re: Ark. Code Ann. § 6-13-1602 Lists

Dear Superintendent Alphin and Ms. Smith:

Dr. Jay Barth
*Little Rock
Vice Chair*

Ark. Code Ann. § 6-13-1602 requires the Arkansas Department of Education to publish two lists by January 1 of each year. The lists are as follows:

Joe Black
Newport

List #1: Ark. Code Ann. § 6-13-1602(1) List

Susan Chambers
Bella Vista

Ark. Code Ann. § 6-13-1602(1) requires the ADE to publish a list of all school districts with fewer than three hundred fifty (350) students according to the school districts' average daily membership in the school year immediately preceding the current school year. Pursuant to Ark. Code Ann. § 6-13-1608(f), school districts appearing on this list may not incur debt without the prior written approval of the ADE. The Strong-Huttig School District meets the requirement for inclusion on the Ark. Code Ann. § 6-13-1602(1) list. Accordingly, the Strong-Huttig School District may not incur any debt without the prior written approval of the ADE.

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

The applicable administrative rules define "debt" as "a legal liability, encumbrance or contract, including employment contracts, to be paid out of future revenues or current reserves of the school district." Please forward all such debt requests to the Arkansas Department of Education's Fiscal and Administrative Services Division.

Diane Zook
Melbourne

List #2: Ark. Code Ann. § 6-13-1602(2) List (Administrative Consolidation List)

Ark. Code Ann. § 6-13-1602(2) requires the ADE to publish a list of all school districts with fewer than three hundred fifty (350) students according to the school districts' average daily membership in each of the two (2) school years immediately preceding the current school year. Pursuant to Ark. Code Ann. § 6-13-1603, school districts appearing on this list must be administratively consolidated with or annexed to another school district or districts unless they timely apply for and are granted a waiver under Ark. Code Ann. § 6-13-1613.

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The Strong-Huttig School District also meets the requirement for inclusion on the Ark. Code Ann. § 6-13-1602(2) list. Consequently, the Strong-Huttig School District will be required to be administratively consolidated with or annexed to another school



Strong-Huttig School District
August 4, 2016
Page 2

district or districts before the 2017-18 school year unless it timely applies for and is granted a waiver under Ark. Code Ann. § 6-13-1613.

Thank you for your attention to this matter. Should you have any questions concerning this matter or should you require additional information, please do not hesitate to call me at (501) 682-4205.

Sincerely,

A handwritten signature in black ink that reads "mgotcher".

Mark Gotcher, Ed.D.
Deputy Commissioner of Education

cc: Mr. Johnny Key, Commissioner of Education
Mr. Greg Rodgers, Assistant Commissioner, Fiscal & Administrative Services
Ms. Deborah Coffman, Chief of Staff
Ms. Cynthia Smith, Fiscal Services and Support
Ms. Lori Freno, General Counsel



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

September 9, 2016

State Board
of Education

Via Certified and Regular Mail

Mireya Reith
Fayetteville
Chair

Mr. Jeff Alphin, Superintendent
Strong-Huttig School District
P.O. Box 735
Strong, AR 71765

Ms. Cindy Smith, Board President
Strong-Huttig School District
P.O. Box 735
Strong, AR 71765

Dr. Jay Barth
Little Rock
Vice Chair

**Re: Petition for Waiver under Ark. Code Ann. § 6-13-1613 (Minimum school district size waiver)
NOTICE OF HEARING**

Joe Black
Newport

Dear Mr. Alphin and Ms. Smith:

Susan Chambers
Bella Vista

In Commissioner's Memo COM-17-008 dated August 2, 2016, the Arkansas Department of Education published lists under Ark. Code Ann. § 6-13-1602(1) and (2), which lists identified the Strong-Huttig School District as having had fewer than 350 students according to the district's average daily membership in the two years immediately preceding the current one. This Commissioner's Memo, as well as a letter sent to you by the ADE on August 4, 2016, notified that pursuant to Ark. Code Ann. § 6-13-1603, the Strong-Huttig School District must be administratively consolidated with or annexed to another school district or districts unless the District is granted a waiver under Ark. Code Ann. § 6-13-1613.

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

On September 1, 2016, the ADE received a Petition from your District seeking a minimum school district size waiver pursuant to Ark. Code Ann. § 6-13-1613. **The State Board of Education will consider this matter on Thursday, October 13, 2016, beginning at 10:00 in the Auditorium of the Arkansas Department of Education, Four Capitol Mall, Little Rock, Arkansas.** You should plan to be in attendance and be prepared to offer any evidence required by Ark. Code Ann. § 6-13-1613 and answer questions that may be posed by the State Board. Any written materials you wish to submit should be provided to me no later than noon on September 23, 2016. You are welcome to send additional documents via email to lori.freno@arkansas.gov. Please feel free to call me at (501) 682-4234 if you have any questions.

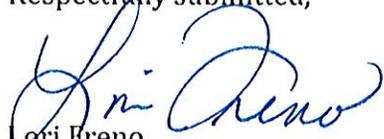
Diane Zook
Melbourne

The State Board will consider this matter pursuant to its legal authority set forth in Ark. Code Ann. §§ 6-11-105 and 6-13-1613.

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Respectfully submitted,



Lori Freno

General Counsel

Arkansas Department of Education

cc: Mr. Johnny Key Commissioner of Education
Dr. Mark Gotcher, Deputy Commissioner of Education
Ms. Deborah Coffman, Chief of Staff



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT WAIVER REQUEST FORM

District Name: Hope Public Schools

Superintendent: Bobby Hart

Email Address: bobby.hart@hpsdistrict.org

Phone Number: 870-722-2700 Submission Date: 9/12/2016

Name of Charter School(s) Attended by District Students

Arkansas Virtual Academy

Waiver Topic: Educator Licensure (Library Media Specialist)

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-15-1004 Qualified teachers in every classroom
- 6-17-309 Certification to teach grade or subject matter
- 6-17-401 Teacher licensure requirement
- 6-17-902 Definition (definition of teacher as licensed)
- 6-17-919 Warrants void without valid certification and contract

Standards for Accreditation

- 15.03

ADE Rules

- Arkansas Department of Education Rules Governing Educator License

Rationale for Waiver

No certified applicants for the position. Only applicant has a Master's in Library Media Science. Certification programs are currently unavailable for enrollment. Waiver is requested for a three year period which would permit applicant and district to determine best methods for obtaining certification.

When the form is complete, email it with the waiver lists for the charter school(s) that serve district students to Mary Perry at mary.perry@arkansas.gov. Waiver lists can be accessed from the Arkansas Department of Education website at <http://www.arkansased.gov/divisions/learning-services/charterschools/open-enrollment-charter-school-waivers>.

Questions should be directed to Mary Perry by email at mary.perry@arkansas.gov or by phone at (501) 683-4800.

HOPE PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDENT

117 East 2nd Street
HOPE, ARKANSAS 71801

September 19, 2016

To all Members of the Arkansas State Board of Education,

I write to request for waiver of ACA 6-15-1004, 6-17-309, 6-17-401, 6-17-902, 6-17-919; as well as Standards for Accreditation 15.03 and ADE Rules Governing Educator Licensure. Our district was notified of the retirement of our Middle School Library Media Specialist in March 2016. We immediately began advertising and searching for a qualified applicant. No certified applicants applied for the position. In August of 2016 one applicant who held a Master's in Library Media applied. The candidate did not hold a teaching certificate and all attempts to gain alternative licensure were unsuccessful due to time constraints of the entities which licensure could be obtained.

The above mentioned waivers will allow for a continuance of our library media program at both Yerger Middle School (grades 7-8) and in our Hope Academy of Public Service (grades 5-8). Both campuses fall below the 300 student threshold requiring a full time Specialist. The district will make best use of fiscal resources by having a Specialist serve both buildings. Certification waiver will primarily allow for uninterrupted service to our students. The waiver (if granted) will allow HPS to meet accreditation standards.

Conversion charter and School of Innovation requests are not prudent as the district is not seeking status as either. Arkansas Virtual Academy currently holds similar waiver and HPS currently has students enrolled in AVA. The waiver request is for 3 years with the hope that our candidate will gain the required certification in that timeframe. Our Board of Education has adopted a resolution concerning the waiver request, and all stakeholder groups (parent advisory committee, teaching faculty etc.) have had input regarding the request.

Sincerely,



Bobby Hart
Superintendent
Hope Public Schools

**RESOLUTION OF THE HOPE SCHOOL DISTRICT
BOARD OF DIRECTORS**

WHEREAS, Act 1240 of 2015 codified at Ark. Code Ann. 6-15-103, allows the Hope School District to petition the State Board of Education for all or some of the wavers granted to an open- enrollment public charter school that draws students from the Hope School District; and

WHEREAS, Arkansas Virtual Academy is an open-enrollment charter school that draws students from the Hope School District; and

WHEREAS, the Arkansas State Board of Education granted Arkansas Virtual Academy a series of waivers, including a waiver from ACA 6-15-1004, 6-17-309, 6-17-401, 6-17-902, 6-17-919, and from ADE rules Governing Educator Licensure; as well as Arkansas Standards for Accreditation 15.03;

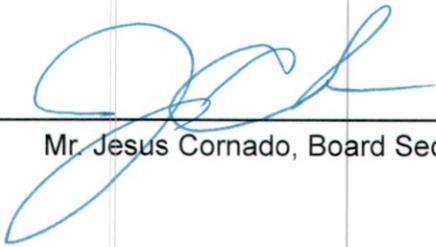
NOW, THEREFORE, BE IT RESOLVED BY THE HOPE SCHOOL DISTRICT BOARD OF DIRECTORS, THAT;

1. Pursuant to Act 1240 of 2015, codified by Ark. Code Ann. 6-15-103, the Hope School District Administration is hereby authorized to request the following waivers from the Arkansas State Board of Education:
 - a. Ark.Code Ann. 6-15-1004
 - b. Ark. Code Ann. 6-17-309
 - c. Ark. Code Ann. 6-17-401
 - d. Ark. Code Ann. 6-17-902
 - e. Ark. Code Ann. 6-17-919
 - f. Standards for Accreditation 15.03
 - g. ADE Rules Governing Educator Licensure
2. The Hope School District administration may seek these waivers to take effect beginning in the 2016-17 school year.
3. The Hope School District Board of Directors agreed upon this resolution by vote on September 19, 2016, during an open, regularly scheduled meeting.

By: _____


Mr. Joe Short, Board President

By: _____


Mr. Jesus Cornado, Board Secretary

ARKANSAS VIRTUAL ACADEMY

APPROVED WAIVERS

District LEA:	60-43-700	Elementary School LEA:	60-43-701
City:	Little Rock	Middle School LEA:	60-43-702
Opening Date:	Fall 2007	High School LEA:	60-43-703
Grades Approved:	K-12	Expiration Date:	6/30/2020
CAP:	2000	Grades Served 2016-2017:	K-12

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election—Single member zones
6-13-616	Director eligibility
6-13-619	Monthly meetings
6-13-619(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-620	Powers and duties
6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
6-13-634	School district board of directors—Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale—Exemptions—Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-208	Written grievance procedure
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements
6-17-919	Warrants void without valid certification and contract
6-17-1501 et seq.	Teacher Fair Dismissal Act

6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy—Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
6-25-101 et seq.	Public School Library and Media Technology Act
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications
6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

Waivers from ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.1.2	The Smart Core curriculum contained within 38 units that must be taught each year
9.03.2.7	Grades K-4 Practical Living Skills/Career Exploration
9.03.3.9	Grades 5-8 Career and Technical Education (not approved to the extent that it affects accountability)
9.03.4	Grades 9-12 (courses to be taught, requiring the 38 units of credit)
10.01.4	Planned instructional time
10.02	Class Size and Teaching Load
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction
10.05	Extracurricular Activities
10.06	Requirements for Participation in Extracurricular Activities
10.07	Homework and Independent Study Skills
12.02	Grading
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16.01	Guidance and Counseling

16.02	Media Services
16.03	Health and Safety Services
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments

Waivers from Other Rules:

ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve

ADE Rules Governing the Superintendent Mentoring Program

ADE Rules Governing Educator Licensure

Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

ADE Rules Governing Public School Student Services

ADE Rules for Gifted and Talented Program Approval Standards

ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools

Section 1-7 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (not a waiver of website posting requirements)

Alternative Learning

Certified staff salary scale

Defibrillator devices

Discipline and school safety policies

Distance learning

Expenditure requirements

Junior Fire Marshal Program

Purchasing of instructional materials

Certain provisions of state law shall not be waived. The public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:

- Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
- Conducting criminal background checks for employees;
- High school graduation requirements as established by the State Board of Education;
- Special education programs as provided by this title;
- Public school accountability under this title;
- Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
- Health and safety codes as established by the State Board of Education and local governmental entities.

Also, any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Arkansas Qualified Teacher Requirements. Core academic subjects include English Language Arts, Mathematics, Science, Social Studies, Early Childhood (Elementary), Music, Art and Foreign Language.

HOPE SCHOOL DISTRICT

Date of Waiver Request Submission
90-Day Deadline for State Board of Education Action

September 12, 2016
December 11, 2016

2015-2016 Enrollment	
2 or More Races	18
Asian	8
Black	1,151
Hispanic	773
Native American/ Native Alaskan	4
Native Hawaiian/ Pacific Islander	0
White	538
TOTAL	2,492

2015 ESEA DISTRICT REPORT

District: HOPE SCHOOL DISTRICT
LEA: 2903000
Enrollment: 2501

Superintendent: BOBBY HART
Attendance 96.63
Poverty Rate: 82.57

Address: 117 E SECOND STREET
Address: HOPE, AR 71801
Phone: (870) 722-2700

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:		ACHIEVING					
		ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
All Students	1433	1444	99.24	1567	1577	99.37	
Targeted Achievement Gap Group	1244	1254	99.20	1350	1360	99.26	
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
African American	650	657	98.93	714	719	99.30	
Hispanic	458	461	99.35	495	499	99.20	
White	319	320	99.69	350	351	99.72	
Economically Disadvantaged	1210	1220	99.18	1313	1323	99.24	
English Language Learners	333	333	100.00	348	349	99.71	
Students with Disabilities	155	157	98.73	160	162	98.77	

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	156	1346	11.59	22.73
Targeted Achievement Gap Group	106	1173	9.04	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	52	611	8.51	10.77
Hispanic	40	441	9.07	18.35
White	62	288	21.53	26.04
Economically Disadvantaged	105	1139	9.22	17.63
English Language Learners	19	324	5.86	7.64
Students with Disabilities	2	149	1.34	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	73	1481	4.93	13.95
Targeted Achievement Gap Group	50	1278	3.91	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	26	676	3.85	5.87
Hispanic	17	477	3.56	12.10
White	27	322	8.39	17.14
Economically Disadvantaged	49	1243	3.94	11.02
English Language Learners	9	338	2.66	6.23
Students with Disabilities	1	154	0.65	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		NEEDS IMPROVEMENT			
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	138	178	77.53	89.69	94.00
Targeted Achievement Gap Group	87	112	77.68	90.63	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	393	518	75.87	89.69	94.00
Targeted Achievement Gap Group	252	331	76.13	90.63	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	74	95	77.89	89.87	
Hispanic	31	43	72.09	87.50	
White	32	39	82.05	91.67	
Economically Disadvantaged	77	101	76.24	90.06	
English Language Learners	n < 10	n < 10	n < 10	85.19	
Students with Disabilities	11	14	78.57	92.16	

2015 ESEA DISTRICT REPORT

District: HOPE SCHOOL DISTRICT
LEA: 2903000
Enrollment: 2501

Superintendent: BOBBY HART
Attendance 96.63
Poverty Rate: 82.57

Address: 117 E SECOND STREET
Address: HOPE, AR 71801
Phone: (870) 722-2700

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	10
Number of enrolled students with completed EOY only:	65

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016



DISTRICT WAIVER REQUEST FORM

District Name: Kirby School District

Superintendent: Pike Palmer

Email Address: pike.palmer@kirbytrojans.net

Phone Number: (870)398-4212 ex.3 **Submission Date:** 09/07/2016

Name of Charter School(s) Attended by District Students

Arkansas Virtual Academy

Waiver Topic: Kindergarten, 1st-3rd, 4th-6th Class Size

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

-

Standards for Accreditation

- 10.02.2 (Class Size and Teaching Load for Kindergarten)
- 10.02.3 (Class Size and Teaching Load for 1st-3rd Grade)
- 10.02.4 (Class Size and Teaching Load for 4th-6th Grade)

ADE Rules

- Arkansas Department of Education Rules and Regulations Governing Standards for Accreditation of Arkansas Public Schools 10.02, Class Size and Teaching Load and 10.02.2, Requiring 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.
- Arkansas Department of Education Rules and Regulations Governing Standards for Accreditation of Arkansas Public Schools 10.02, Class Size and Teaching Load and 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
- Arkansas Department of Education Rules and Regulations Governing Standards for Accreditation of Arkansas Public Schools 10.02, Class Size and Teaching Load and 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.

Rationale for Waiver

Kirby Elementary School currently has 26 students in kindergarten, 25 students in 1st grade, and 29 students in 6th grade. We are in the process of hiring a second kindergarten teacher to meet standards. Due to Kirby School District falling under 350 students, we are required by ADE Fiscal Services and Support to submit debt requests for any debt incurred. We do not feel it is feasible financially to hire additional classroom teachers to reduce the class size because of a few students over the standards of assurance requirements. The reason I am asking for these waivers is for the fact that we have four(4)

licensed/trained paraprofessionals already hired and placed within the elementary school. All four have been hired by Kirby SD the past two years and are community residents so they will be here in the foreseeable future. These paraprofessionals have been in classrooms already that were close to the maximum requirements over the past couple of years and this year. The para-professionals at Kirby Elementary School are well acclimated to the staff, students, and parents of our school district. I have conferred with my school board and visited with my teachers. They are all on board. This was also presented to staff, parents, and school board in Spring of 2016 when Kirby Elementary School applied for Schools of Innovation. There was 100% in agreement and in favor of increasing class size for Kirby Elementary School. The waivers are to grant Kirby Elementary School permission to have up to 25 students in Kindergarten, 28 students in 1st-3rd grade, and up to 30 students in grades 4th-6th with a highly qualified/trained paraprofessional for a period of three years, culminating June 10, 2019.

Waiver Topic: Teacher Licensure

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-15-1004 (Qualified teachers in every public school classroom)
- 6-17-309 (Certification to teach grade or subject matter-Exceptions-Waivers)
- 6-17-401 (Teacher licensure requirement)
- 6-17-902 (Definition of a teacher as licensed)
- 6-17-919 (Warrants void without valid certification and contract)

Standards for Accreditation

- 15.03 (ADE Rule Governing Teacher 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.
 - 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.
 - 15.03.4 Licensure renewal in a subject area shall require intervening educational experience related to that subject area.
 - 15.03.5 Licensure renewal for administrative and other personnel shall require appropriate intervening educational experience related to their responsibilities.

ADE Rules

- Arkansas Department of Education Rules Governing Educator Licensure

Rationale for Waiver

Currently, our high school boys basketball/teacher coach serves as 7-12 boys basketball, drivers education teacher, health teacher, and K-12 physical education teacher. There is currently a licensed/trained elementary para-professional working under his guidance and alongside him to fulfill the state mandated physical education requirements of 40 minutes per week for all elementary students. I am asking that the rules regarding licensure be waived for my elementary para-professional so that she can teach the physical education classes at our elementary. If we are granted the waiver, this will free up our teacher/coach to teach more sections of health, physical education and/or drivers education instead of our students taking health and physical education via Arkansas Virtual School. This will also allow us to offer different elective courses for our 7-12 grade students to take in the area of physical education. We are asking this waiver for Kirby Elementary School to justify the physical education requirements with a highly qualified/trained paraprofessional for a period of three years, culminating June 10, 2019.

When the form is complete, email it with the waiver lists for the charter school(s) that serve district students to Mary Perry at mary.perry@arkansas.gov. Waiver lists can be accessed from the Arkansas Department of Education website at <http://www.arkansased.gov/divisions/learning-services/charterschools/open-enrollment-charter-school-waivers>.

Questions should be directed to Mary Perry by email at mary.perry@arkansas.gov or by phone at (501) 683-4800.

OPTIONAL CONSIDERATIONS TO ADDRESS

The State Board of Education requests, but cannot require, written responses to the following considerations as part of the petition for district waivers. All written responses should be emailed to the Arkansas Department of Education with the waiver request and list(s) of open-enrollment charter waivers.

Discuss the ways in which the proposed waivers will impact the district.

- Ways in which the waivers would support or complement the district's **vision, mission, and/or strategic plan**
- District **policies**, if any, that would have to be developed or revised to implement the waiver
- The **fiscal impact** of the waivers, if any
 - Additional costs associated and sources of funding
 - Planned uses for savings
- Effects of the waivers, if any, on current academic, fiscal, or facilities **distress status**
 - Ways the waivers will help alleviate distress issues
 - Potential for implementation of the waivers to cause distress issues
- Effects of the waivers, if any, on compliance with the **Standards for Accreditation**
 - Ways the waivers will help alleviate accreditation issues
 - Potential for implementation of the waivers to cause accreditation issues

Discuss the planning that has taken place to ensure successful implementation of the waivers.

- **Options considered** by the district to request the waivers
 - School of innovation
 - District conversion charter
 - Reasons district waivers are being requested rather than seeking a school of innovation or a charter
- **Student gains** for students if these waivers are granted
 - Academic gains
 - Other benefits
- **Implementation** of the waivers
 - **Charter** school(s) use of the waivers
 - ◆ Application of the waivers
 - ◆ Evaluation of ongoing need for the waivers
 - **District** use of the waivers
 - ◆ **Specific plans** to implement the waivers
 - Certain schools, grade levels, and/or programs to be affected
 - Description of the changes to take place
 - Length of time for which the waivers are requested
- **Evaluation** of the usefulness of the waivers
 - **Method(s)** to be used to determine benefits of and/or problems with using the waivers
 - **Timeframe** for assessing the use of the waivers
 - **Outcome(s)** that will demonstrate successful use of the waivers
 - **Plan of action** if use of waivers is not achieving the desired results

Discuss the transparency of the process and methods used for garnering support for the waivers.

- Efforts, including **methods, times, dates, places**, for notifying and including all stakeholders
 - Students
 - Teachers and other staff
 - Parents
 - Community members
 - School board (board resolution)
- **Feedback** received from stakeholders and how it was and will be used in district planning

Kirby Elementary School Waiver: Kindergarten, 1st-3rd, 4th-6th Grade Class Size

Kirby School District was notified by the Arkansas Department of Education in August 2016 that stated we fell under the three hundred fifty (350) students according to the school districts' average daily membership in the school year immediately preceding the current school year. We cannot incur any debt without prior written approval of the ADE.

Kirby Elementary School currently has 26 students in kindergarten, 25 students in 1st grade, and 29 students in 6th grade. These are the grade levels that are close to maxed out or currently are maxed out. We are in the process of hiring a second kindergarten teacher to meet standards of accreditation.

We do not feel it is feasible financially to hire additional classroom teachers to reduce the class size because of a few students over the standards of assurance requirements. The reason I am asking for these waivers is for the fact that we have four (4) licensed/trained paraprofessionals already hired and placed within the elementary school. All four have been hired by Kirby School District the past two years and are community residents so they will be here in the foreseeable future. These para-professionals have been in classrooms already that were close to the maximum requirements over the past couple of years and this year. The para-professionals at Kirby Elementary School are well acclimated to the staff, students, and parents of our school district.

I have been employed in all areas throughout education from a teacher, principal and now superintendent. I understand the difficulties surrounding the idea of a small class size from a teacher and principal standpoint. I wanted that as a teacher and principal. But, I understood the financial costs early on and now I am faced with the same dilemma that I faced as a teacher and principal except the final decision lies with me. I understand the pros and cons with having a small class size. There are lots of studies and data out there that have shown having small class sizes are beneficial to students and staff in many aspects of their education. But to deter from that philosophy, there are also studies that show if a teacher has the resources to offset the larger class sizes there can be benefits with that as well. We, at Kirby Elementary School, offer trained para-professionals, a Dyslexia Therapist, and other support staff to help these teacher and their classrooms that may or may not be maxed to capacity.

I have conferred with my school board and visited with my teachers. They are all on board. This waiver was also presented to staff, parents, and school board in Spring of 2016 when Kirby Elementary School applied for Schools of Innovation. There was 100% in agreement and in favor of increasing class size for Kirby Elementary School.

The waivers are to grant Kirby Elementary School permission to have a maximum of 25 students in Kindergarten, 28 students in 1st-3rd grade, and up to 30 students in grades 4th-6th with a highly qualified/trained paraprofessional for a period of three years, culminating June 10, 2019. I do know that from year to year, these numbers will fluctuate and the para-professionals will be placed according to class numbers. If approved, I will compile data over the three years

comparing QELI, IOWA, and ACT Aspire date to the years preceding the waiver if applicable to present for future consideration.

Kirby Elementary School Waiver: Teacher Licensure for Elementary Physical Education

Currently, our elementary physical education teacher serves as our 7-12 boys basketball coach, driver's education teacher, health teacher, and K-12 physical education teacher. We have assigned one of our licensed/trained elementary para-professionals to work under the coaches' guidance and alongside him to fulfill the state mandated physical education requirements of 40 minutes per week for all elementary classroom students.

I am asking that the rules regarding licensure be waived for my elementary para-professional so that she can teach the physical education classes at our elementary without the required teaching license and degree. If we are granted the waiver, this will free up our teacher/coach to teach more sections of health, physical education and/or driver's education instead of our students taking health and physical education via Arkansas Virtual School. This will also allow us to offer different elective courses for our 7-12 grade students to take in the area of physical education. Our high school is a "Schools of Innovation" and we have instituted a new high school schedule initiative called "Flex Mod" that opens the door for more free time for the teachers and students to have collaboration together. By implementing the Flex Mod schedule, we have the ability to schedule classes throughout the week at different times throughout the days. This schedule does not compliment the elementary school bell schedule and so scheduling a teacher that crosses different school bell schedules is difficult.

If granted the waiver, I will also require the para-professional to receive additional training outside of the required training to fulfill the para-professional license. The information below is the requirements that the para-professional will be required to complete through ArkansasIDEAS. Once the required ArkansasIDEAS course is completed, the certificate of completion will be kept on file for documentation.

ArkansasIDEAS Courses:

[PEC14434: Disciplinary Literacy: Physical Education - K-12](#)

Subject Area: English Language Arts, Health & Wellness, Physical Education

TESS Domain: 3c

Credit Hours: 4.5

In this overview, Mr. Harris provides instruction on the integration of literacy in the physical and health education classroom and also highlights how the Common Core State Standards and TESS apply in the physical education classroom.

PEC14440: School Health Services: Health Ed - Aligning Teacher Instruction and Student Assessment

Subject Area: Health & Wellness, Physical Education

TESS Domain: 3d

Credit Hours: 1

This course with Kathleen Courtney, Health Education Coordinator for the Arkansas Department of Education (ADE), covers topics related to the assessment of students' work. Assessment should be meaningful, real, and clear to the student. Ms. Courtney suggests that the best way to assess what students understand is to allow them to become part of the assessment process through rubrics. How to develop rubrics and help students comprehend the scale by which their work is assessed is also covered in this course.

PEC14441: School Health Services: Health Ed - The Brain, Learning Styles, and Student Engagement

Subject Area: Health & Wellness, Physical Education

TESS Domain: 1e

Credit Hours: 1.5

In this course, Kathleen Courtney, Health Education Coordinator for the Arkansas Department of Education, gives an overview of student learning styles and various teaching strategies to provide quality instruction based on research about the human brain. She also gives examples of several tools to engage students and get them involved in the learning process.

ARKANSAS VIRTUAL ACADEMY APPROVED WAIVERS

Regardless of any waivers granted, every charter school must always abide by the following requirements:

Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the NO CHILD LEFT BEHIND ACT of 2001. Core academic subject are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

We are asking this waiver for Kirby Elementary School to fulfill the physical education requirements set forth by the Arkansas Department of Education with a highly qualified/trained paraprofessional for a period of three years, culminating June 10, 2019.

ARKANSAS VIRTUAL ACADEMY

APPROVED WAIVERS

District LEA:	60-43-700	Elementary School LEA:	60-43-701
City:	Little Rock	Middle School LEA:	60-43-702
Opening Date:	Fall 2007	High School LEA:	60-43-703
Grades Approved:	K-12	Expiration Date:	6/30/2020
CAP:	2000	Grades Served 2015-16:	K-11

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election—Single member zones
6-13-616	Director eligibility
6-13-619	Monthly meetings
6-13-619(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-620	Powers and duties
6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
6-13-634	School district board of directors—Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale—Exemptions—Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-208	Written grievance procedure
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements

6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy—Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
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6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
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6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications
6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

Waivers from ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.1.2	The Smart Core curriculum contained within 38 units that must be taught each year
9.03.2.7	Grades K-4 Practical Living Skills/Career Exploration
9.03.3.9	Grades 5-8 Career and Technical Education (not approved to the extent that it affects accountability)
9.03.4	Grades 9-12 (courses to be taught, requiring the 38 units of credit)
6.03.4.5	Vocal and instrumental music units
10.01.4	Planned instructional time
10.02	Class Size and Teaching Load
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction
10.05	Extracurricular Activities
10.06	Requirements for Participation in Extracurricular Activities
10.07	Homework and Independent Study Skills

12.02	Grading
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16.01	Guidance and Counseling
16.02	Media Services
16.03	Health and Safety Services
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments

Waivers from Other Rules:

ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve

ADE Rules Governing the Superintendent Mentoring Program

ADE Rules Governing Educator Licensure

Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

ADE Rules Governing Public School Student Services

ADE Rules for Gifted and Talented Program Approval Standards

ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools

Section 1-7 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (not a waiver of website posting requirements)

Alternative Learning

Certified staff salary scale

Defibrillator devices

Discipline and school safety policies

Distance learning

Expenditure requirements

Junior Fire Marshal Program

Purchasing of instructional materials

Regardless of any waivers granted, every charter school must always abide by the following requirements:

- All standardized assessments required by the state must be administered solely by licensed personnel required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability Program, Sections 5.02.4 and 5.03.2. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6.23.105.
- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the NO CHILD LEFT BEHIND ACT of 2001. Core academic subject areas are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

KIRBY SCHOOL DISTRICT

Date of Waiver Request Submission
90-Day Deadline for State Board of Education Action

September 8, 2016
December 7, 2016

2015-2016 Enrollment	
2 or More Races	7
Asian	0
Black	4
Hispanic	31
Native American/ Native Alaskan	0
Native Hawaiian/ Pacific Islander	0
White	287
TOTAL	329

2015 ESEA DISTRICT REPORT

District: KIRBY SCHOOL DISTRICT
LEA: 5503000
Enrollment: 371

Superintendent: JEFF ALEXANDER
Attendance 93.63
Poverty Rate: 67.92

Address: p o box 9
Address: KIRBY, AR 71950
Phone: (870) 398-4212

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	212	212	100.00	222	222	100.00
Targeted Achievement Gap Group	153	153	100.00	158	158	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	17	17	100.00	17	17	100.00
White	185	185	100.00	195	195	100.00
Economically Disadvantaged	151	151	100.00	156	156	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	17	17	100.00	17	17	100.00

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS: ACHIEVING				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	44	192	22.92	22.73
Targeted Achievement Gap Group	25	134	18.66	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	10.77
Hispanic	2	17	11.76	18.35
White	42	166	25.30	26.04
Economically Disadvantaged	25	133	18.80	17.63
English Language Learners	n < 10	n < 10	n < 10	7.64
Students with Disabilities	2	12	16.67	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	32	204	15.69	13.95
Targeted Achievement Gap Group	13	141	9.22	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	5.87
Hispanic	3	17	17.65	12.10
White	28	178	15.73	17.14
Economically Disadvantaged	13	139	9.35	11.02
English Language Learners	n < 10	n < 10	n < 10	6.23
Students with Disabilities	1	16	6.25	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	36	38	94.74	88.89	94.00
Targeted Achievement Gap Group	21	23	91.30	81.48	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	100	110	90.91	88.89	94.00
Targeted Achievement Gap Group	67	73	91.78	81.48	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10		
Hispanic	n < 10	n < 10	n < 10	66.67	
White	34	35	97.14	90.19	
Economically Disadvantaged	20	22	90.91	81.48	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	75.00	

2015 ESEA DISTRICT REPORT

District: KIRBY SCHOOL DISTRICT
LEA: 5503000
Enrollment: 371

Superintendent: JEFF ALEXANDER
Attendance 93.63
Poverty Rate: 67.92

Address: p o box 9
Address: KIRBY, AR 71950
Phone: (870) 398-4212

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	9
Number of enrolled students with completed EOY only:	9

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016



To: State Board of Education
From: Michael Rowland
Cc'ed: Joan Luneau, Melissa Jacks
Date: 10/13/16
Re: ART CONTENT LICENSURE TEST

Educator Licensure Test

Current Art (K-12) Licensure Test:	New Art (K-12) Licensure Test:
Praxis [®] Art: Content and Analysis (5135)	Praxis [®] Art: Content Knowledge (5134) Recommended Cut Score: 158
	Effective October 1, 2016

Rationale

Educational Testing Service (ETS) offers two art content assessments: Praxis[®] Art: Content Knowledge (5134) and Praxis[®] Art: Content and Analysis (5135). The 5135 is the current Arkansas educator licensure test for Art (K-12). It has 85 selected-response (multiple choice) questions and three (3) constructed-response (written discussion) questions and is offered four (4) testing periods a year (March, June, September, and December). The 5134 has 120 selected-response questions and is offered every month (12 testing periods a year). To accommodate the art test being available more frequently, the Department recommends replacing the current Praxis[®] Art: Content and Analysis (5135) with the Praxis[®] Art: Content Knowledge (5134).

On June 22, 2016, ETS provided a state review of the 5134 with Arkansas art education faculty. ETS representatives shared information on both 5134 and 5135 tests. The review also included discussion on data from a multistate standard setting study that ETS facilitated in 2010. Two Arkansas art practitioners participated in the 2010 study. As a result of the multistate study, a cut score of 158 on a 100-200 scale was recommended. The state review panel agreed with the recommended cut score.

The 5134 is a two-hour assessment containing 120 multiple choice questions covering Art Making - General (approximately 15 questions); Art Making Media & Processes (approximately 61 questions); Materials & Processes in a Historical Context (6-7 questions); Western Tradition in Art History (17-18 questions); Art Beyond the Western Tradition (approximately 9 questions); and Responding to Art (approximately 11 questions).

To accommodate the art licensure test being offered more frequently, the Department recommends adopting the Praxis[®] Art: Content Knowledge (5134) with a cut score of 158 effective October 1, 2016. The Department recommends allowing candidates to take either the 5134 or 5135 until December 31, 2016.

1. Learn About Your Test

Learn about the specific test you will be taking

Art: Content Knowledge (5134)

Test at a Glance			
Test Name	Art: Content Knowledge		
Test Code	5134		
Time	2 hours		
Number of Questions	120		
Format	Selected-response questions		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Art Making A. General B. Media and Processes II. Historical and Theoretical Foundations of Art A. Materials and Processes in an Art Historical Context B. The Western Tradition in Art History C. Art Beyond the Western Tradition D. Responding to Art	76 15 61 44 6–7 17–18 9 11	64% 13% 51% 36% 5% 15% 7% 9%

About This Test

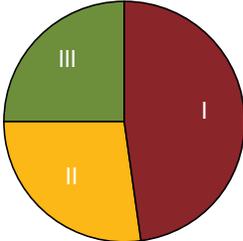
Art: Content Knowledge measures whether entry-level art teachers have the standards-relevant knowledge, skills, and abilities deemed necessary for beginning professional practice. The test is intended primarily for individuals completing teacher training programs who plan to become art teachers. Candidates typically have completed a bachelor's degree program in art or art education. The test questions focus on concepts that are considered central to the study of art, measuring knowledge of art making and the historical and theoretical foundations of art. Images are included on the screen with some of the questions.

The test may contain some questions that will not count toward your score.

1. Learn About Your Test

Learn about the specific test you will be taking

Art: Content and Analysis (5135)

Test at a Glance			
Test Name	Art: Content and Analysis		
Test Code	5135		
Time	2 hours		
Number of Questions	85 selected-response questions (Part A); 3 constructed-response questions (Part B)		
Format	Selected-response and constructed-response questions		
Weighting	Selected-response questions: 75 percent of total score; Constructed-response questions: 25 percent of total score		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	Part A: Selected-response questions	85	75%
	I. Art Making	55	48%
	A. General	11	
	B. Media and Processes	44	
	II. Historical and Theoretical Foundations of Art	30	27%
	A. Materials and Processes in an Art Historical Context	5	
	B. The Western Tradition in Art History	12	
	C. Art Beyond the Western Tradition	6	
	D. Responding to Art	7	
Part B: Constructed-response questions	3	25%	
III. Art Analysis	3	25%	
A. Historical and Theoretical Foundations of Art	1		
B. Art Making	2		

About This Test

Art: Content and Analysis measures whether entry-level art teachers have the standards-relevant knowledge, skills, and abilities deemed necessary for beginning professional practice. The test is intended primarily for individuals completing teacher training programs who plan to become art teachers. Candidates typically have completed a bachelor's degree program in art or art education. The test questions focus on concepts that are considered central to the study of art, measuring knowledge of art making and the historical and theoretical foundations of art.

September 19, 2016

To the Little Rock Area Public Education Stakeholder Group:

Thank you for inviting the Center on Reinventing Public Education (CRPE) to meet with you last month in Little Rock. We learned a lot and appreciate the important task ahead of you.

This memo is in response to the list of Stakeholder Questions you sent. We reviewed the list carefully as we considered the nation’s experts as potential supports for you in your work. Below, we have provided comments and recommendations on how you might wish to proceed on these questions, offering estimates on cost/time where we can. Your next step would likely be to generate a Request For Proposal (RFP) that lays out specific timeframe, scope of work, and payment for people or organizations that wish to bid on the work at hand. As it stands, answering all questions posed will likely require multiple firms, be time-consuming, and possibly be cost prohibitive. The group may wish to consolidate or narrow down which research is essential for your purposes of generating recommendations.

Respectfully, we’d like to make one suggestion. This stakeholder group might be well positioned to sustain its function as an education “watchdog” over time, beyond its initial call to provide recommendations over the six listed areas of concern. The group could generate a performance tracking system on school quality, equity, and access, which would likely entail answering many of the questions posed. This would serve as an overarching solution that could help and encourage education leaders from across education sectors and throughout the city to collaborate toward, around or at least be held accountable to, a unifying strategy.

Stakeholder Questions	CRPE Comments	Estimated Cost/Time
<p>1. How every student can have access to a school that is achieving;</p> <ul style="list-style-type: none"> a. What constitutes an achieving school? The extent to which students have access to an achieving school depends on how you define this term. See https://v3.boardbook.org/Public/PublicItemDownload.aspx?ik=38927664 and the section titled Measures of Success <ul style="list-style-type: none"> i. Based on how you define an achieving school, which schools are or are not achieving schools within the south of the river Little Rock area? ii. To what extent do all students have access to an achieving school? <ul style="list-style-type: none"> 1. What factors impact access to an achieving school? <p>Questions added by Stakeholder Group at meeting on</p>	<p>Invariably, the answer to this question and its sub-parts is uniquely shaped by the city and its residents and should reflect city values. It would be worth the time to convene and reflect locally on “what success looks like” for your schools, along with how to measure such success. CRPE has not facilitated convenings like this. You might consider contacting Laura Weeldreyer at UPD consulting. CRPE has contracted with her for this kind of work previously. If there is urgency in answering this question and its sub-parts, then you might consider, at least for the interim, accepting the state’s existing definitions and measures.</p> <p>Also, during the August 29 meeting,</p>	<p>CRPE has contracted with Laura to facilitate discussions on forming common school performance frameworks. Laura W. identified and interviewed stakeholders and facilitated in-person and remotely, both stakeholder and community meetings. The cost for this was \$100,000,</p>

<p>July 11, 2016</p> <ul style="list-style-type: none"> ➤ Need to clarify term definitions: How does a quality school differ from an achieving school? <ul style="list-style-type: none"> ○ What factors promote or impede access to an achieving school? ➤ Compare and contrast the elements in successful schools vs non-achieving schools? ➤ Need Data by school and grade levels for: truancy, absenteeism, tardiness, and disciplinary data by grade/gender/race, expulsions, and suspensions. <i>Denise Note: Perhaps use these data in addition to the achievement and growth data to compare and contrast.</i> ➤ What success models (within/outside of Pulaski Co) are worthy of exploring/emulating in Pulaski Co Schools? ➤ What opportunities do school leaders and teachers have to cross-pollinate ideas/methodologies with one another? (especially between traditional schools and any break-the-mold charters or classrooms of innovation) ➤ Extent to which each school has viable school volunteer programs & partners in Education? Rank school over time in a bell curve. Does the curve move forward? Should we close persistently low performing (survival of the fittest)? 	<p>the group expressed interest in the idea of an Equity Report. I refer you to Washington DC's work in this area, as well as New Orleans' work on the same.</p>	<p>plus travel expenses, for a fourteen-month engagement. (Note: we searched the UPD website, and it appears they work or have worked on data dashboards for Little Rock education.)</p>
<p>2. How schools can best meet the educational needs of a student population markedly diverse in terms of income levels, achievement levels, English-language learners, and students with disabilities;</p> <p>a. To what extent are the educational needs of the diverse student population being met or not met? Are there factors that might impact the degree to which students' needs are being met in all schools? Some schools?</p> <p>i. Note: One concern was whether concentrations of students living in poverty within a school impact the ability to meet the needs of students to</p>	<p>As we understand it, this question aims to address student outcomes, divided by certain subgroups, in light of the funds and resources allocated and expended for those students. We recommend contacting Marguerite Roza at Edunomics Lab for this work, which has the expertise for these kinds of analyses. (CRPE works closely with the organization.) Other organizations that perform similar work include ERS, Allovue, and possibly Edbuild.</p>	<p>Please see our response in this column for question 3.</p>

<p>thesamedegreeasinschools with lower poverty concentrations.</p> <ul style="list-style-type: none"> ii. Doallstudentshaveaccess to excellent teachers? iii. Are human and fiscal resources allocated with equity given the diversity of student populations? iv. Are there instructional models that are successful for diverse student populations that are occurring within schools south of the river? (Innovation, waivers, etc.—charter or traditional?) <p>Questions added by Stakeholder Group at meeting on July 11, 2016</p> <ul style="list-style-type: none"> ➤ What constitutes an “excellent” teacher? 		
<p>3. How to be most cost effective and fiscally efficient in the delivery of education;</p> <ul style="list-style-type: none"> a. What fiscal plans are in place that enable, replicate, and expand strong positive student outcomes? <ul style="list-style-type: none"> i. This is usually answered in one way by a district and another (or several other ways) by the charter sector. b. To what extent are funds allocated to and expended by schools based on student need? <ul style="list-style-type: none"> i. For a district, this often raises the question of how much central office, rather than schools themselves, manages funds, whether funds are distributed equitably, and related to the equity question, to what extent funds are directed toward “legacy” or fixed costs. ii. For a charter school, this often raises the question of whether funds are being spent on facilities, transportation, recruiting, food, and other expenses in education that are outside the 	<p>Again, similar to our comment in response to question 2, we recommend Edunomics Lab for these kinds of analyses, and then ERS, Allovue, and possibly Edbuild.</p>	<p>In conversations with Edunomics Lab staff, we understand the sorts of analyses here (often called ‘return on investment’ analyses) range from as low as \$50,000 to up to \$250,000. We strongly recommend calling Marguerite.</p>

<p>classroom.</p> <p>Questions added by Stakeholder Group at meeting on July 11, 2016</p> <ul style="list-style-type: none"> ➤ Duplicate systems in same geography – duplicate/excess facilities – Excessive transport costs ➤ How can we get a statistical map of where we were and where we are now? 		
<p>4. How to respond to patterns that students with certain characteristics (in terms of achievement levels, demographics, etc.) are more likely, at present, to seek out open-enrollment charter options;</p> <ol style="list-style-type: none"> a. Which students/families are exercising choice into charter schools? What are their primary reasons for seeking charter enrollment? b. For those who do not seek to choose into an open-enrollment charter school, what are the primary reasons for not doing so? <ol style="list-style-type: none"> i. Are there services available within students’ schools of residence that are not available in charter? Transportation, special education, etc. ii. Are there preferences or perceptions that influence families’ desire to opt out of traditional public schools into the charter schools or vice versa? <p>Questions added by Stakeholder Group at meeting on July 11, 2016</p> <ul style="list-style-type: none"> ➤ What are the impacts of concentrations of poverty? How should these concentrations be considered in future plans? ➤ Are there traditional schools that are retaining the student body? Why? 	<p>The work needed to answer these questions is twofold.</p> <p><u>First</u>, it would require tracking student-level data over time to determine students’ migratory patterns, e.g., whether or to what extent they are “choicing” into and out of certain school environments and into others. It is unlikely you can get a complete picture of this because student-level data will be unavailable for students who left the state or who “choiced” into homeschool or private school environments. But an incomplete picture with the data available might still be worthwhile for you. This is not a difficult analysis. We believe one simple, low-cost solution would be to use a graduate-level researcher, perhaps from the University of Arkansas to do this work. Alternatively, if you feel that more expertise is required, Marcus Winters from the Manhattan Institute has performed this kind of “student migratory patterns” work with respect to special education students in certain locales. You might also consider contacting Celeste Caruthers from University of Tennessee at Knoxville, who has researched migratory patterns of students between the traditional and</p>	<p>The second part of this work, which can occur over the same time period as the first and would likely take six months in total, would separately cost \$75,000-\$85,000.</p>

<p>What are the characteristics of these schools?</p> <ul style="list-style-type: none"> ➤ What are the rules governing enrollment that may create barriers to students in our district/charter taking classes at another school/charter? If Any? ➤ How to draw kids from private schools into public charters? Zero sum game. ➤ Why are parents making the decision to leave the district? Is it data related? Is it achievement, facilities, demographics, or a factor beyond what a school can control? 	<p>charter sectors.</p> <p><u>Second</u>, to understand what families prefer or <i>why</i> families are choosing certain school environments, we would recommend a parent survey. For it to be worthwhile, you will likely need a sample of about 850 parents, being sure to over-sample smaller subgroups of parents. CRPE does this kind of research by partnering with a local group that knows the area.</p>	
<p>5. How facilities should be modernized and spread across the area based on the current demographics of the area with an eye to future demographic patterns;</p> <p>Questions added by Stakeholder Group at meeting on July 11, 2016</p> <ul style="list-style-type: none"> ➤ Who decides this with multiple competing systems? ➤ Is there a statistical relationship between facility status and achievement and growth? ➤ How are existing state of facilities (not just disrepair, but other factors, i.e. Overall look/feel and modern amenities) contributing to student mobility and choice. ➤ What does “eye to future demographic patterns” mean? Can we affect future demographic pattern? ➤ Maps- overlay schools- race, poverty, and feeder patterns. 	<p>The only group that we know that specializes in mapping school siting, quality, and capacity is IFF. This is a neglected area of study. We recommend contacting them for questions of that nature.</p> <p>For questions related to modernization of facilities, we recommend contacting an architectural firm that specializes in school buildings. We do not have recommendations for which firm.</p>	
<p>6. How collaboration between traditional public schools and open-enrollment charter educational offerings can maximize the achievement of students and fiscal efficiency of the system of public education south of the river.</p> <p>a. What are Little Rock’s traditional public schools’ and charter public schools’ respective strengths</p>	<p>While CRPE does not facilitate negotiations on district-charter collaboration, per se, we have done briefings, served as a “thought partner,” and have generated reports related to collaboration for other locales. Such work would lead to</p>	<p>We estimate this line of work at \$75,000 over 1.5 years.</p>

<p>and weaknesses?</p> <ol style="list-style-type: none"> i. What is the “low hanging fruit” where collaboration might allow for an early win? <ol style="list-style-type: none"> 1. Practice-sharing 2. Combining basic performance information in a user-friendly way for parents to help them make better schooling choices for their children; 3. Aligning school enrollment dates; 4. Combining school fairs, etc. b. What are some successful models of collaboration from which we can learn? <ol style="list-style-type: none"> i. What short term benefits have been experienced in other communities? ii. What long term benefits have been experienced in other communities? iii. What challenges and recommendations can be identified from the lessons learned from communities that have done this work previously? c. What resources are needed to support this work? d. What resources are available to support this work? <p>Questions added by Stakeholder Group at meeting on July 11, 2016</p> <ul style="list-style-type: none"> ➤ What are the barriers or factors contributing to a disproportionately low number of educational “at risk” students enrolling in charter schools? Denise Question: What are the data on proportion of educational “at risk” enrolling in charter schools? ➤ Does collaboration include the perception of equity and fairness re: resources and high achieving students? ➤ Can current demographics and testing data affect the expansion and creation of new charters? ➤ What are growth models can be shared traditional and charter schools? ➤ Can charter schools focus only math growth at middle school level? 	<p>answers for many, possibly all, of these questions.</p>	
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Please feel free to contact me with any questions or comments on the above.

Sincerely,

Jordan Posamentier
Deputy Policy Director
jpos@uw.edu
206-673-6258



EDUCATION

- CHILDREN AND FAMILIES
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- INFRASTRUCTURE AND TRANSPORTATION
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R E P O R T

The Transformation of a School System

Principal, Teacher, and Parent Perceptions
of Charter and Traditional Schools in
Post-Katrina New Orleans

Jennifer L. Steele, Georges Vernez,
Michael A. Gottfried, Michael Schwam-Baird

Prepared for the Scott S. Cowen Institute for Public Education Initiatives at Tulane University

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Summary

Context

The devastation wrought by Hurricane Katrina in 2005 triggered a dramatic overhaul of the public education system in New Orleans, Louisiana. Two months after the hurricane, in November 2005, the state of Louisiana took over nearly all of the district's schools and began developing a radically different system of schools featuring charter schools and parental choice. Before Katrina, the New Orleans Public School District was one of the nation's most beleaguered districts, and only a handful of charter schools existed in the city (Boston Consulting Group, 2007). As of the spring of 2010, however, the city was home to 62 charter schools, which jointly served 61 percent of its more than 38,000 public school students (Cowen Institute, 2010; New Orleans Parent Organizing Network, 2010). New Orleans is the first city in the nation to implement a charter-school model at this scale (National Alliance for Public Charter Schools, 2010a).

Administrative authority over public schools in the city is now primarily divided between two separate districts. The largest is the Recovery School District (RSD), which is overseen by the state and includes 71 of the city's 90 public schools. The other district is run by the Orleans Parish School Board (OPSB). It is a remnant of the pre-Katrina school district and oversees 17 schools that were not taken over by the RSD because of low performance. Schools run by the OPSB thus tend to be among the city's highest-performing schools and, as was true before the storm, a subset are selective admission schools (Boston Consulting Group, 2007).

Consistent with the state's mission to decentralize public education in New Orleans and introduce competition, both the RSD and the OPSB operate a set of traditional schools and oversee their own portfolios of charter schools. In addition, the Louisiana Board of Elementary and Secondary Education (BESE) oversees two schools in the city, both of which are charter schools. Each New Orleans charter school, in turn, is managed day to day by one of more than 30 charter operating organizations (Save Our Schools NOLA, 2008).

Because New Orleans is the first city in the nation to carry out a charter-based reform at this scale, its experiences have direct implications not only for the future of the city's public education system but also for the national conversation about charter schools and choice. Despite the growing prevalence of charter schools nationally during the past two decades, these schools remain controversial (Henig, 2008). Advocates argue that charter schools' freedom from administrative bureaucracy allows innovation to flourish and that the market and policy pressure facing schools in a system of choice can ultimately raise the quality of schooling options for all students (Chubb and Moe, 1990; Hill and Celio, 1998; Lake, 2010). Meanwhile, critics worry that charter schools siphon critical funds and the most motivated families

away from traditional public schools. This concern has been voiced with particular vigor in New Orleans, where the traditional schools run by the RSD are sometimes viewed as schools of last resort in comparison to RSD charter schools and to OPSB charter and traditional schools (Cowen Institute, 2008).¹ RSD traditional schools also serve a more racially segregated and economically disadvantaged population of students than do other schools in the city (Institute on Race and Poverty, 2010).

Research on the effectiveness of charter schools relative to traditional schools in raising student achievement and attainment has shown mixed effects as well as considerable variation among charter schools (Abdulkadiroglu et al., 2009; Center for Research on Education Outcomes, 2009; Hoxby and Rockoff, 2004; Lake, 2008; Zimmer et al., 2009). In addition, there has been only limited research on how charter schools differ from their traditional school counterparts in terms of operations, instruction, personnel, and relationships to students' families (Gross and Pochop, 2008; National Alliance for Public Charter Schools, 2010b). Consequently, the aim of this study was to shed additional light on prominent local and national questions about how charter school practices differ from those of their traditional school counterparts. However, it is important to clarify that the noncharter schools in this study, which we refer to as "traditional schools," operate alongside their charter school counterparts in a post-Katrina system of citywide school choice and in the absence of collective bargaining. This context is very different from the pre-Katrina system of neighborhood-based school assignments within a single district in which teachers maintained collective bargaining rights (Boston Consulting Group, 2007). Moreover, because the RSD and OPSB districts oversee both charter and non-charter schools, and some in the OPSB maintain selective admission policies, our examination of charter and "traditional" schools post-Katrina represents merely one way of examining a complex and multifaceted "system of schools" (Cowen Institute, 2008, p. 3). For this reason, we report in many cases on supplemental findings disaggregated by both district (RSD versus OPSB) and type (charter versus traditional), and we acknowledge that the traditional schools we refer to in post-Katrina New Orleans operate within a decidedly nontraditional context.

The complex assortment of schools and school operators in post-Katrina New Orleans presents an unusual opportunity for researchers to examine the operational, instructional, human capital, and family outreach policies and practices of charter and traditional schools. Seeing this, Tulane University's Cowen Institute for Public Education Initiatives asked RAND to partner with it in using a U.S. Department of Education grant to examine differences in policies and practices between charter and traditional schools in post-Katrina New Orleans. RAND and the Cowen Institute then collaborated to design and administer a set of surveys directly to principals, teachers, and parents in both traditional and charter schools in the city.

In this technical report, we examine charter and traditional schools' policies and practices in four central dimensions of interest: governance and operations, educational contexts, educator quality and mobility, and parents' choice of and involvement in their children's schools. The four dimensions represent prominent local policy concerns, including teacher qualifications and parental access and choice, as well as topics of school governance and instructional contexts that have been identified by charter school research and theory as warranting additional understanding. A fifth topic provides a descriptive analysis of the relationship between school

¹ As noted above, the schools allowed to remain in the OPSB after the storm were already the city's highest performing. Several were selective admission schools, and some OPSB charter schools retain that status today (New Orleans Parent Organizing Network, 2010).

characteristics and schools' academic performance during the survey year, 2008–09. Our specific research questions were as follows:

1. How do New Orleans' charter and traditional schools differ in terms of their governance and organizational practices, as reported by principals and teachers?
2. How do New Orleans' charter and traditional schools differ with regard to their educational contexts, including instructional practices and learning environments, as described by principals, teachers, and parents?
3. How do New Orleans' charter and traditional schools differ in terms of the qualifications and mobility of their teachers and principals, as reported by those individuals?
4. How do New Orleans' charter and traditional schools differ with regard to their efforts to engage parents and in terms of parents' experiences with the schools, as described by principals, teachers, and parents?
5. How do charter and traditional schools differ in terms of school performance and performance growth, and what, if any, observable school characteristics or practices are associated with these differences?

Methods and Limitations

For this study, we sent surveys to the principals of 75 of the 86 public schools operational in school year 2008–09, 42 in charter and 33 in traditional, district-run schools. We excluded schools that were newly constituted in 2008–09 and consisted of only a few grades. In addition, we surveyed a random sample of 436 teachers of elementary education, secondary English/language arts, and secondary mathematics, stratified by grade level and subject area, and representing the 59 schools that provided teacher rosters from which we could draw the random sample. We also sent parent surveys to 411 parents from the 55 schools that provided mailing addresses for the randomly drawn sample or agreed to distribute the surveys based on our instructions for drawing a random sample.

Survey questionnaires were mailed to principals and to sampled teachers and parents in the spring of 2009. The principal survey asked about enrollment, admission policies, academic programs, governance, accountability, teachers, professional development, operations, and school finance. The teacher survey asked about school governance, instructional feedback, professional development, instructional methods, parent communications and involvement, and teachers' career plans and professional backgrounds. The parent survey inquired about parents' choice of school, the school's academic programs, school communications, parent involvement, and parents' demographic backgrounds. Follow-up surveys, emails, and (in some cases) phone calls were sent to nonrespondents. Final response rates were approximately 32 percent for principals, 52 percent for teachers, and 36 percent for parents. Of 75 schools targeted by the surveys, principal survey respondents represented 24 schools (10 charter and 14 traditional), teacher survey respondents represented 57 schools (36 charter and 21 traditional), and parent survey respondents represented 51 schools (30 charter and 21 traditional). Overlap among schools represented by principal, teacher, and parent respondents was imperfect, with 32 of the 75 targeted schools represented by both teacher and parent respondents, and only 15 of 75 targeted schools represented in all three survey samples.

Survey data were tabulated using Stata 10.0 (StataCorp, 2007), disaggregated by charter versus traditional school type and, in some cases, also by district (OPSB or BESE versus RSD). Teachers' and parents' responses were adjusted to reflect the nesting of individuals within schools. In addition, we used ordinary least squares and multilevel regression analyses to describe the relationship between aggregate school performance in the survey year and school characteristics, including but not limited to school characteristics reported on the teacher surveys.

Most of the schools that participated in the teacher and parent surveys were represented by at least one respondent (97 percent of schools participating in the teacher surveys and 93 percent of those participating in the parent survey, respectively), and these represent 76 percent and 73 percent, respectively, of the 75 targeted schools. However, overall response rates were lower than anticipated. Because respondents within a school may differ systematically from nonrespondents, nonresponse bias is a possible threat to the interpretation of data from these surveys. Moreover, because schools willing to participate in the surveys may differ from those not willing to do so, teachers' and parents' survey responses cannot be generalized to all of the targeted schools. Also, because we received principal survey responses from only 32 percent of the 75 targeted schools, it is not possible to generalize those results to other charter and traditional schools in the city.

Other limitations associated with reliance on survey data include imprecision in participants' responses, as well as social desirability bias, although participants were assured that their responses would be treated as confidential. In addition, it is important to emphasize that our results are descriptive. Because differences among schools in terms of their survey results or their performance data may be due to unmeasured characteristics, there is no basis for drawing causal inferences about any of the relationships described in the report. Another critical limitation is that the survey results were captured at a single point in time so may not reflect more recent developments in the city's schools. Moreover, because we do not have parallel survey data from the years before Hurricane Katrina, our data do not permit even descriptive conclusions about how the schools in New Orleans have changed since the time before the storm or as a result of the citywide reform. As noted above, what is clear is that New Orleans schools now function in a dynamic, choice-based context, which means that even those schools we refer to in this report as "traditional" are operating within a nontraditional and swiftly changing public education environment.

Summary of Findings

The survey responses revealed both similarities and differences by school type (charter versus traditional) in schools' practices and parents' experiences. The following summary highlights key findings in each of our four domains of interest—governance and operations, educational contexts, educator quality and mobility, and parental choice and involvement. It also describes key findings about observed relationships between particular school characteristics and school performance.

Governance and Operations

As the largely independent nature of charter schools would suggest, principals reported having greater control over many leadership and decisionmaking practices of their schools, including

instructional practices, staff hiring and discipline, student assessments, budgeting, and curriculum. Nevertheless, both charter and traditional school principals placed similar ratings of importance on each of these categories.

The governance of charter and traditional schools where principals completed surveys appeared similar in many regards.

- Principals at both types of schools reported having steering committees that met about weekly or monthly, and teachers in both types of schools also reported meeting regularly to discuss issues relating to student assessments, instruction, and discipline.
- According to principal respondents, charter and traditional schools differed in terms of the providers of a variety of their operational services. In traditional schools, such functions as transportation, food services, and facility maintenance were reportedly carried out by the district, whereas the majority of responding charter school principals said that they contracted out for such services.
- Similarly, although most responding charter and traditional school principals reported that their schools offered nursing, social work, counseling, and speech therapy services, 10 to 30 percent of charter school principals reported contracting for such services, whereas none of the traditional school principals reported using contractors.

In short, the governance and operational practices of charter and traditional schools in the response samples differed with regard to schools' autonomy and provision of services, but we found little evidence that they differed markedly in school-level leadership and decision-making practices.

Educational Contexts

When we examined the educational contexts of charter and traditional schools in New Orleans, including their allocation of instructional time, course offerings and programs, and instructional practices, we again found few meaningful differences between the practices reported by principals, teachers, and to some extent, parents. Key findings were as follows:

- According to principals, neither the length of the school year or school day was notably different between charter and traditional schools. Specifically, the average reported school year length was 177 days in the former and 179 in the latter, and the average school day was reportedly 7.1 hours in the former and 7.6 in the latter.
- Teachers at charter schools reported stronger agreement than traditional school teachers with the statement that it was easy to maintain discipline at their schools (2.5 versus 1.9 on a scale of 1 to 4), though their responses were similar in terms of other school climate dimensions, such as the school having a strong sense of mission.
- Teachers in charter and traditional schools reported almost no meaningful differences in terms of their instructional practices. For instance, teachers in charter and traditional schools reported devoting an almost identical share of instructional time to activities that promoted higher-order thinking skills (about 30 percent of instructional time), were based on real-life situations (about 23 percent), required students to work independently (about 21 percent), and involved thematic instruction (about 12 percent).

The most critical differences that emerged between charter and traditional schools in terms of educational contexts involved educators' perceived challenges to improving student achievement. Principal and teacher respondents rated all 12 potential challenges presented to them (most notably, parent involvement, student discipline, and student transfers) as more serious in traditional schools than in charter schools, with the exception of facilities, which was rated as the most prominent challenge among charter school principals.

Educator Qualifications and Mobility

Our inquiry into educator qualifications and mobility examined the preparation, training, professional development experiences, and career plans of the surveyed teachers and principals. Key findings included the following:

- Among responding principals, those at charter schools reported being somewhat more likely than their traditional school counterparts to have hired a teacher directly from a traditional licensure program (16 percent versus 7 percent of their newly hired teachers, respectively), whereas charter school principals were reportedly less likely than their traditional school counterparts to have hired a teacher from the alternative route program Teach for America. However, this counterintuitive finding is most prominent in the RSD, where the district maintained a nonbinding contract with Teach for America stating that it planned to hire a certain number of its corps members each year (Carr, 2009a).
- Charter and traditional school principals gave similar ratings of teachers they had hired from traditional versus alternative licensure programs, rating the former at 3.3 on a satisfaction scale of 1 to 4, versus 2.8 for Teach for America Teachers.
- Charter and traditional school principals described encountering similar hiring difficulties, which were reportedly greatest in science, foreign languages, and mathematics, with 25, 21, and 17 percent of respondents reporting difficulties in each of these subjects, respectively.
- Teachers also reported a similar distribution of preparation routes and educational attainment levels, regardless of whether they worked in charter or traditional schools. The largest proportion of respondents (69 percent in charter schools and 73 percent in traditional schools) said that they held only a bachelor's degree.
- Traditional school teachers reported having about 3.3 more years of experience than their charter school counterparts, at 13 versus 9.7 years, on average. This difference in average experience level also accounted for a slightly higher average salary level reported by traditional school teacher respondents than their charter school counterparts.
- Charter school teachers reported receiving about 21 fewer hours, on average, of professional development than their traditional school counterparts, at 70 versus 91 hours during the school year and preceding summer.
- Charter and traditional school principals reported that the proportion of teachers returning to the school from the prior year was quite high, at 87 and 81 percent, respectively. Meanwhile, about 74 percent of teachers reported that they planned to return to their current schools the following year, and the difference between charter and traditional schools was not substantively noteworthy.
- Two-thirds of responding charter school principals and all responding traditional school principals reported holding an administrative credential.

Taken together, the survey results suggest that charter and traditional schools did not differ notably in terms of their human resource policies and practices, including their hiring priorities and needs, incentive structures, or professional development offerings. Teachers' anticipated career plans also did not differ notably between charter and traditional schools.

Parental Choice and Involvement

Finally, the surveys asked principals, teachers, and parents about their schools' recruitment, admissions, and parental outreach practices, and they asked parents specifically about their experiences in an environment of citywide school choice. Key findings were as follows:

- According to principals' reports, charter schools had larger applicant pools, lower acceptance rates, and lower rates of transfer into and out of the schools during the academic year than their traditional school counterparts. A likely explanation for the lower acceptance rates is that charter schools are permitted to cap their enrollments.
- The reasons parents gave for their choice of schools differed markedly between charter and traditional schools. When parents were asked why they chose their child's current school, the most common reason given by charter school respondents was the school's academic curriculum, followed by its record of student achievement and its attendance and discipline policies (chosen by 37 percent, 32 percent, and 27 percent, respectively). In contrast, the most common reason given by traditional school respondents was that the school provided transportation; the next reasons given were that the child could walk to school or use public transportation and the sense that it was the only school available to them (chosen by 43 percent, 30 percent, and 19 percent, respectively).
- Parents whose children attended charter schools reported higher satisfaction with their child's school overall and with several facets of the school, including its location, safety, educational quality, and discipline, as well as its communication about community services and volunteer opportunities, special education services, and gifted and talented education services. For instance, on a scale of 1 to 4, the average rating of educational quality was 3.6 among charter school parents and only 3.0 among traditional school parents. In addition, 41 percent of charter school parents gave their child's school a letter grade of A on a scale of A to F, as opposed to only 18 percent of traditional school parents.

In short, although survey responses showed few notable differences between charter and traditional schools with regard to their governance practices, educational and instructional contexts, and human resource practices, we found numerous differences in terms of the perceptions and experiences of charter and traditional school parents. Charter school parents perceived a greater sense of choice and greater satisfaction with their children's schools, on average, than their counterparts in traditional schools.

School Performance in Relation to School Characteristics

Our analysis of school performance made use of the School Performance Scores (SPS) generated annually by the state of Louisiana, which are based on student test scores, dropout/graduation rates, and attendance. It focused on the 75 established New Orleans schools included in our 2008–09 target survey sample, and it used school data from the 2008–09 academic year, including baseline and end-of-year SPS scores. In examining the baseline scores, we estimated that RSD schools markedly underperformed in comparison to OPSB and BESE schools, even

though the relationship between charter status and student achievement was positive only in the RSD and only when student demographics, school grade levels, and a school's admission policies (selective or open) were held constant.² However, none of these characteristics were statistically significant predictors of growth from baseline to the end-of-year scores.³ Moreover, information we gathered from the teacher surveys about their respective schools' policies, teachers, and instruction—including professional development, class size, instructional practices, parent outreach, teacher experience, and teacher mobility plans—did not predict growth in a school's SPS among the schools represented in the teacher survey sample.⁴

Conclusions

New Orleans has been on the cutting edge of choice-based school reform efforts in the years since Hurricane Katrina struck the city. However, even six years after the hurricane, questions remain about the variation in schools' policies and practices in the wake of the reform and about parents' experiences in an environment of school choice. This study set out to address some of those questions through surveys of principals, teachers, and parents. In particular, we sought to uncover similarities and differences between charter and traditional schools with regard to the schools' governance and operational practices, educational contexts, educator qualifications and mobility, and parents' perceptions and experiences.

We found few differences between charter and traditional schools in terms of their school-based leadership practices, though the principals of charter schools did report having more autonomy than their traditional school counterparts. They also reported contracting out for some services, such as transportation, food services, and facilities maintenance, that were provided by the district in traditional schools.

Regarding educational contexts, principals and teachers again reported similar instructional practices regardless of whether they worked in charter or traditional schools, though teachers and principals in traditional schools reported facing greater challenges than their charter school counterparts, particularly in terms of parent involvement, student discipline, and student transfers. There were also few reported differences between charter and traditional schools in terms of their hiring priorities and needs, incentive structures, or professional development offerings. A key area in which differences did emerge, however, involved the perceptions and experiences of parents. Parents of students in charter schools perceived a greater sense of choice and greater satisfaction with their children's schools, on average, than their counterparts in traditional schools.

Moreover, charter school parents in the sample and charter school students in the city appeared more advantaged, on average, than their traditional school counterparts. Thus, one possible explanation for the difference in satisfaction and challenges may involve systematic differences between families enrolling their children in charter and traditional schools. Given that charter school parents who responded to the survey reported having a greater sense of choice than their traditional school counterparts, a lingering policy question is whether the

² This analysis was limited to the 71 schools in the targeted sample for which baseline scores were available.

³ Based on the 53 schools for which SPS growth scores were available.

⁴ Based on 43 schools with teacher survey data and SPS growth scores available.

system of citywide choice is equally accessible and navigable by all citizens of New Orleans. The parent responses we received would suggest that it may not be.

The fact that information about the policies and practices of New Orleans schools has not previously been available in the post-Katrina context also suggests the need for more mechanisms by which charter and traditional schools can share best practices and learn from their peers' innovations. Finally, we would encourage the development of stronger ties between the research and practice communities in New Orleans. Strengthened ties and coordinated data collection efforts may help fortify future efforts to inform policymakers and families about the range of school policies and practices under way in the city.

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September 22, 2016

Antwan D. Phillips, Esq.
Stakeholders Committee
Arkansas Department of Education
c/o Wright, Lindsey, Jennings
200 W. Capitol
Little Rock, AR 72201

RE: Arkansas Department of Education's Charter vs. Traditional School Research Project

Dear Attorney Phillips and members of the Stakeholders Committee:

I am writing to request consideration for the Arkansas Department of Education's research initiative to investigate public education in South Pulaski, Arkansas.

Educational Research and Consulting is a women-owned, minority small business founded in 2010, which provides services in education evaluation, research, and consulting. Cynthia H. Williams, Ph.D., a literacy researcher, is chief executive officer.

Per our discussion on Friday, September 9, 2016, I am providing the research questions my research team members and I are interested in exploring, as well as biographical sketches and vitas of key research personnel who have agreed to support this initiative. As a brief overview of our varied research backgrounds, we have conducted ethnographic research studies in classrooms and in communities. We have all presented our research at national and international research conferences, and published our research findings in peer-reviewed journals and/or books -- some members extensively. Several members have additionally made substantial contributions to the field of educational research and have received distinguished recognition as a result. Our attached vitas will detail the specifics of our varied research experiences.

In closing, we are excited about the possibility of working with the Stakeholders Committee and the Arkansas Department of Education in efforts to redefine, inform, or improve public

education in Arkansas. Please feel free to contact me if you require additional information.
Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read "Cynthia H. Williams". The signature is fluid and cursive, with the first name being more prominent and the last name following in a similar style.

Cynthia H. Williams, Ph.D.
CEO/Senior Researcher

Research Questions (to include all sub-questions):

- Question 2: How schools can best meet the educational needs of a student population markedly diverse in terms of income levels, achievement levels, English-language learners, and students with disabilities.
- Question 4: How to respond to patterns that students with certain characteristics (in terms of achievement levels, demographics, etc.) are more likely, at present, to seek our open-enrollment charter options.

Research Team Bios

Cynthia H. Williams, is a literacy researcher with expertise in sociolinguistic research and cultural diverse learners. A graduate of Vanderbilt University with an interdisciplinary Ph.D. in Language, Literacy and English Studies, she has worked extensively through research, evaluation, and consulting initiatives providing leadership and guidance to teachers and school/district administrators in school improvement initiatives. Dr. Williams' research interest examines complex language processes students from social, cultural, and multiracial backgrounds encounter in classroom settings, specifically in navigating language interactions in literacy activities. By including an anthropological component to her research design, she was able to examine some of the often invisible or overlooked social and cultural difficulties diverse learners encounter in negotiating their language across various academic spaces when writing or literacy becomes the sole focus. Her work has been well received at several national and international conferences, and published in the peer-reviewed journal, *Theory Into Practice*. Dr. Williams collaborates regularly with educators through local and national initiatives (e.g., school and/or district professional developments, National Council of Teachers of English, American Educational Research Association) and works to impact teacher preparation through her affiliation with the Council for the Accreditation of Educator Preparation (CAEP) where she serves as a program reviewer of college and university teacher education programs. She will serve as the primary investigator for the proposed research initiative.

David Bloome is EHE Distinguished Professor of Teaching and Learning in the Department of Teaching and Learning of The Ohio State University College of Education and Human Ecology. Bloome's research focuses on how people use spoken and written language for learning, teaching, creating social relationships, constructing knowledge, and creating communities, social institutions, and shared histories and futures. He is a former president of the National Council of Teachers of English and of the National Conference on Research in Language and Literacy. He is the director of the Center for Video Ethnography and Discourse Analysis, former co-editor of *Reading Research Quarterly*, and founding editor of *Linguistics and Education: An International Research Journal*. In 2008, Bloome was inducted into the Reading Hall of Fame

and in 2015 he received the John J. Gumperz Lifetime Achievement Award. Dr. Bloome will serve as a senior advisor to the research project and will provide quality assurance on all project products.

Judith L. Green is Professor Emeritus at the University of California, Santa Barbara (UCSB). Before moving to UCSB in 1990, she was a faculty member at The Ohio State University. She received her doctoral training in Language and Reading Development from the University of California, Berkeley, holds a Masters' degree from California State University Northridge in Educational Psychology and BA from the University of California, Berkeley in History. Her current research focuses on the social construction of knowledge in K – 20 classrooms. For more than 40 years, she has explored teaching-learning relationships through ethnographic studies of social interaction and discourse-in-use to identify what counts as learning in classrooms with diverse learners. Her recent ethnographic and sociolinguistic research examines opportunities for learning discursively and interactionally constructed in technology-enabled contexts in K-12 classrooms. She served as Editor for the *Review of Research in Education* (2006, 2008, 2010) and the *Reading Research Quarterly* (1991 – 1995). She has co-edited a book series on *Language and Social Processes* (1989 – 2005), five books on multi-disciplinary analysis of education research, and eight special issues of research journals. Her research has been supported by major grants from the Spencer Foundation (1997 – 2004) and the National Institute of Education (1987; 1978 – 1981). Dr. Green will also serve as a senior advisor to the research project.

Stephanie Power-Carter is an associate professor at Indiana University (IU) Bloomington in the Department of Literacy, Culture, and Language Education. Her research and teaching interests include a broad range of issues covering equity and inclusion, specifically around the area of African American youth literacy and education, sociolinguistic ethnography, critical race theory, Black feminist theory, research on whiteness, and critical discourse analysis. Her work has been published in various journals such as *Theory into Practice* and *The Journal of Classroom Interactions*. She has also published book chapters and co-authored two books: *Discourse analysis and the study of classroom language and literacy events: A microethnographic perspective* and an NCRL project, *On discourse analysis in classrooms: Approaches to language and literacy research*. Dr. Carter additionally serves on editorial boards. As she is dedicated to translating her research to “on the ground work,” she also facilitates several community-based initiatives: Sistahs Who Care, Social Graces Education Program, Inner Circle, and the IU African American Read-In. She has presented her work nationally and internationally and has professional affiliations with the American Educational Research Association and the National Council of Teachers of English. Dr. Carter will serve as a co-investigator to the research project and assist with data collection and analysis.

Appendix: Research Team Members' Vitas

A: Cynthia H. Williams

B: David M. Bloome

C: Judith L. Green

D: Stephanie Power-Carter

2016-17 Novice Teacher and Beginning Administrator Mentoring Overview

Educator mentoring is certainly not a new idea, but it has evolved over time. Education is ever-changing and with the new age of technology, we have been able to move the mentoring process to the same electronic platform that our Teacher Excellence Support System and our Leader Excellence and Development System are being utilized by educators to help make the mentoring process be more personalized, purposeful and effective.

Mentoring should be centered on conversations, collaboration and sharing of resources and ideas to meet the immediate needs of new teachers and leaders. Novice Teachers and Beginning Administrators need time their first semester to understand and become aware of their new roles and responsibilities through the use of the Survive and Thrive resource collections found in Bloomboard. By the second semester, they will have developed a professional growth plan in collaboration with their mentor and observer that align to the Framework for Teaching or Leader Standards. This will hopefully allow them to better implement the tools and strategies they have collected to advocate for themselves through competency based micro-credentials matching the goals from their professional growth plans. The intent of this process and platform is to better support, develop, and retain effective educators through a system that builds capacity and sustainability for our students in the state of Arkansas.

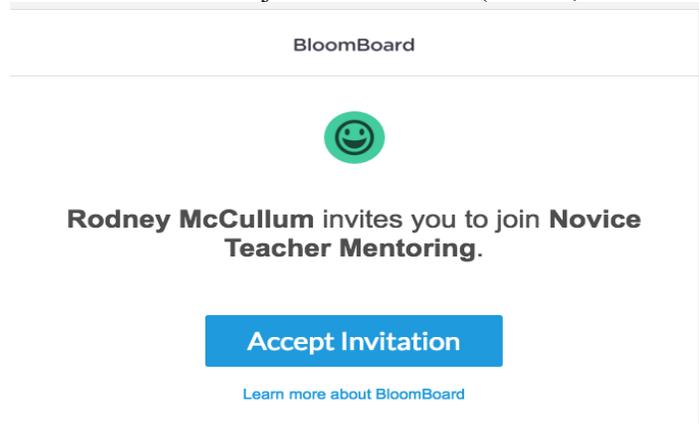
The details below briefly illustrate the components of the novice teacher and beginning administrator mentoring process and the enhanced tools, resources and opportunities available for educators and mentors.

Mentoring Design

1. Focused conversations (face-to-face and via technology)
2. Personalized, Competency-based professional learning
3. Collaboration with peers
4. Resources and goals aligned with identified professional development (professional growth) needs
5. All support contained with one system and aligned with other components of TESS and LEADS

Novice Teacher Mentoring

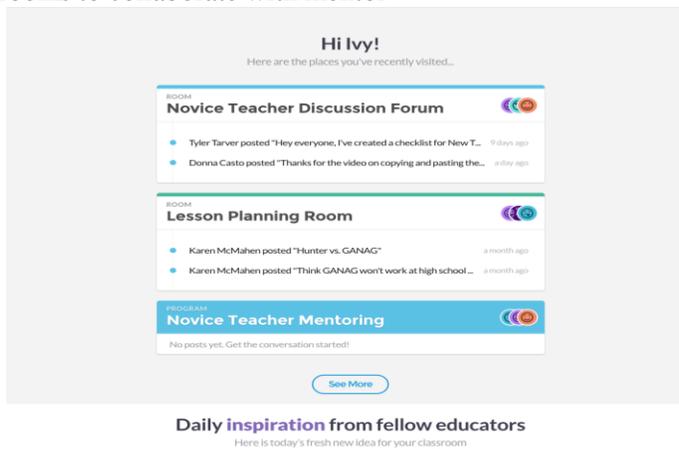
- Resources tailored to job role of novice (teacher, counselor, library-media specialist)



- Public resource collections, Private resource collections, “Survive and Thrive” collections



- Public rooms to collaborate with other novice teachers throughout the state and private rooms to collaborate with mentor



- Evidence of successful practice through micro-credentials aligned with 2nd semester PGP goals



Beginning Administrator Mentoring

The screenshot shows the 'Description' tab of a BloomBoard room. At the top, it says 'Arkansas Department Of Education' and 'Beginning Administrator Mentoring'. Below the navigation tabs (Overview, Rooms, Members) and a 'Create New' button, there is a 'Description' section. It starts with a welcome message: 'Welcome to the Beginning Administrator Mentoring Program!' followed by a paragraph explaining the room's purpose. Below that, it says 'For technical questions, please refer to help.bloomboard.com or use the chat feature in the bottom right-hand corner.' There is a 'ROOM' header for 'Questions About Beginning Administrator Mentoring Program'. The 'Getting Started!' section follows, with instructions on how to get started and a list of 'Recommended Collections'. These collections are shown as cards with titles like 'Arkansas Survive and Thrive', 'Developing and Supporting School-Read...', 'Getting the Word Out: Blogging for School...', and 'Engaging Families and Communities Through...'.

- Resource Collections available through a “Survive and Thrive” Collection, Private Collections and Public Collections

This screenshot shows the 'Rooms' tab of the 'Beginning Administrator Mentoring' room. It features a header with 'Arkansas Department Of Education' and 'Beginning Administrator Mentoring'. Below the navigation tabs (Overview, Rooms, Members) and a 'Create New' button, there is a section titled 'ROOMS YOU CAN JOIN'. This section contains four room cards, each with a 'Join Room' button. The rooms are: 'Questions About Beginning Administrator Mentoring Program' (by Kelly Montes D., 13 days ago), 'Collaboratively Setting Goals With Teachers', 'Developing Effective Observation Skills', and 'Getting Started'. At the bottom of the page, there are tabs for 'Saves', 'Collections', and 'Programs &'. Below the 'Collections' tab, there is a large blue box with the text 'Create your own collection and see it here.' and a button labeled 'I'm Interested'.

- Completion of a Micro-Credential each semester
 - 1st Semester: Observation Skills for Administrators (Meets needs for Calibration and Credentialing)
 - 2nd Semester: Collaborative Goal Setting with Teachers (with a coaching component)
- Public Rooms to collaborate with other Beginning Administrators and private rooms to collaborate with mentor

Arkansas Department Of Education
Beginning Administrator Mentoring

Overview Rooms **Members** Create New

Showing 50 of 515 Members

	KipHie Jones Lower Elementary, Upper Elementary - Science, The Arts, Math, Foreign Language, History & Social Studies
	Frederick Fields
	Heather Cooper
	Ben Lewis High School
	Leah Garner High School, Other - Science, The Arts, Math, Foreign Language, History & Social Studies, Cross-Curricular, Other
	Curtis Shack
	Brenda Barkston High School - Math
	Karen Fuller Middle School, Other, High School, Upper Elementary, Lower Elementary, Early Childhood Education - Other, Cross-Curricular
	karen carter
	Chelsea Jennings
	Eric Andrews High School - Science, Foreign Language
	Vickie Kingston Early Childhood Education, Lower Elementary, Upper Elementary, Middle School, High School - Other
	Ziana Bowles Other

Praxis Core Tests
Three Year Report

All Test Takers Requesting Scores be sent to the Arkansas Department of Education	Passing Score	Testing Year	# Exams Taken	# Individuals	Mean Score	# Passing	% Passing	3-Yr % Passing	
Core Academic Skills for Educators: Reading (5712)	156	2013-2014 (N=3351)	3351	3100	175.94	2678	86.39	85.10%	
Core Academic Skills for Educators: Reading (5712)	156	2014-2015 (N=3414)	3414	3019	174.01	2563	84.90		
Core Academic Skills for Educators: Reading (5712)	156	2015-2016 (N=2802)	2802	2490	172.84	2085	83.73		
				<u>8609</u>					<u>7326</u>

Core Academic Skills for Educators: Writing (5722)	162	2013-2014 (N=3960)	3960	3195	164.98	2141	67.01	67.27%	
Core Academic Skills for Educators: Writing (5722)	162	2014-2015 (N=4912)	4912	3687	164.08	2456	66.61		
Core Academic Skills for Educators: Writing (5722)	162	2015-2016 (N=4150)	4150	3231	164.22	2206	68.28		
				<u>10113</u>					<u>6803</u>

Core Academic Skills for Educators: Math (5732)	150	2013-2014 (N=3955)	3955	3092	155.49	1913	61.87	60.69%	
Core Academic Skills for Educators: Math (5732)	150	2014-2015 (N=5046)	5046	3426	152.47	2047	59.75		
Core Academic Skills for Educators: Math (5732)	150	2015-2016 (N=4238)	4238	2924	152.25	1770	60.53		
				<u>9442</u>					<u>5730</u>

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