



AGENDA

STATE BOARD OF EDUCATION

February 13, 2012
Arkansas Department of Education
Arch Ford Building
9:00 AM

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Reports

Report-1 Chair's Report

Presenter: Dr. Ben Mays

Report-2 Commissioner's Report

Presenter: Dr. Tom Kimbrell

Report-3 Update on Common Core State Standards and PARCC

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

Presenter: Dr. Laura Bednar

Report-4 Breakfast in the Classroom Initiative

Breakfast in the Classroom is an initiative that aims to increase breakfast consumption among schoolchildren and spark academic and nutritional gains associated with the morning meal.

Presenter: Joyce Hardy, No Kid Hungry Campaign Manager

Report-5 Request for ESEA Flexibility

The United States Department of Education has made available to states the opportunity to apply for flexibility under the Elementary and Secondary Education Act. Arkansas's application aligns with our education priorities and goals. It provides a comprehensive, interconnected plan for education in our state in critical areas--implementation of Common Core State Standards and next generation assessments; a fair, yet strong accountability system that supports schools and districts and provides students with interventions they need to improve; and an evaluation and support system for teacher and principal effectiveness.

Presenter: Dr. Tom Kimbrell

Consent Agenda

C-1 Minutes - January 9, 2012

Presenter: Phyllis Stewart

C-2 Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan

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

Presenter: John Hoy and Willie Morris

C-3 Newly Employed, Promotions and Separations

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

Presenter: Dr. Karen Cushman and Clemetta Hood

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

Arkansas Code Annotated §6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Waiver requests were received from 17 school districts covering a total of 21 teaching positions. Twenty-nine school districts requested waivers for 53 long-term substitutes. These requests have been reviewed, either approved or denied by Department Staff, and are consistent with program guidelines.

Presenter: Dr. Karen Cushman

C-5 Review of Loan and Bond Applications

Pursuant to Arkansas Code Annotated § 6-20-805 and § 6-20-1205, the State Board of Education must approve all Revolving Loan Fund and Commercial Bond applications, with the exception of non-voted refunding of commercial bond issues that meet the minimum savings as required by the Rules and Regulations Governing Loan and Bond Applications, Section 9.02. It is recommended that the State Board of Education review the following: Revolving Loans – 1 Construction; Commercial Bonds – 1 2nd Lien Bond Application – Recommend Approval, 4 Voted Applications – Recommend Approval

Presenter: Cindy Hollowell and Amy Woody

C-6 Consideration of the Community Service Learning Site Application

Act 648 of 1993 created a way by which school districts could implement a Community Service Learning Program in grades 9-12 and give students one academic credit for completing 75 clock hours of documented community service as certified by the service agency/program. The community service must be in programs or activities approved by the State Board of Education (SBE) and the local school district. Non profit/community organizations may apply for SBE approval as a student placement site through the completion of a site application which must be submitted to the Arkansas Department of Human Services, Division of Community Service and Non Profit Support. DHS: Division of Community Service and Non Profit Support then submits the site application to ADE for placement on the SBE consent agenda for approval at either the June or January SBE meeting depending on the length of the ABE agenda for that month. All eligible community service learning activities or programs must include preparation, action and reflection components. Once approved by the SBE, the newly approved site(s) are dispensed to the local school superintendent

(s) to submit for approval by the local school board.

Presenter: Dr. Laura Bednar and Dr. Tracy Tucker

C-7 Consideration of Recommendation of the Professional Licensure Standards Board for Probation of License for Two (2) Years and Fine of \$75 for Case #11-073 Norman Ray Nassar

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending probation of the teaching license of Norman Ray Nassar for two (2) years and a fine of \$75 for violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices and Standard 4: An educator entrusted with public funds and property honors that trust with honest, responsible stewardship. Educator accepted the recommendation of the Ethics subcommittee after the evidentiary hearing in writing.

Presenter: Michael Smith

C-8 Consideration of Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of \$50 for Case #11-095 – Horace Ray Charles

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written reprimand for Horace Ray Charles and a fine of \$50 for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Educator accepted the recommendation of the Ethics subcommittee in writing.

Presenter: Michael Smith

C-9 Consideration of Recommendation of the Professional Licensure Standards Board for Suspension of License for Two (2) Years and a Fine of \$100 for Case #12-003 – Erik David Brown

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending suspension of the teaching license of Erik David Brown for two (2) years and a fine of \$100 for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom and Standard 4: An educator entrusted with public funds and property honors that trust with honest, responsible stewardship. Educator accepted the recommendation of the Ethics subcommittee in writing.

Presenter: Michael Smith

Action Agenda

A-1 Arkansas Better Chance Transfer of Slots

The DHS DCCECE Arkansas Better Chance program is requesting the temporary transfer of 10 slots for the remainder of the school year from Salem Wee Care Day Care in Salem to Early Horizons Child Development Center in Salem. Salem Wee Care Day Care is scheduled to close on January 31, 2012.

Presenter: Paige Cox, State Pre-K/ABC Program Administrator

A-2 Consideration of Jasper School District's Request for a Waiver from Rule 9.03.4.10 (Career and Technical Education) of the Rules Governing Standards for Accreditation

Pursuant to rule 9.03.4.13 inclusive of the rules governing Standards for Accreditation, the Jasper School District is requesting a waiver of rule 9.03.4.10 (Career and Technical Education) of the rules governing Standards for Accreditation for the first semester of the 2011-12 school year.

Presenter: Jeremy Lasiter and Johnie Walters

A-3 Classification of Pulaski County Special School District in Fiscal Distress

On March 30, 2011, the Arkansas Department of Education identified the Pulaski County Special School District as a school district in fiscal distress on the basis of material state or federal audit exceptions or violations. The State Board of Education classified the Pulaski County Special School District (PCSSD) as a district in fiscal distress May 16, 2011.

On January 19, 2012, the Department identified the PCSSD as being a school district in fiscal distress on the basis of a declining balance determined to jeopardize the fiscal integrity of a school district. The Department provided notice to the PCSSD by certified mail of the identification and the District's appeal rights. The PCSSD has chosen not to appeal the identification.

The Department recommends that the PCSSD be classified as being in Fiscal Distress on the basis of a declining balance determined to jeopardize the fiscal integrity of a school district.

Presenter: Kathleen Crain

A-4 Hearing on Waiver Request for Certified Teacher's License – Kelvin Parker

Mr. Parker is a nontraditional MAT educator who applied for the second renewal of his one year provisional license. He has a disqualifying conviction for felony theft of property committed December 28, 1998. His record was sealed and the conviction was expunged. Under Ark. Code Ann. § 6-17-410, the Board may deny renewal of a license for a disqualifying offense even the conviction was expunged. Mr. Parker is not represented by counsel.

Presenter: Katherine Donovan

A-5 Hearing on Waiver Request for Certified Teacher's License – Leisa Wheeler

The Department received information that on November 8, 2011 in the Circuit Court of Newton County, Arkansas, Ms. Wheeler was convicted of two counts of felony Permitting Abuse of a Minor, one count of Battery in the Second Degree, and two counts of Aggravated Assault. Each of those offenses is a disqualifying offense for licensure under Ark. Code Ann. § 6-17-410. The Arkansas Department of Education has access to and must consider any criminal background check reflecting a conviction (pleading guilty, or nolo contendere (no contest) or being found guilty by a jury or judge) for any offense listed in §6-17-410(c), including records that have been expunged, sealed, or subject to a pardon. The State Board of Education may revoke, suspend, or place a license on probation for cause under Ark. Code Ann. § 6-17-410(d)(2). In addition to the criminal convictions, Ms. Wheeler has multiple "true" findings against her in the Child Maltreatment Central Registry for reports in 2010.

Each true report is a separate cause for the State Board to revoke her existing license, unless the revocation is waived or a license is suspended or placed on probation. Ark. Code Ann. § 6-17-410(c).

Ms. Wheeler requests a hearing and is represented by Mr. Michael Lamoureux.

Presenter: Katherine Donovan

A-6 Request to Extend Science Textbook/Instructional Material Contracts

The Division of Learning Services, Curriculum and Instruction Unit, request the approval from the State Board of Education to extend the current Science Textbook and Instructional Material Contracts pursuant to Ark. Code Ann. 6-21-407. The State Board is authorized to renew or extend contracts for no less than one (1) year nor more than two (2) years. This provision shall be made a part of the publisher's contract, and the State Board may exercise the provision by notifying the publisher no less than one (1) year prior to the expiration of the original contract. Currently, the Arkansas Science Textbook and Instructional Material Contract dates are from July 1, 2007 through June 30, 2013, a period of six years. The official contract contains the following provision, "This contract when executed shall include the

right of the State to extend this contract for no less than one (1) year or more than two (2) years, providing the publisher is notified not less than one (1) year prior to the original expiration date of this contract." Arkansas Department of Education is requesting the State Board extend the present Science Textbook and Instructional Material Contracts for a period of two (2) years effective July 1, 2013 and ending June 30, 2015.

Presenter: Dr. Laura Bednar

A-7 Consider Recommendation for New Praxis II Cut Scores in Special Education: Teaching Students with Visual Impairments, Special Education: Education of Deaf and Hard of Hearing Students, and Music: Content and Instruction to be Effective September 1, 2012

Recommendation of new Praxis II Assessments and appropriate cut scores are as follows:

- 1) *Special Education: Teaching Students with Visual Impairments exam (#0282) with a recommended cut score of 163. This exam replaces exam #0281.*
- 2) *Special Education: Education of Deaf and Hard of Hearing Students exam (#0272) with a recommended cut score of 160. This exam replaces exam # 0271.*
- 3) *Music: Content and Instruction exam (#0114) with a recommended cut score of 162. This exam replaces exams #0111, #0112 and #0113.*

Educational Testing Service will begin the administration of these new Praxis II exams fall of 2012. Therefore, the recommended effective date for all three exams is September 1, 2012.

Presenter: Michael Rowland

A-8 Consideration of Approval for Public Comment: Proposed Arkansas Department of Education Rules Governing Parental Involvement Plans

Act 1002 of 2011 directed the Department to develop rules governing parental involvement plans. Arkansas Department of Education staff respectfully request the State Board to adopt and approve these proposed rules for public comment.

Presenter: Mark White

A-9 Consideration of Approval for Public Comment: Revisions to Arkansas Department of Education Rules Governing the Arkansas Better Chance Program

These proposed rule revisions have been developed in consultation with the Arkansas Department of Human Services. The primary purpose of the proposed revisions is to assure that public funds are spent in compliance with the First Amendment to the United States Constitution. Arkansas Department of Education staff respectfully requests that the State Board approve and release these proposed revisions for public comment.

Presenter: Jeremy Lasiter

A-10 Consideration of Final Approval: Revisions to Arkansas Department of Education Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools

The Arkansas Department of Education Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools, last approved by the State Board in 2007, need to be updated to be in accordance with applicable federal and state law. In its meeting of June 13, 2011, the State Board approved and released for public comment proposed revisions to the Rules. As a result of comments received during

that public comment period, the Department substantially modified the proposed revisions. In its meeting of November 14, 2011, the State Board approved and released the rule for a second public comment period. A second public hearing was held on December 15, 2011, and no comments were received. The Arkansas Department of Education respectfully requests that the State Board given final approval to these proposed rules as modified.

Presenter: Jeremy Lasiter

A-11 Consideration of Final Approval: Proposed Revisions to Arkansas Department of Education Rules Governing Highly Qualified Teachers Pursuant to the No Child Left Behind Act of 2001

Act 1178 of 2011 made significant changes in the area of non-traditional licensure and reciprocity, and it created a new type of license, the Provisional Professional Teaching License. These rules are proposed to be revised to implement changes required by Act 1178, to correct outdated test references, and to clarify definitions. A public hearing was held on December 15, 2011, and only one comment was received. Minor changes were made in response to the public comment, as highlighted on the rule. The Board is requested to grant final approval to these proposed rule revisions.

Presenter: Mark White and Dr. Karen Cushman

A-12 Consideration of Final Approval: Revisions to Arkansas Department of Education Rules Governing Professional Development

These rules are proposed to be revised to incorporate new requirements imposed by Acts 770, 989, 1002, 1146, 1150, 1214, and 1236 of 2011. A public hearing was held January 12, 2012, and multiple written comments were received. Several minor changes have been made to the revisions in response to the public comments, as highlighted in the rule. Arkansas Department of Education staff respectfully requests that the State Board grant final approval to these proposed revisions.

Presenter: Mark White and Deborah Coffman

A-13 Consideration of Final Approval: Repeal of Arkansas Department of Education Rules and Regulations Governing Attendance at Instructional Professional Development Sessions Toward Fulfillment of the Five (5) Days of Required Staff Development

These rules were approved by the State Board December 8, 1995, and have not been amended since that time. The rules are based on old law and have been superseded by the Department's Rules Governing Professional Development. A public hearing was held January 12, 2012, and no oral or written comments were received. Arkansas Department of Education staff respectfully requests that the State Board give final approval to repeal of these rules.

Presenter: Mark White and Deborah Coffman

Reports

Report-1 Designation of Nominations Committee for 2012-2013

The Board Operating Guidelines provide for the naming of a Nominations Committee that will prepare a slate of officers (chairman and vice-chairman) for the 2012-2013 fiscal year. The Nominations Committee will report at the regular May meeting.

Presenter: Dr. Ben Mays

**Minutes
State Board of Education Meeting
Monday, January 9, 2012**

The State Board of Education met Monday, January 9, 2012, in the auditorium of the Department of Education building. Mr. Jim Cooper, Vice Chair, called the meeting to order at 9 a.m.

Present: Jim Cooper, Vice Chair; Joe Black; Brenda Gullett; Sam Ledbetter; Mireya Reith; Toyce Newton; Vicki Saviers; Dr. Tom Kimbrell, Commissioner; and Kathy Powers, Teacher of the Year

Absent: Dr. Ben Mays, Chair; and Alice Mahony

Reports

Chair's Report:

Mr. Cooper announced that Dr. Ben Mays, Chairman of the Board, was absent due to a death in his family, and Ms. Alice Mahony was representing the Board at a meeting out of state. He also announced Items A-2 and A-6 had been pulled from the agenda.

Commissioner's Report

Commissioner Kimbrell reported the ADE had contracted with Education Counsel, a non-profit group in Washington, to produce an application for ESEA Flexibility. He said Ed Counsel provides strategy and policy support to education leaders across the nation to help improve student achievement and close achievement gaps.

Dr. Kimbrell said the application would seek waivers for outdated provisions of the current ESEA for which the state can demonstrate college-and-career readiness, rigorous accountability metrics that emphasize growth and focus on closing the achievement gap and support for effective instruction and school leadership. He said he hoped to integrate parts of the revised academic distress rule.

The Commissioner emphasized the state was not backing up from accountability but trying to give schools credit for student achievement growth. He said the proposal would be brought to the State Board for review at the February meeting.

Board members expressed hope the work underway on the ADE's academic distress rule could be incorporated into the request to help bring about bold change.

Informational Update on Common Core State Standards and PARCC

In an update on Common Core State Standards, Dr. Laura Bednar, Assistant Commissioner of Learning Services, said PARCC had released the Item Development Invitation to Negotiate (ITN). She said the ITN lays the foundation for the major components of the PARCC assessment system as it will procure the development of English language arts/literacy and mathematics items, tasks and related materials for the mid-year, performance-based and end-of-year assessments. The procurement will generate a large bank of items to support the construction of assessments for grades 3-11 that will be given in PARCC states beginning in the 2014-15 school year.

She encouraged the Board to read through the ITN as it was a critical step for being on time with the next generation assessment system.

Consent Agenda

Ms. Gullett moved, seconded by Ms. Reith, approval of the Consent Agenda. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes of the December 12, 2011 Board Meeting
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Newly Employed, Promotions and Separations
- Waivers to Educational Agencies for Teachers Teaching Out of Area for Longer than 30 Days
- Interim Report for Standards Assurance Unit July 1-December 31, 2011
- Sanction for Teachers as Recommended by the Professional Licensure Standards Board
 - John Michael Jones
 - Russell Darin Eudy
 - Kristine Ann Hoskins (Worden)
 - Bradley Joel Breeding
 - Geoffrey Trisollini
 - Kristin Elizabeth Rich

Action Agenda

(Complete records of the hearings are available in the State Board office.)

Hearing of District Conversion Public Charter School Application and ADE Review: Cross County Elementary Technology Academy– Cross County School District

Dr. Mary Ann Duncan, Charter School Coordinator, presented a proposal for Cross County Elementary Technology Academy, a district conversion public charter school to be located within the Cross County School District. The proposed school would serve grades K-6 with an enrollment of 500 students.

Superintendent Dr. Matt McClure said the program would feature interdisciplinary learning, technology immersion and project-based learning to better prepare students for transition to the seventh grade in the existing Cross County New Tech High School. Both schools are designed to promote college and career readiness.

Board members expressed excitement for the program and the likely economic trend for that community.

Ms. Newton moved, seconded by Ms. Saviers, approval. The motion carried unanimously.

Hearing of District Conversion Public Charter School Application and ADE Review: Elkins ExPLORE Charter School– Elkins School District

This item was pulled from the agenda at the request of the applicant.

Hearing of District Conversion Public Charter School Application and ADE Review: Lincoln High School; New Tech– Lincoln Consolidated School District

Dr. Duncan presented a proposal for Lincoln High School; New Tech, a proposed district conversion public charter school to be located within the Lincoln Consolidated School District. The school would serve grades 8-12 with a proposed enrollment of 850 students.

Lincoln Assistant Superintendent Clay Hendrix explained the proposal would expand upon the two classes that piloted the New Tech design this year. He said the district's new high school was designed to accommodate the combined classes, student work groups and flexible scheduling that are part of the New Tech instructional program.

Ms. Gullett moved, seconded by Mr. Black, approval. The motion carried unanimously.

Hearing of District Conversion Public Charter School Application and ADE Review: Osceola STEM Academy– Osceola School District

In presenting the Osceola STEM Academy, Dr. Duncan explained it was a proposed district conversion public charter school to be located within the Osceola School District. The school would serve grades 5-8 with a proposed enrollment of 450 students.

The proposed middle school will emphasize instruction in science and math and will teach students to work together to solve problems and complete projects.

Board members questioned whether a school district that had been so dysfunctional had the leadership and capacity to operate an innovative school.

Superintendent Mike Cox said the district had made significant progress over the past year—removal from fiscal distress and schools meeting state standards. He said there was more work to do.

The school district first proposed operating two middle schools, one featuring the new math, project-based learning strategies and the other a more traditional instructional program. After the interview with the ADE Charter Review Council, the district decided to operate one middle school in which all students would experience the new program.

Mr. Ledbetter suggested the Board delay action until the Charter Review Council could review the amendment.

Dr. Kimbrell said he believed the Review Council would likely support the proposed changes.

Mr. Ledbetter moved, seconded by Ms. Saviers, approval as amended. It was further stipulated the school was to give a progress report after one full year of operation or when the data was available. The motion carried unanimously.

Hearing of District Conversion Public Charter School Application and ADE Review: Eastside New Vision Charter School– Warren School District

Dr. Duncan presented a proposal for Eastside New Vision Charter School, a district conversion public charter school to be located within the Warren School District. The school would serve grades K-3 with a proposed enrollment of 510 students.

Superintendent Andrew Tolbert and other staff members explained the proposed charter was designed to accommodate students' different learning styles and

rates of learning. The existing kindergarten through third grades will be eliminated and students will be assigned learning levels based on their academic needs. Students will progress through the five levels of learning based on a review of their skills and recommendations of a team of educators, not on a period of time they attend a particular grade.

Staff explained the proposed school was designed after the Adams 50 School in Denver and planning had been underway for two years.

Board members asked if there was community support for the proposed charter and if instruction would be geared to special populations.

Mr. Tolbert said he meets regularly with community leaders and civic groups and all were supportive of the district's efforts.

Ms. Newton moved, seconded by Ms. Gullett, approval. The motion carried unanimously.

Continuation Hearing of Open Enrollment Charter Application Appeal and ADE Review: Special Training in Remedial Instruction and Vocational Education (STRIVE) Institute of Technology, Marianna, Arkansas

This item was pulled at the request of the applicant.

Consideration of Waiver of National Board for Professional Teaching Standards Repayment of State Funds – Melynda Hawkins-Thomas

Dr. Karen Cushman, Assistant Commissioner of Human Resources/Licensure presented a request from Melynda Hawkins-Thomas to be considered and granted a waiver of National Board for Professional Teaching Standards repayment due to health and/or extenuating circumstances.

Ms. Gullett moved, seconded by Ms. Saviers, approval. The motion carried unanimously.

Consideration for Final Approval: Proposed Rules Governing Incentives for Teacher Recruitment and Retention in High Priority Districts with an Average Daily Membership of 1,000 or Fewer

These rule revisions implement definitional changes required by Act 1135 of 2011. In addition, two deadlines are being moved back. The deadline for the Arkansas Department of Education to identify high-priority districts is being moved from September 1 to February 15, and the deadline for districts to submit their list of eligible employees is being moved from July 1 to June 1 to allow payment of the incentive bonuses during the same fiscal year they are earned. A

public hearing was held December 15, 2011, and only one written comment was received resulting in no changes to the proposed revisions. The State Board was requested to give final approval to the proposed rules.

Ms. Gullett moved, seconded by Ms. Saviers, final approval. The motion carried unanimously.

Consideration of Final Approval: Proposed Repeal of Arkansas State Board of Education Policy and Procedures Concerning Teacher Licensure Hearings

The Department proposed to repeal these hearing procedures and replace them with the Proposed Rules Governing Background Checks and Licensure Revocation. A public hearing was held December 15, 2011, and no oral or written comments have been received. The State Board was requested to give final approval to the repeal of these hearing procedures.

Mr. Black moved, seconded by Ms. Newton, final approval. The motion carried unanimously.

Consideration of Final Approval: Proposed Repeal of Rules Governing the Requirement of a Criminal Background Check for the Employment of Personnel in School Districts

The Department proposed to repeal these rules and replace them with the Proposed Rules Governing Background Checks and Licensure Revocation. A public hearing was held December 15, 2011, and no oral or written comments have been received. The State Board was requested to give final approval to the repeal of these Rules.

Ms. Saviers moved, seconded by Ms. Newton, final approval. The motion carried unanimously.

Consideration of Final Approval: Proposed Repeal of Rules Governing Criminal Background Checks for Substitute Teachers

The Department proposed to repeal these rules and replace them with the Proposed Rules Governing Background Checks and Licensure Revocation. A public hearing was held December 15, 2011, and no oral or written comments have been received. The State Board was requested to give final approval to the repeal of these Rules.

Ms. Gullett moved, seconded by Mr. Black, final approval. The motion carried unanimously.

Consideration of Final Approval: Proposed Rules Governing Background Checks and Licensure Revocation

These proposed rules are intended to replace the existing Rules Governing the Requirement of a Criminal Background Check for the Employment of Personnel in School Districts, the existing Rules Governing Criminal Background Checks for Substitute Teachers, and the existing State Board procedures for teacher licensure hearings. The substantive provisions from the existing rules have been revised in the new rule for clarity and to incorporate legislative changes from the 2009 and 2011 legislative sessions. A public hearing was held December 15, 2011, and only one comment was received. Based on the comment, changes have been made to conform the proposed rule to statute. The State Board was requested to give final approval.

Ms. Reith moved, seconded by Mr. Ledbetter, final approval. The motion carried unanimously.

Consideration of Final Approval: Proposed Rules Governing Eligibility and Financial Incentives for Certified Speech-Language Pathologists

Ark. Code Ann. § 6-17-413 provides for yearly incentive bonuses to be paid to speech-language pathologists who are employed by a school or education service cooperative and are nationally certified. These proposed rule revisions implement Act 1035 of 2011, which created repayment requirements for pathologists who receive an incentive bonus payment but fail to remain employed with a school or cooperative for at least three years. A public hearing was held December 15, 2011; one oral comment was received supporting the proposed revisions. The State Board was requested to give final approval to the proposed revisions.

Ms. Saviers moved, seconded by Ms. Gullett, final approval. The motion carried unanimously.

Consideration of Final Approval: Proposed Rules Governing the Administration of Glucagon to Arkansas Public School Students Suffering from Type 1 Diabetes

Act 1204 of 2011 allows trained volunteer school personnel to administer glucagon in emergency situations to public school students who suffer from Type 1 diabetes. The Act directs the State Board and the Arkansas State Board of Nursing to adopt rules implementing the Act. The State Board approved these rules for public comment November 14, 2011. A public hearing was held December 15, 2011, in the ADE Auditorium. The public comment period expired December 22, 2011. Both written and oral comments were received. Minor changes were made to the rule as a result of these comments. The State Board was requested to give final approval to these rules.

Mr. Ledbetter moved, seconded by Ms. Newton, final approval. The motion carried unanimously.

Request to Address the Board: Jamie Willis

Mr. Jamie Willis, a patron of the Jasper School District, shared with the State Board the desire of approximately 200 patrons to be released from Jasper and allowed to join the Deer Mt. Judea District. Mr. Willis said the Jasper District had ignored requests of the former Oark District patrons and had failed to maintain facilities.

Adjournment

The meeting adjourned at 1:55 p.m.

These minutes were recorded by Phyllis Stewart.

ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
JANUARY 31, 2012

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of January 2012.

IMPLEMENTATION PHASE ACTIVITY

I. Financial Obligations

- A. As of December 31, 2011, State Foundation Funding payments paid for FY 11/12 totaled \$28,139,675 to LRSD, \$15,901,671 to NLRSD, and \$19,553,715 to PCSSD.
- B. As of December 31, 2011, the Magnet Operational Charge paid for FY 11/12 totaled \$8,077,836. The allotment for FY 11/12 was \$14,373,720.
- C. As of December 31, 2011, the M-to-M incentive checks paid for FY 11/12 totaled \$1,783,384 to LRSD, \$2,225,940 to NLRSD, and \$3,904,752 to PCSSD.
- D. ADE pays districts three equal installments each year for their transportation budgets.
 - 1. In February 2011, General Finance made the second one-third payment to the Districts for their FY 10/11 transportation budget. As of February 28, 2011, transportation payments for FY 10/11 totaled \$2,708,736.66 to LRSD, \$1,020,436.26 to NLRSD, and \$1,810,218.30 to PCSSD.
 - 2. In December 2011, General Finance made the last one-third payment to the Districts for their FY 10/11 transportation budget. As of December 31, 2011, transportation payments for FY 10/11 totaled \$3,977,759.00 to LRSD, \$1,456,077.37 to NLRSD, and \$2,320,249.40 to PCSSD.
 - 3. In December 2011, General Finance made the first one-third payment to the Districts for their FY 11/12 transportation budget. As of December 31, 2011, transportation payments for FY 11/12 totaled \$1,297,333.34 to LRSD, \$515,623.32 to NLRSD, and \$889,000.35 to PCSSD.
- E. Bids were released in July, 2011 for sixteen Magnet and M-to-M buses. The bid was awarded to Diamond State Bus Sales for a total of \$1,078,790. There were ten 65 passenger buses at \$67,398 per unit, four 47 passenger buses at \$65,835 per unit and two 47 passenger with lift buses at \$70,735 per unit. As of September 30, 2011 all buses have been delivered. Little Rock received 7-65 passenger buses and 1-47 passenger with lift bus. Pulaski County Special received 1-65 passenger bus, 4-47 passenger buses and 1-47 passenger with lift bus. North Little Rock received 2-65 passenger buses.
- F. In July 2011, Finance paid the Magnet Review Committee \$92,500. This was the total amount due for FY11/12.
- G. In July 2011, Finance paid the Office of Desegregation Monitoring \$200,000. This was the total amount due for FY 11/12.

II. Monitoring Compensatory Education

On January 5, 2012, the ADE Implementation Phase Working Group met to review the Implementation Phase activities for the previous quarter. Mr. Willie Morris, ADE Lead Planner for Desegregation, updated the group on all relevant desegregation issues. Mr. Morris also discussed that a monitoring instrument has been developed for use with PCSSD. Mr. Morris met with PCSSD and will monitor the district starting the second semester. There were nine (9) areas from the Court for PCSSD that did not meet compliance requirements. Mr. Jeremy Lasiter, ADE General Council for Legal Services, stated that Judge Miller said the desegregation funding should stop. The 8th Circuit Court said that NLR is fully unitary but funds should continue until after the hearings. The state has spent over a billion dollars for desegregation funding in Pulaski County. The ADE must document how the desegregation agreement has been implemented. LRSD filed motion in Court over Charter Schools and achievement gap. The hearing will be held in March. Charter Schools can be part of the hearing where the case relates to Charter Schools. They can't contest the funding for desegregation. The ADE will continue to have Implementation Phase Meetings until the desegregation case is totally finished. PCSSD said ACSIP does not address all the items that are in their Plan 2000. PCSSD wants ACSIP changed. ADE is supposed to help PCSSD get in compliance with the nine compliance items. PCSSD wants help with Professional Development because of their budget constraints. The Legislature changed laws so that there was no longer a limit to the number of Charter Schools. Charter Schools were put in Pulaski County. The LRSD argued that Charter Schools don't provide transportation so the racial makeup of the Charter Schools is racially identifiable and cause more segregation. People have complained about PCSSD putting new and very expensive buildings in areas where black students are not likely to attend. Standards Assurance Monitoring and Federal and State Monitoring will be done for PCSSD like the other districts. The next Implementation Phase Working Group Meeting is scheduled for April 5, 2012 at 1:30 p.m. in room 201-A at the ADE.

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

Ongoing. All court pleadings are monitored monthly.

IV. Repeal Statutes and Regulations that Impede Desegregation

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

V. Commitment to Principles

On January 9, 2012, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the month of December.

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

On November 30, 2011, Susan Gray, Suzanne Knowles and Questar did a webinar (two sessions) to provide training for the Mid-Year Test. The training was required for school districts testing students at mid-year in the proper administration of the EOC exams. The training took place at the Pulaski Technical College.

On December 8, 2011, Dr. Potter, Dr. Bednar, Dr. Tucker and Debbie Coffman did training on the Common Core Institute I on the Arkansas Strategic Plan. The training took place via CIV from AETN.

VII. Test Validation

On February 12, 2001, the ADE Director provided the State Board of Education with a special update on desegregation activities.

VIII. In-Service Training

On December 1, 2011, ADE made a site visit at Fuller Annex in the Pulaski County Special School District and CIV Annex in the North Little Rock School District for Math Instructional Facilitators, Specialists, and Curriculum Coordinators. The visit included Dr. Linda Griffith providing information and explicit examples to clarify the implications of mathematical practices identified in the Common Core State Standards.

On December 8, 2011, ADE made a site visit at Fuller Annex in the Pulaski County Special School District, Little Rock Metro Center and CIV Annex in the North Little Rock School District for District Administrators/Facilitators, Building Principals, Curriculum Coordinators, Math and Literacy Instructional Facilitators and Science Lead Teacher. The visit included hosting a CIV site for the Common Core Institute 1: Arkansas Strategic Plan at which time the Arkansas Strategic Plan for the implementation of the Common Core State Standards was presented by Deborah Coffman, Dr. Tracy Tucker, and Dr. Gayle Potter. In addition, Deborah Coffman shared websites and other online resources that house handouts, videos, and registration information for future presentations. Participants were charged with creating a local district strategic plan that follows the guidelines of the state plan. A content specialist attended each CIV site to help facilitate as needed.

On December 9, 2011, ADE made a site visit at Dodd Elementary in the Little Rock School District for Literacy Coaches for kindergarten – 2nd Grade and 3rd – 5th Grade. The visit included a plan that was developed for January 19, 2012 for professional development for the staff with one session for teachers Kindergarten - 2nd Grade and 3rd - 5th Grades. The Literacy Coaches reported back to the principal, who was absent due to illness, about the details of the plan. Literacy Coaches are to provide the state literacy specialist with copies of their students' writing in Grades 3/5 and a copy of the district curriculum map to be used for the development of the professional development sessions.

On December 14, 2011, ADE staff provided professional development for Robert Marzano's High School Yield Strategies at AETN in Conway, AR. It was a two (2) day training for District Administrators, ADE and Coop Specialists. The institute's goals were to deepen participants' knowledge of the nine (9) categories of High Yield Strategies and enhance the participants' capacity to identify, plan with, and apply the High Yield Strategies to support student learning and improve achievement outcomes in the classroom.

On December 14, 2011, ADE made a site visit at Jacksonville Middle School in the Pulaski County Special School District for building principal and instructional facilitators. The visit included preliminary planning between ADE School Improvement Supervisor, building level administrators and instructional facilitators to identify support needed/requested by Jacksonville Middle School's leadership team.

IX. Recruitment of Minority Teachers

During the month of December, we received reports of minority graduates from Arkansas colleges and universities for the Fall 2011, semester.

X. Financial Assistance to Minority Teacher Candidates

Ms. Lisa Smith of the Arkansas Department of Higher Education reported minority scholarships for Fiscal Year 2010-2011 on April 11, 2011. These included the State Teacher Assistance Resource (STAR) Program, the Minority Teacher Scholars (MTS) Program, and the Minority Masters Fellows (MMF) Program. The scholarship awards are as follows:

STAR	Male	Male	Female	Female	Total	Total
Race	Count	Award	Count	Award	Count	Award
White	13	60,000	61	232,500	74	292,500
Black	1	3,000	9	28,500	10	31,500
Hispanic			1	3,000	1	3,000
Other			2	9,000	2	9,000
Totals	14	63,000	73	273,000	87	336,000

MTS	Male	Male	Female	Female	Total	Total
Race	Count	Award	Count	Award	Count	Award
Black	3	12,500	7	27,500	10	40,000
Asian			1	5,000	1	5,000
Native Amer			1	5,000	1	5,000
Totals	3	12,500	9	37,500	12	50,000

MMF	Male	Male	Female	Female	Total	Total
Race	Count	Award	Count	Award	Count	Award
Black	1	3,750	8	21,250	9	25,000
Totals	1	3,750	8	21,250	9	25,000

XI. Minority Recruitment of ADE Staff

The MRC met on January 12, 2012 at the ADE. A report was presented at the meeting that showed ADE employees in grades C121 to C130 by race and section for the quarter ending December 31, 2011. A graph was also presented that showed the percentage of black, white and other employees for the ADE as a whole and by division. During the quarter ending December 31, 2011, the following three groups exceeded the Desegregation Agreement target of 25% black: Central Administration, Academic Accountability, and Research & Technology. The ADE as a whole was 21% black.

XII. School Construction

This goal is completed. No additional reporting is required.

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

Goal completed as of June 1995.

XIV. Scattered Site Housing

This goal is completed. No additional reporting is required.

XV. Standardized Test Selection to Determine Loan Forgiveness

Goal completed as of March 2001.

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

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

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

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

XVII. Data Collection

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

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

On November 16, 2011 the ADE held a Desegregation Monitoring and Assistance Plan Meeting. Those in attendance were Margie Powell, Willie Morris, Rodney Matheney, Dr. Linda Remele, Dr. Robert Clowers and Dr. Brenda Bowles. During the meeting the following items were discussed:

- Mr. Morris, ADE, provided a monitoring instrument he developed that will be used for monitoring the District's areas of non-compliance as it relates to Plan 2000. He stated that he would be meeting with personnel with Plan 2000 responsibilities to monitor compliance.
- Dr. Bowles inquired if these monitoring responsibilities will be coordinated with ODM to ensure that we are all on the same page. She also inquired, again, about the status of the State providing Professional Development for teachers with atypically high discipline rates. Dr. Bowles asked for a list of State Department personnel to assist with Pathwise training, including the dates/times, so that the training could be scheduled. The District is going through Statewide accreditation, implementing core curriculum, and ensuring that we are complying with desegregation commitments; the District is strained for personnel and time, and assistance is needed.
- Ms. Powell asked if Dr. Bowles had put anything in writing to Dr. Guess requesting additional assistance with Plan 2000 compliance obligations.
- Concerns were expressed that in the State's monitoring tool some of the language was not aligned with Plan 2000 and some items listed had already been complied with, i.e. the building of a school on 145th Street.

- Concerns were expressed about the District's high rates of discipline. Dr. Bowles shared the 1st quarter discipline data from Sylvan Hills High School; discipline rates for this high school were very high, however the imposition of discipline was equitable and the school had implemented additional interventions prior to suspending students. She also shared how time consuming the analysis of discipline data is and that resources were limited.
- Dr. Bowles shared with Mr. Morris that a copy of the State's monitoring tool would be provided to the Superintendent's Cabinet for response and that the responses would be provided to him upon receipt.

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

- Dr. Bowles shared that the Student Climate Inventory (SCI) survey responses for all 11th and 12th grade black males would be disaggregated and analyzed to work towards compliance with Section F. (4) Discipline. Dr. Bowles also shared how the District was trying to show good faith efforts to meet the requirements contained in that portion of the desegregation plan. She asked the question to ODM and ADE if those efforts would be acceptable; a definitive answer was not established.

The next meeting is tentatively scheduled for **Wednesday, November 30, 2011 at 2:30 p.m.** in the Equity and Pupil Services Conference room.

NEWLY EMPLOYED FOR THE PERIOD OF December 17, 2011 – January 20, 2012

*Renee Austin-Banks – Public School Program Advisor, Grade C122, Division of Academic Accountability, Adequate Yearly Progress, effective 01/03/12.

Lisa Haley – Public School Program Manager, Grade C126, Division of Learning Services, Special Education, effective 01/17/12.

Codie Malloy – Public School Program Coordinator, Grade C123, Division of Learning Services, Coordinated School Health, effective 01/17/12.

*Teresa Moka – Public School Program Advisor, Grade C122, Division of Learning Services, Student Assessment, effective 01/03/12.

Tammi Rickert – Administrative Specialist II, Grade C109, Division of Learning Services, Federal Programs, effective 12/27/11.

Mary Kathryn Stein – Public School Program Coordinator, Grade C123, Division of Learning Services, Gifted and Talented, effective 01/03/12.

*Anastasia Woods – Administrative Specialist II, Grade 109, Division of Academic Accountability, Adequate Yearly Progress, effective 12/27/11.

PROMOTIONS/LATERAL TRANSFERS FOR THE PERIOD OF December 17, 2011 – January 20, 2012

No promotions/transfer for this period.

SEPARATIONS FOR THE PERIOD OF December 17, 2011 – January 20, 2012

*Gregory Jones – Public School Program Advisor, Grade C122, Division of Academic Accountability, Standards Assurance, effective 01/20/12. 1 Year, 4 months, 13 days. 01

*Minority

AASIS Codes:

01- Voluntary Termination

Waivers for Teachers Teaching Out of Area for More than 30 Days
February 2012 State Board Agenda

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs	
							ALP	Granted/ Denied
6092	Ark. School For The Deaf	1	Brown, Casey	MS English, MS Science, Elem 1-6, Sp ed Hearing Specialist	230	Sp Education Instructional Specialist 4-12	10-11, 11-12	Granted
1601	Bay School District	1	Hutchinson, Bobby	Bldg. Level Adm. Secondary PE, Coaching, Driver's Ed	312	Building Administrator P-8	11-12	Granted
1901	Cross County School District	2	Lowery, Bethany	Mathematics 7-12	230	Sp Education Instructional Specialist 4-12	11-12	Granted
			Mullins, Amber	Social Studies	230	Sp Education Instructional Specialist 4-12	11-12	Granted
	Division of Youth Services	1	Wollard, Debra	K-8 Math	230	Sp Education Instructional Specialist 4-12	11-12	Granted
2202	Drew Central School District	1	Gonzalez, Ashley	MS English, Vocal Music K-12	168	Science/Mathematics 4-8	11-12	Granted
5608	East Poinsett Co. School Dist.	1	Pittman, Brenda	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11, 11-12	Granted
7203	Fayetteville School District	1	Reynolds, Jacquelyn	English/Language Arts 7-12, Drama/Speech, Journalism, Social Studies	410	Career Academy Endorsement 7-12	11-12	Granted
2304	Guy-Perkins School District	1	Davis, Norma Regina	ECE P-4, Elementary K-6	231	Sp Ed Ech Inst Specialist P-4	10-11, 11-12	Granted
6804	Highland School District	1	Abernathy, Grey	Mathematics 7-12	4546	Transitional College Math	11-12	Granted
1608	Jonesboro School District	3	Davis, Brittany Nicole	Physical/Earth Science	230	Sp Education Instructional Specialist 4-12	11-12	Granted

Waivers for Teachers Teaching Out of Area for More than 30 Days
February 2012 State Board Agenda

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Payne, Charles	Social Studies	225	Business Technology 7-12	11-12	Granted
			Payne, Charles	Social Studies	222	Marketing Technology 7-12	11-12	Granted
	Miss Polly's Day Care (DDS)	1	Riley, Clara	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12	Granted
2203	Monticello School District	1	Snow, Brittany	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12	Granted
1203	Quitman School District	1	Adams, Ciara	English 7-12	208	Drama/Speech 7-12	10-11, 11-12	Granted
6502	Searcy County School District	1	Coolidge, Haley	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	11-12	Granted
	Sesame School of Crossett	1	Staley, Patricia	Elementary	231	Sp Ed Ech Inst Specialist P-4	11-12	Granted
3509	Watson Chapel School District	1	Lowhorn, Stacie Wathall	Middle Childhood Education	200	Mathematics 7-12	11-12	Granted
1204	West Side School District	2	McNew, Malina	Middle Childhood Education	231	Sp Ed Ech Inst Specialist P-4	11-12	Granted
			McNew, Malina	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	11-12	Granted
17	# Districts Requesting Waivers This Month	21	# Waivers Requested This Month					
				Waivers Granted This Month				
				Waivers Denied This Month				
				Total Waivers This Month				

21
0
21

Substitute Waivers Requested
February 2012 State Board Agenda

LEA	District	# Substitute Waivers Requested	Substitute Name	Subject	Teacher of Record	Granted/D enied
4701	Armored School District	1	Darby, Sharon	1st Grade	Turner, Jackie	Granted
7301	Bald Knob School District	3	Walton, Elizabeth Paige	Visual Arts K-4	Jones, Lisa	Granted
			Flenor, Sara Elizabeth	Career Orientation	Helms, Anita	Granted
			Goslin, Holly Threm	English/Journalism	Hambrick, Jack	Granted
0401	Bentonville School District	1	Perkins, Janet Lea	Marketing	Wary, Kim	Granted
	Centers for Youth & Family	1	Day, Kathy	ECE P-4	Friedlund, Kimberly	Granted
7503	Danville School District	1	Pfeifer, Steve Henry	PE/Athletics/Health	Moore, Kevan Wayne	Granted
	Delta Family Center	1	Spradlin, Laura	Math and History	Pagan, Lana	Granted
2202	Drew Central School District	1	Pope, Sam	AP Chemistry/Environmental Science	Collins, Phil	Granted
5608	East Poinsett County School District	1	Cavitt, Jenny	2nd Grade	Hale, Cathy	Granted
7203	Fayetteville School District	1	Bowman, Jennifer	Art	Ebbrecht, Amber	Granted
2903	Hope School District	1	Bradshaw, Christy Kay	English	Norton, Lora	Granted
6001	Little Rock School District	20	Mixon, Janice	Social Studies	Williams, Peggy	Granted
			Garner, Stephanie	First Grade	Hemphill, Arline	Granted
			Robinson, Tonya	English	Trice, Nancy	Granted
			Johnson, Daniel	Music	Westbrook, Adriane	Granted
			Anderson, Deborah	Special Education	Hart, Judith	Granted
			Goodwin, Rachel	Girls P.E.	Jones, Gloria	Granted
			Lane, Tyree	Special Education	Hurst, Pamela	Granted
			Lewis, Larry	Social Studies	Hollister, Marta	Granted
			Richards, Justsin	Business Education	Frobese, Debbie	Granted
			Ware, Eric	Algebra	Nelson, Damien	Granted
			Vellance, Kenna	English	McDonald, Dorothy	Granted
			Elledge, Jennifer	Pre-School 4 year old	Wallace, Shannon	Granted
			Gossett, Janice	Special Education	Moore, Jerica	Granted
			McGinnis, Ann	Special Education	Cornice, Charlotte	Granted
			Parker, Christopher	Music	Cripps, Joe	Granted
			Sumlin, Hiram	Social Studies	Jones, Charles	Granted

Substitute Waivers Requested
February 2012 State Board Agenda

LEA	District	# Substitute Waivers Requested	Substitute Name	Subject	Teacher of Record	Granted/D enied
	Little Rock School District Continued		Ward, Judy	Special Education	Holden, Patricia	Granted
			Wells, Rita	Math	Watson, Charles	Granted
			Williams-Davis, Chandra	Special Education	Southern, Linda	Granted
			McEwen, Dana	Band	Walker, Charles	Granted
			Lambert, Blake	English 10th grade	Carruthers, Leandra	Granted
3004	Malvern School District	1	Thomas, Benjamin	Special Education	Hendryx, Tim	Granted
	Millcreek of Arkansas	2	Fort, Emma	Special Education	Baker, Janice	Granted
0303	Mountain Home School District	1	Hammett, Charlie	Science - Grades 8 & 9	Brashears, Kyle	Granted
1503	Nemo Vista School District	1	Love, Arista	Art K-12	Fisher, Natalie	Granted
5804	Pottsville School District	2	Needham, John Ray	Driver's Education	Mills, Billy	Granted
			Tankersley, Talina	Second Grade	Daniels, Amber	Granted
0406	Siloam Springs School District	1	Dinger, Kaitlyn	Media Specialist	Long, Ashley	Granted
7008	Smackover School District	1	Dougan, Ashley/Dolden, Jenna	Math	Evans, Kimberly	Granted
	South Side Bee Branch School District	1	Berg, Justin	Science - Secondary	Glover, Tresse	Granted
7207	Springdale School District	1	Dodson, Lynn	English	Waymack, Bree	Granted
7009	Strong-Huttig School District	1	Ellison, Donalds	Music K-12	Hollis, Lisa	Granted
	The Civitan Center	1	Edmundson, Leigh	Supervisory teacher	*new position*	Denied
0505	Valley Springs School District	1	Coker, Tara	8th Grade Math/Algebra 1	Moore, Stacy	Granted
	Vista Health	1	Gracy, Linda	Special Education	Johnson, Valarie	Granted
6401	Waldron School District	3	Brown, Crystal	Band - Middle School	Cooper, Daniel	Granted
			Atchley, Josh	Middle School Math	Schlinker, Ronnie	Granted
			Newman, Crystal	2nd Grade	Chapman, Vicki	Granted
1803	West Memphis School District	1	Winter, Patti	Special Education	Reavely, Glenda	Granted
	Westside Consolidated School District	1	Bowden, Richard	Gifted and Talented	Troutt, Tiffany	Granted
1602	Youth Home, Inc.	1	Goyne, Adam	Special Education	Rasner, Carolyn	Granted

Substitute Waivers Requested
February 2012 State Board Agenda

LEA	District	# Substitute Waivers Requested	Substitute Name	Subject	Teacher of Record	Granted/D enied
29	# Districts Requesting Substitutes This Month	53	# Substitutes Requested This Month		# Substitute Waivers Granted This Month # Substitute Waivers Denied This Month Total # Substitute Waivers Requested This Month	52 1 53

An Approach to Implementing Community Service Learning



Connecting Students and Learning
Through the Community

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FOREWORD

Democracy in America was built by volunteers, those who wrote the laws and those who helped neighbors build cabins and harvest crops. Volunteerism is part of our heritage and recognized by the rest of the world. When needs arose, the community rallied to help. Yet, there has been concern that our generation has not sufficiently demonstrated service to others in such a way that the next generation will pick up the torch. There seems to be more apathy. Two working parents in the home has led to fewer role models of community servants.

Service to one's community, though, is part of being a good citizen and certainly provides the opportunity to learn the needs and resources available within one's community. Why not make it part of the educational process? Schools are a vital part of every community, and service by students would better connect the two.

This was the thinking that led to proposed legislation and the adoption of Act 648 by the Arkansas General Assembly in 1993, requiring the implementation of a community service program for students in grades nine through twelve by the school year 1996-97.

Involving youth in service can, and should, be a win-win situation for everyone. Students may get a better perspective on the relationship between class studies and the real world. They can apply the knowledge and skills gained through course work. They may become better acquainted with the opportunities available for careers, challenges faced by those with special needs, and the community resources necessary to address those critical issues. They should begin to demonstrate an interest and increasing concern for others that will carry over to their school environment. Organizations that involve youth in service should get a fresh look at volunteerism. They may see their organizations from a new perspective.

The Arkansas Department of Education and the Arkansas Division of Volunteerism have collaborated to assist in the statewide implementation of Act 648. This book was prepared by a committee of educators, agency volunteer coordinators, volunteer program developers, trainers, and state agency staff. It is not law. Many schools will have already developed their own process and forms. As permissive legislation, Act 648 places much responsibility with the individual schools. However, schools must be sure the intent of the law is being met by their process.

It is the hope of the committee that this book will provide the assistance needed. Anything you find of interest may be reproduced. There is also a form at the end of this guide which may be torn out, completed, and sent to the Arkansas Division of Volunteerism to request special assistance.

SECTION I

INTRODUCTION

INTRODUCTION

Overview of Implementation Process

This guidebook was written as a collaborative effort between the Arkansas Department of Education and the Arkansas Division of Volunteerism to assist school districts and community organizations in the implementation of Arkansas Act 648 (See Legislation Section). It is primarily for people who are responsible for assisting students interested in connecting learning with volunteer service in their community as a means of earning a high school credit. Those most affected will be teachers, principals, and counselors of students in grades nine (9) through twelve (12).

Others who will benefit from this guide are persons in local community based organizations who may be interested in their program's being a youth community service placement site. We hope it will help organizations to be better prepared for youth volunteers and develop creative community service opportunities with learning perspectives.

This guide may also help parents and students decide whether community service learning is something they wish to pursue.

Prepared by a committee of educators, agency volunteer coordinators, volunteer program developers, students, trainers, and state agency staff, this guidebook is merely a tool. Many schools will have developed their own process and forms. This guidebook should assist schools in complying with the law and community based organizations in assessing their own needs while determining how youth can best be involved in serving the community.

Benefits of Community Service Learning

Students may choose to earn credit for service in their community for a variety of reasons, all of which can be beneficial to the student, the community and the school.

A student may use the experience of community service as:

- a topic for college entrance exam essays
- a means of choosing or discarding a career path
- a means of gaining work experience for use on a resumé
- an avenue from which to secure a college recommendation letter
- a means of getting entry-level experience in the job market
- a means of gaining an extra needed credit for graduation

Students may also learn:

- to better apply knowledge from school subject matter to the real world
- enhanced personal development such as self-esteem, social skills, communication skills, and problem-solving abilities, as well as concern for others
- team-building and character-building skills
- to make an easier integration into the community
- a sense of security and empowerment to become active citizens
- an appreciation of diversity
- a better understanding of the adult work environment
- to make positive choices in use of leisure time

Community Organizations may see:

- a gain in positive visibility and exposure in the community and school
- increased intergenerational experiences
- youth bringing a sense of vitality and excitement to the organization
- new opportunities for funding and other resources
- they are helping nurture the next generation of devoted volunteers

Schools may realize:

- an improved school environment — students learning by doing
- improved communication with parents and students
- increased creative opportunities for teachers
- teachers as mentors and guides
- facilitated experiential learning
- a decrease in discipline problems
- new partners with community members in educating youth
- they are seen as resources to the community, building better support

Parents may see:

- increased maturity in their child
- increased respect from their child
- their child's better understanding of the adult work environment
- a safe and supervised environment for their child
- reasons to brag on their child

With a meaningful placement, everyone gains from this experience

History and Overview of Arkansas Act 648

Former Senator Charlie Cole Chaffin of Benton introduced Act 648 to the Arkansas General Assembly in the 1993 session. The legislation requires secondary schools to implement a community service program for students in grades nine (9) through twelve (12) by the 1996-97 school year, or to file a waiver with the State Board of Education.

- The State Board of Education is the authorized agent to promulgate rules and regulations necessary for the implementation of Act 648.
- By this act, a student who completes a minimum of seventy-five (75) clock hours of documented community service, as certified by the service agency/program to the school, may receive a maximum of one (1) academic credit toward graduation.
- The community service must be in programs or activities approved by the State Board of Education and the local school board. Community organizations or programs may apply for approval as a student placement site through the completion of a site application submitted to the Arkansas Division of Volunteerism (See Section Five, Sample Forms). Formal lists of interested community based organizations/agencies are submitted regularly to the State Board of Education for approval. No prior site visits are made by the Arkansas Division of Volunteerism.
- All eligible community service learning activities or programs must include preparation, action, and reflection components. Upon notification to the State Board of Education, a school district may choose to waive participation in the community service learning program and the awarding of academic credit for community service.
- Once approved by the State Board, the lists are dispensed to the local school superintendents to submit for approval by the local school board. It is recommended that, if a site is unknown or questionable, the local school board authorize a formal site visit prior to granting approval for students to volunteer in such programs/organizations.
- The Arkansas Division of Volunteerism, in collaboration with the State Department of Education, convened volunteer representatives from education, community organizations, and curriculum staff to develop this guide for training and educating school personnel, community organizations, parents, and students on implementing this legislation.
- To schedule training locally or for technical assistance, call the Arkansas Division of Volunteerism at (501) 682-7540 or 1-800-482-5850, Ext. 27540.

COMMUNITY SERVICE, SERVICE LEARNING, OR COMMUNITY SERVICE LEARNING??

Community Service: Broadly defined, community service means work done in the community without pay. It is sometimes used as a general term similar to volunteerism or youth service and is also used for court-ordered sentencing programs, which can create misunderstandings. The term implies an emphasis on service and not on any formal structured learning component. **[This could be a young candy striper who is looking for something constructive to do in the summer to fill time.]**

Service Learning: Service learning is the blending of both academic learning and the service experience in such a way that both occur as part of school learning. Service learning, or helping others, is connected to classroom learning, in which a strong reflective component encourages students to think about and analyze their experiences. Facilitated teacher-directed activities teach students to identify what they learned and what the learning means. Credit is received through regular course work. Service learning usually occurs through a classroom curriculum in which a group or class participates in the service and the reflection. **[This could include candy stripers who work under the direction of a biology teacher and curriculum to learn the connection between lab work at school and its benefits to hospital patients.]**

Community Service Learning: Community service learning in Arkansas is specific to the implementation of Act 648 of 1993, through which students may receive one unit of academic credit. It is best defined as volunteering or serving in a worthwhile capacity in the community while making a conscious effort to reflect, through some thoughtfully designed method, on what is learned from the service experience. Community service learning *may occur individually or as a group or class experience*. In Arkansas, students in grades nine through twelve may receive a maximum of one academic credit for a minimum of 75 hours of service at an approved site or program when preparation, action, and reflection components are included. This service must be supervised by certified school personnel. **[This could be the candy striper who carefully works out a plan with the hospital volunteer coordinator to volunteer a number of hours and write a special report on how she thinks the hospital can best use candy stripers and other volunteers or how working in the hospital has taught her to be more sensitive to those in trauma.]**

Other Key Definitions

Action: Actual steps taken in the process of community service learning. It includes the work done and documented in the community at approved sites to accumulate hours toward high school credit.

ADOV: The Arkansas Division of Volunteerism is the state office of volunteerism and is housed as a division of the Department of Human Services. Its mission is to encourage, promote and support volunteerism and community service as a means of problem solving through leadership, information sharing, program development, technical assistance, and training. ADOV is a collaborating partner in the implementation of Act 648 of 1993.

ADOV Resource Center: One of the world's largest collections of printed and electronic media pertaining to all aspects of volunteer management issues. Housed with the State Library, information may be accessed free of charge.

Celebration: A formal or informal method of recognizing the student's completion of a project or program goal. It is important that it occur with the student's family, within the classroom, and at the community based organization.

Community Based Organization (CBO): An organization or agency, possibly a 501(c)3, in the community that may choose to apply to be a placement site where students can volunteer and achieve their hours of service.

Preparation: A part of the process that should occur prior to any student engaging in community service learning. There is some form of preparation necessary or advised for students, parents, schools, and community based organizations.

Reflection: A thoughtful response, written or verbal, at any stage of the community service learning project. Reflection includes some response from a peer or adult, and allows time for students to express their thoughts, feelings, what they learned, questions, etc.

State Department of Education: The authorized agent to promulgate rules and regulations necessary for the implementation of Act 648. A collaborating partner in such implementation.

Volunteer Service: Volunteerism refers to people who choose, on their own, to perform some service to others without pay. This may simply be a candy striper who volunteers three hours on Saturday at the hospital.

Youth Service: This is an umbrella term for all the approaches involving youth as resources in the community.

ACT 648 OF 1993

"TO REQUIRE BY THE 1996-97 SCHOOL YEAR THE IMPLEMENTATION OF A COMMUNITY SERVICE PROGRAM FOR SECONDARY STUDENTS."

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

SECTION 1.

(a) Beginning with the 1996-97 school year, a student who has completed a minimum of seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12), as certified by the service agency or organization to the school, shall be eligible to receive one (1) academic credit that may be applied toward graduation.

(b) The community service shall be in programs or activities approved by the State Board of Education and the local school board and shall include preparation, action, and reflection components.

(c) A local school board may grant a waiver of this requirement with notice to the State Board of Education.

(d) The State Board of Education is hereby authorized to promulgate rules and regulations necessary for the implementation of this act.

SECTION 2. Codification Clause

SECTION 3. Severability Clause

SECTION 4. Repeating Clause

ARKANSAS DEPARTMENT OF EDUCATION
RULES AND REGULATIONS
GOVERNING THE ARKANSAS SERVICE LEARNING PROGRAM

1.00 REGULATORY AUTHORITY

- 1.01 These regulations shall be known as the Arkansas Department of Education Rules and Regulations Governing the Service Learning Program.
- 1.02 These regulations are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. 6-16-120 (Repl. 1993).

2.00 PURPOSE

- 2.01 The purpose of these regulations is to establish the requirements for the Arkansas Service Learning Program.

3.00 DEFINITIONS

- 3.01 "Academic Credit" is credit awarded to a student in grades nine through twelve (9-12) after successfully completing a minimum of seventy-five (75) clock hours of documented community service.
- 3.02 "Community Service" is a program or activity approved by the State Board of Education and the local school board which includes the components preparation, action, and reflection.
- 3.03 "Certify" means that a service agency or organization has submitted to the school appropriate documentation that a student has successfully completed sufficient community service to be eligible for academic credit.

4.00 SERVICE LEARNING REQUIREMENTS

- 4.01 In order for a student to be eligible for academic credit for community service, the agency or organization that will certify completion of such service shall be approved by the Arkansas State Board of Education and the local school board.
- 4.02 Documentation to certify community service shall be presented to the local school board in the manner and at such time as prescribed by the local board.
- 4.03 Documentation of community service and/or approval of an agency or organization by the State Board of Education to certify community service for academic credit shall be in a manner and at such time as prescribed by the state board.
- 4.04 All public school districts are approved by the State Board of Education to certify community service so long as the community service is under the supervision of a certified employee of the district. If the community service is under the direction or supervision of an agency or organization, the agency or organization must be approved by the State Board of Education to certify community service prior to academic credit being granted for such service.
- 4.05 Upon notification to the State Board of Education, a school district may choose to waive participation in the community service program and the awarding of academic credit for community service.

**ACT 390 OF 1987 "AN ACT TO PROVIDE THAT QUALIFIED
VOLUNTEERS SHALL NOT BE CIVILLY LIABLE FOR PERSONAL INJURY OR
PROPERTY DAMAGE RESULTING FROM ANY ACT OR OMISSION IN
CARRYING OUT THEIR VOLUNTEER ACTIVITIES."**

The Arkansas Volunteer Immunity Act includes the following definitions:

- ◆ "Qualified Volunteer" means any person who, of free will, provides goods or services without financial compensation to or through any volunteer agency in connection with a volunteer program.
- ◆ "Volunteer Agency" means any volunteer program of all departments, institutions, and divisions of state government, community volunteer organization or any not-for-profit corporation which has received a 501(c)3 designation from the US Internal Revenue Service, other than one established principally for the recreational benefit of its stockholders or members.
- ◆ "Volunteer activity" means any activity within the scope of any project, program, effort, or other regular activity sponsored by a volunteer agency with the intent to effect a charitable purpose, or confer other public benefit including, but not limited to, enhancement of the cultural, civic, religious, educational, scientific, or economic resources of the community.

A qualified volunteer cannot be held vicariously liable for the negligence of another. A qualified volunteer also cannot be held liable for injury or damage sustained by anyone who is a participant in, recipient, consumer or user of benefits of the volunteer's services, except:

1. where the volunteer has insurance, in which case the liability is limited to the amount of coverage
2. where the volunteer acts in bad faith or with gross negligence
3. where the volunteer negligently operates a motor vehicle, in which the liability is limited to the amount of liability coverage carried
4. where the volunteer is providing professional services which he is licensed to perform, in which case the liability is limited to the amount of liability coverage carried.

The Act does not limit the liability of any volunteer operating outside the scope of the volunteer program, nor does it limit the liability of any volunteer agency.

Please note: All Arkansas statutes are available through the Secretary of State's Office.

ACT 970 OF 1987 "AN ACT GRANTING LIMITED TORT IMMUNITY TO DIRECTORS OF NONPROFIT CORPORATIONS AND MEMBERS OF BOARDS, COMMISSIONS, AGENCIES, AUTHORITIES, AND OTHER GOVERNING BODIES OF ANY GOVERNMENTAL ENTITY.

This Act states that no board member of any governmental entity or nonprofit corporation shall be held personally liable for damages resulting from any negligent act or omission of another employee or board member of the nonprofit corporation or government entity. Athletic officials of any amateur contests shall also enjoy this protection. The protection from vicarious liability does not apply to board members of nonprofit corporations which are licensed to serve alcohol. The Act does not apply to the nonprofit corporation itself.

Please note: All Arkansas statutes are available through the Secretary of State's Office.

HOME HELP ABOUT DIGESTS

§.543

Public Law: 105-19, (became law 06/818/97)

SPONSOR: Sen. Coverdell, (Introduced 04/09/97)

RELATED BILL(S): §.544

DIGEST:

(REVISED AS OF 05/21/97) -- Passed House, amended)

Volunteer Protection Act of 1997 - States that this Act preempts Inconsistent State law except when such law provides additional protection from liability relating to volunteers in the performance of services for a nonprofit organization or governmental entity. Makes this Act inapplicable to any civil action in a State court against a volunteer in which all parties are citizens of the State if such State enacts a statute declaring its election that this Act not apply.

Exempts a volunteer of a nonprofit organization or governmental entity from liability for harm caused by an act or omission of the volunteer on behalf of such organization or entity if: (1) the volunteer was acting within the scope of his or her responsibilities at the time; (2) the volunteer was properly licensed or otherwise authorized for the activities or practice in the State in which the harm occurred; (3) the harm was not caused by willful or criminal misconduct, gross negligence, reckless misconduct, or a conscious, flagrant indifference to the rights or safety of the individual harmed; and (4) the harm was not caused by the volunteer operating a motor vehicle, vessel, aircraft, or other vehicle for which the State requires the operator or owner to possess an operator's license or maintain insurance.

Specifies conditions of State laws limiting volunteer liability which shall not be construed as inconsistent with this Act.

Prohibits the award of punitive damages against a volunteer unless the claimant establishes by clear and convincing evidence that the harm was proximately caused by an action of such volunteer which constitutes willful or criminal misconduct or a conscious, flagrant indifference to the rights or safety of the individual harmed.

Provides that the volunteer liability limitations of this Act shall not apply to any misconduct: (1) that constitutes a crime of violence, an act of international terrorism, or a hate crime; (2) that involves a sexual offense or a violation of civil rights law; or (3) where the defendant was under the influence of intoxicating alcohol or any drug.

Makes each volunteer liable for noneconomic loss only in the amount allocated to such defendant in direct proportion to the percentage of responsibility for the harm for which that defendant is liable. Requires the trier of fact to determine such percentage of responsibility.

SECTION II

READINESS

SITE APPROVAL AND DEVELOPMENT

The first step in site development is approval by the State Board of Education of any community based organization that wishes to serve as a volunteer site for students performing community service for school credit.

The service site should complete the form "Student Community Service Site Application (Act 648)" produced by the Arkansas Division of Volunteerism (ADOV). This form should be forwarded to ADOV, which will present it to the State Board of Education.

Approved sites are listed in the "Recommended Community Service Sites" produced by ADOV. Here are other options for increasing the number of volunteer sites in your community:

- existing nonprofit agencies
- businesses
- volunteer centers
- United Way
- reading the local paper to find out where there are problems and where help is needed
- holding a volunteer fair and inviting CBOs to set up tables
- talking to prospective recipients
- local government officials
- within the school system

Sites included in the State Board of Education's list are those which have submitted an application for inclusion in the list of sites allowed to utilize students who are obtaining school credit.

All sites should be contacted by the local school district to determine their readiness and ability to utilize student volunteers effectively. Ideally, you would visit each site in person. Realistically, time is limited. You may prefer to send a survey or interview the agency by telephone. The important thing is that each site be contacted and approved at the local level.

Whether visiting in person or by mail or telephone, you will want to ensure that there is:

- a job description for every volunteer job that provides worthwhile service experiences
- adequate work space
- adequate supervision and training

Discuss with each site your expectations, as well as its expectations. Decide who will provide the forms to be completed and how often they should be turned in.

Here are some suggestions for community service learning within your school system:

- Tutor younger children.
- Become a mentor to a younger child.
- Beautify the neighborhood.
- Beautify the school and the school grounds.
- Start or expand a recycling program.
- Design a computer database to keep track of student volunteers and available service opportunities.
- Contribute class projects to others, e.g., give artwork to a daycare center or produce a bicycle safety film for an elementary school.

LIABILITY

School administrators, parents, and program organizers may consider liability to be a key issue in community service learning programs. When liability concerns are not handled properly, they can become a major obstacle to program implementation and the support and safety of students involved. Therefore, the issue of liability should encourage educators to develop more thoughtful effective, and well-managed programs of community service learning.

There are guidelines to follow in assessing this area, whether by a school district, a parent, a student, or a community based organization. Most of the following suggestions center on pursuing proactive risk management strategies within the work setting. Ultimately it is the responsibility of the school district and the community based organization to resolve the issue of liability according to local requirements and local district policy.

- The most important point legally is to "not be found negligent." Program administrators need to determine what policies, procedures, and safety measures need to be in place to avoid any appearance of negligence.
- It is imperative to determine who is the liable party for implementation of the community service learning program. The more closely the program is tied to the school's mission and is a model of teaching, the less complicated it may be to seek insurance coverage or, in some cases, to fit under existing school policies.
- The development of a portfolio of agencies/organizations within a community where community service learning may be performed is the district's responsibility. Ensuring that each participating agency or organization has received approval from the State Board of Education as well as from the local school board is a district responsibility. The integration of the community based organization program with the school's instructional program is also a district responsibility.
- The school district should provide equal opportunity for all students to participate in a community service learning program once it has been adopted as part of the district's Instructional plan.
- The design and implementation of risk management strategies recognize that any educational program involves a certain amount of risk. Benefits include critically evaluating a program for such risks and taking action to prevent problems stemming from those risks. The risk management process includes the following steps:

1. Identify the risk for the program and job positions. Consider what could go wrong in the performance of duties or what might occur due to safety issues at the job site. (Tailor position descriptions to avoid or deal with identified risk.)
2. Measure the risk. Prioritize the identified risk in terms of likelihood of occurrence and magnitude of harm. If either of these is great, reassess the appropriateness of the placement as a community service learning position.
3. Select and implement methods to control the risk if a position remains viable. Develop clearly defined policies and procedures. Include training for students and community based organization personnel. To transfer any remaining risk, parents may be asked to sign additional permission forms, waive responsibility of the agency, and/or purchase insurance for the duration of the placement. Common sense, however, suggests that a greater risk factor may result in little or no student placement in such positions.
4. Finally, have a legal advisor for the school district or the community based organization review the program for areas in which potential liability problems are likely to occur. Continually review and revise program policy and procedures to minimize risk.

WORKING WITH STUDENTS WITH DISABILITIES

"Everyone can be great because everyone can serve."-Martin Luther King, Jr.

Students with disabilities — physical, mental, and emotional — benefit greatly from community service, as does the community from them.

For the most part, these individuals can perform the same work as their peers, with little or no special accommodations.

In fact, there are some jobs that students with disabilities can do even better. An example of this would be working with other students who have special needs. Another example would be an activity such as mass mailing. It may be something most students with disabilities would accomplish with pride and a feeling of satisfaction that other students might find repetitious and, therefore, may be inclined to make mistakes. The learning component in a mass mailing for students with disabilities would be working in a group, keeping on task, sequencing, etc. This learning component is a marketable skill that the youth will find invaluable, not just as an adult, but now.

A BILL OF RIGHTS FOR VOLUNTEERS

- I. The right to be treated as a co-worker
 - ...not as "just free help"
 - ...not as a "prima donna"
- II. The right to a suitable assignment
 - ...with consideration for personal preference temperament, life experience, education, and employment background
- III. The right to know as much about the organization as possible
 - ...its policies
 - ...its people
 - ...its programs
- IV. The right to training for the job
 - ...thoughtfully planned and effectively presented
- V. The right to continuing education
 - ...as a follow-up to the initial training
 - ...information about new developments
 - ...training for greater responsibility
- VI. The right to sound guidance and direction
 - ...by someone who is experienced, well-informed, patient, and thoughtful
 - ...and who has time to invest in giving guidance
- VII. The right to promotion and a variety of experience
 - ...through advancement to assignments of more responsibility
 - ...through transfer from one activity to another
 - ...through special project assignments
- VIII. The right to be heard
 - ...to have a part in planning
 - ...to feel free to make suggestions
 - ...to have respect shown for an honest opinion
- IX. The right to recognition
 - ...in the form of promotion
 - ...and awards (or some tangible evidence)
 - ...through day-by-day expressions of appreciation
 - ...and by being treated as a bona fide co-worker
- X. The right to a place to work
 - ...an orderly, designated place
 - ...conducive to work
 - ...and worthy of the job to be done

TRANSPORTATION

Transportation can be a major organizational issue in implementing a community service learning (CSL) program. Most schools have little experience utilizing the community as an extended classroom. It is important that all stakeholders in the CSL program consider the many options for transportation, as well as the alternative of creating service activities located at the school site. When transportation is required, this is a perfect time to involve the support and creativity of an advisory council, business partner, or parent volunteers.

If a school or district is conducting CSL workshops, it is wise to involve the persons responsible for transportation. An understanding of CSL as a model of instruction may help them to ensure that it receive the same treatment as any course in which transportation is routinely provided by the district. When considering transportation, school personnel and community based organizations must study liability issues such as driver restrictions, minimum district or state insurance requirements for drivers, background checks, and requirements for any extra training. The school district's legal advisor can often provide background information. Safety training for students should also be explored.

Possible solutions to the issue of providing transportation fall within three categories: Stay on site or leave only occasionally, utilize existing school resources, and generate new methods of transportation. Viewed within these contexts, school and community organization personnel may more readily identify answers to transportation dilemmas.

**** Stay on site or leave once or twice.***

There are numerous instances of K-12 service projects where the students never leave the classroom. Other projects require only occasional trips to volunteer sites.

Examples of CSL opportunities within schools include cross-age tutoring, mentoring or education programs, helping new or foreign students, or conflict mediation.

- Woodworking students could make toys, or home economics students could make clothes for children in homeless shelters.
- Senior citizens could come into the school classrooms for reciprocal help (many senior citizen homes have their own transportation).
- Students could do projects as advocates for a particular issue, with most of their work occurring in the school setting.

*** Utilize existing school resources.**

What transportation resources already exist within the school? One way to minimize problems when regular transportation is necessary is to choose service sites in the immediate neighborhood surrounding the school. Then a transportation option may be for students to walk to the service site. Other possibilities are:

- Use school buses.
- Use other vehicles designated for athletic transportation.
- Use district vans or driver education cars.
- Build a transportation budget into your building budget to pay CSL transportation costs.

*** Generate new methods of transportation.**

A district may develop new approaches to transportation for CSL students which add to existing district resources or which call on community resources. The following ideas involve both approaches.

- Add new options in transportation within the district. One school bought a fleet of bicycles especially for transportation to service sites. If this is done, students should be educated about bicycle safety. Liability issues must also be checked.
- Utilize local community organizations. Local business partners or a service organization (Kiwanis, Optimists, Lions) may be willing to donate a 10- to 15-person van. Again, liability must be considered because the seating capacity of a van affects the licensing requirements of the driver.
- Utilize a van and driver from the nonprofit agency where the students are volunteering to take students to and from the agency.
- Have taxis volunteer X number of hours of transportation per week.
- Ask a car dealership to donate a van for CSL use only. The dealership could place its name on the side of the vehicle to receive credit for the assistance.
- Utilize existing mass transportation. In some schools, bus companies have supplied bus tokens or fares. In some communities, students have been given a lower rate on the public transportation system, receiving a special identification card.
- Seek ideas from community supporters. Ask the parent-teacher organization, school board, school advisory committee, or similar groups to generate suggestions for ways in which transportation options may increase. Offers of assistance may come from these sources.

SECTION III

THE PROCESS

**Key Elements for an Effective
Program:
Preparation, Action, Reflection, and
Celebration**

SCHOOLS

PREPARATION

Preparation lays the groundwork for "learning" to occur while performing community service. Since service is intended to meet a community need, preparation requires an awareness of community needs and ways in which students can address those needs through "community service with a learning component." *The Cone of Experience* offers a visual representation of the ways in which the experiences of community service learning contribute to student achievement. (See page 34.)

Schools need to prepare for student learning through community service by:

1. Understanding Act 648 and its connection to the instructional program through
 - Curriculum frameworks
 - Drug education
 - Character education
 - School to work transition
 - School systems and outside agencies
 - The Americans with Disabilities Act (ADA)

The focus of Act 648 of 1993 is student learning. Community service learning (CSL) has instructional value because it helps students achieve a variety of learning objectives. Explicit connection with existing district curriculum ensures that this link is present in every aspect of community service. For example, a student's service may involve various forms of writing and opportunities to speak to groups (English/Language Arts) as well as examining persisting community issues (Social Studies). A student can learn how agencies outside the schools support the work of the schools and how the Americans with Disabilities Act serves the needs of Americans with special needs. Schools must establish those links so school staff, students, parents, and CBOs understand the expectations. Curriculum connections are found on page 35.

2. Clarifying the definition of community service learning (CSL)

A quote from the Alliance for Service-Learning in Education Reform (1993) captures the essence of community service learning.

The transition from community service to community service-learning occurs when..."There is a deliberate connection made between service and learning opportunities which are then accompanied by conscious and thoughtfully-designed occasions for reflecting on the service experience."

3. Identifying the purposes and benefits of CSL

The purposes flow from connections with the district mission and curriculum. All constituencies within the school community — school, student, and parent — benefit from CSL. To earn one unit of academic credit, school districts may choose to require a greater number of hours than the seventy-five hours (75) set forth in Act 648 of 1993.

4. Soliciting necessary support within the school community

Constituencies within the school community may not recognize the value of CSL. Defining the program through its curricular connections, other purposes, and benefits to the school, students, and parents are initial steps in securing support within the school community. Meeting with leadership from the faculty, students, and parents to explain the program builds a base through which wider support may emerge. The key is complete and timely information.

5. Determining the roles of administrators and certified staff

Clarification of roles is critical to successful implementation of CSL. Administrators must be involved in the process since it relates directly to overall school goals. Rules and regulations require supervision by a certified employee of a district. Certified staff members participating in the program should receive guidelines to direct their work with students. Guidelines may address such areas as manner of student supervision; length of time allowed to fulfill the district's minimum number of hours for one unit of credit; expected results; components of preparation, action, reflection, and celebration; and similar issues. See the Position Description for a CSL Supervisor on page 38.

6. Determining the educational setting in the school in which this will occur

In supervision of CSL students, there are choices in scheduling teacher-student interaction time so that students may earn academic credit through community service. A district may prefer that teachers meet with and supervise students through regularly scheduled classes. Or the district may decide to pursue the program through teacher-student conferences set at times determined by the participants. The decision may be left to the discretion of the teacher should there be sufficient flexibility.

7. Reviewing material in Section III

Section III (Readiness) contains essential materials concerning issues of liability and transportation. School administrators and teachers should review these to ensure smooth operation of the program within the district.

8. Brainstorming possible barriers

Barriers, real or perceived, can hinder the implementation of a successful community service program. Anticipate barriers and be proactive in addressing them. Potential obstacles and possible solutions are addressed on page 36 in "Troubleshooting Tips." Review them to determine whether or not any apply to your school.

9. Site identification, visitation, and recruitment

Prior to meeting with CSL students, staff must identify potential community sites as appropriate for the program. Utilized will be the list of approved sites as submitted to the State Board of Education and approved by that body and the local school board. Act 648 stipulates that only approved sites may be used for placement when academic credit is granted to a student. New sites can be added by completing a site application form, found on page 58, and returning it to the designated agency. The list of *Approved CSL Sites* is available from ADOV and Teacher Center Coordinators in the Educational Service Cooperatives.

All sites should be contacted by the local school district to determine their readiness and ability to utilize student CSL volunteers effectively. Ideally, the CSL supervisor or a designee visits each site individually. Realistically, time is limited. The supervisor may prefer to send a survey or interview the agency by telephone. The important thing is that each site be contacted and approved at the local level.

Whether visiting in person or by mail or telephone, you will want to ensure that there is:

- a job description for every volunteer job that provides worthwhile service experiences
- adequate work space
- adequate supervision and training

The Supervisor may discuss with sites the expectations of each party. An example is who provides forms to be completed by the CSL volunteer and how often they should be turned in. It is an opportunity to establish good communication.

ACTION

Schools implement CSL through:

1. Scheduling staff development

Staff development at the school level incorporates information as determined during the period of preparation. The program facilitator must be prepared to lead involved staff through a process of identifying and using information critical to the operation of the program at that site. While staff working with students must be more thoroughly initiated, all certified and uncertified staff should be aware of the purposes and benefits of CSL under Act 648.

2. Motivating students

Part of every preparation process is generating student excitement about the opportunity to participate in community service. These are ways in which to accomplish this.

- Include students in the planning. How do they want to help their community?
- Invite an older student who has participated in CSL to speak.
- Watch videos such as *Today's Heroes*.
- Survey parents and adults doing service.
- Invite a community person to speak to the class on related issues.
- Invite someone from a community based organization to speak.
- Organize a field trip to service sites so students can see the setting first hand.
- Research an issue.
- Publicize what last year's CSL students achieved to generate new interest.

3. Establishing a calendar/schedule for students' community service to ensure successful completion in a timely manner

A school has the flexibility to require that the 75 or more hours be completed within a shorter or longer time frame. For example, a student may earn the required hours over a four-year period (grades 9-12) or within one semester. Regardless of the time frame, the CSL Supervisor and each student should jointly establish a timeline for completion of the community service. This timeline should take into account the graduation date and school calendar as necessary. Students may also earn credit in community service at multiple sites as long as the learning component exists in each instance.

4. Scheduling a conference with parents and students to outline responsibilities and benefits

Since community service entails independent student work, it is important that both parents and students understand the responsibilities inherent in seeking academic credit under Act 648. Both must understand that learning is basic to the process and that

successful completion of the required hours requires evidence of learning. The district sets forth the criteria in advance by which student learning will be judged so that earning of the academic credit can be verified. A contract between the school, student, and parent/guardian can state the terms of the student's successful completion of the community service credit and thereby avoid misunderstanding. At the same time, all should be aware of the benefits inherent in program participation. If possible, schools can establish a "group conference" with all interested students, parents or guardians, and school personnel. The CSL Supervisor may use this opportunity to explain the roles and responsibilities of students and parents and to stress to parents the academic responsibility their children have to complete their volunteer service in a timely manner.

5. Providing instructional time to guide students

Certified staff should have sufficient time to guide students in CSL, either through regularly scheduled classes or through individual conferences. Students may be assisted in researching available sites, selecting an appropriate site, jointly establishing criteria for a successful community service placement, conferring to verify success of student placement according to established criteria, and simultaneously choosing a means of reflection.

Students can brainstorm projects which would meet curricular objectives as well as be appropriate and interesting. These projects then form the basis of further exploration by students as part of their community service preparation. Students can share the results of research with classmates so that a variety of sites and related issues are addressed within a class setting. If a student is working independently, he/she may discuss research results with staff in conference settings.

The school should provide support to students in their efforts. If students identify, research and analyze issues in conjunction with the focus of community service sites, staff might:

- Provide materials such as local newspapers or books for student research into community problems and needs.
- Accompany students on a "walk-around" of the school and/or community to observe needs.
- Assist students as they develop a survey for classmates or residents about needs.
- Arrange for students to attend a city or council meeting to hear about needs.

Learning necessary skills can range from writing techniques to necessary procedures used in the setting of the community service site. For instance, if a student serves in a nursing home, a resource speaker can familiarize the student(s) with the special needs of its residents, activities they enjoy, and the parameters of student service at that site. This can occur in the school setting prior to service as well as at the site.

6. Providing students the opportunity to share their reflections in the school setting as appropriate. "Student Reflection" offers suggestions of ways in which this may take place. (See pages 39-45.)

REFLECTION

Just as students benefit from reflection, so do the school administration and faculty benefit from evaluation of the community service learning program. This process will help to determine strengths and weaknesses.

Evaluation can include looking at students' reflection, communicating with the site supervisor, communicating with other school personnel, communicating with parents, and/or a perceptual survey of teachers and parents. Results may be shared with school, students, parents, and sites. A key resource is *Reflection: The Key to Service Learning*, available from the National Helpers Network, 25 West 43rd Street, Room 612, New York, NY 10036-8099.

CELEBRATION

While celebration is a responsibility of the community based organization, it is also appropriate at the school level. Celebration may take many forms, elaborate to simple. Essentially it is recognition of a successful program completion in a manner which meets criteria established by the school and which contributes to personal growth of students involved. The process of celebration recognizes the achievement of student participants in community service.

There is a continuum of recognition from least powerful to most powerful, with efforts which range from perfunctory formality to systematic and proper use of praise, reprimand, and celebration. The most effective recognition moves beyond the perfunctory stage to systematic planned recognition. Specific means include acknowledgment at school assemblies, recognition in the local paper, or a display of reflection pieces within the school setting. These can reflect the range of recognition cited earlier.

Celebration or recognition succeeds best when it is matched to the person and to the achievement. It should also be timely and specific. Celebration can be a collaborative effort with the volunteer site.

STUDENTS

Student preparation, action, reflection and celebration correspond closely to the suggestions for the school. Where sufficient explanatory material exists in the previous part, it will be referenced in this section.

PREPARATION

Preparation lays the groundwork for "learning" to occur while performing community service. Since service is intended to meet a community need, preparation requires an awareness of community needs and ways in which students can address those needs through "community service with a learning component" (CSL).

Student volunteers need to prepare for community service by:

1. Understanding Act 648 and its connection to the instructional program

Review the information in the "School" section.

2. Understanding the nature of community service with a learning component

Review the information in the "School" section.

3. Understanding the educational setting in the school in which this will occur

Review the information in the "School" section.

4. Participating in site research and selection

In determining placement sites based on those approved by the State Board of Education, students can talk to local experts and prospective recipients; read books, as well as newspaper and magazine articles; and communicate through electronic bulletin boards. Students should receive appropriate instruction in using surveys, making telephone calls, interviewing or any strategies which involve interactions with the public. Identifying, researching, and analyzing issues associated with various sites may also be a part of this step.

5. Establishing a formal commitment to the community service program at the selected site(s)

Students must plan their projects and learn the necessary skills to be successful. This includes a thoughtful approach, guided by school staff, to the way in which the project proceeds and culminates. Entering the project with necessary skills in place assures students a degree of confidence as they pursue community service.

ACTION

1. Choose a form of available community service action (direct, indirect, advocacy) at the site. Please see the Community Based Organization section for examples of each form of action.
2. Determine time frame for service
3. Identify method(s) of reflection. Initiate as appropriate.

Reflection can be both formative and summative. Teacher and student should determine what method is most appropriate over a specified period of time. Again the student must know the criteria prior to initiating the project, including criteria associated with the component of reflection. Use of a Structured Journal is a valuable tool to provide both formative and summative reflection. Details of the process appear at the end of this section.

4. Perform service

As a student performs the community service, he/she should maintain contact with school personnel through conferences or classes. This assures a report of ongoing progress in a manner agreed on by both teacher and student.

REFLECTION

Reflection is a time to gain through experience, review service action, and evaluate the volunteer site. Accompanying materials supply numerous examples of ways in which reflection can be utilized as a positive tool for both school and student.

CELEBRATION

Students can contribute ideas about celebrating completion of a community service project or assignment. They may also share in creating appropriate recognition for classmates who have completed assignments. It is important that students know their efforts make a difference.

PARENTS

PREPARATION

Preparation lays the groundwork for support of the "learning" which occurs when students perform community service. Service is intended to meet a community need, and parents can assist in creating an awareness of those needs as well as in suggesting ways students may address them. Parents may even work within a setting appropriate for community service learning activities, thereby providing a unique resource for the school program.

Parents may assist in preparing students for community service by:

1. Understanding Act 648 of 1993 and its connection to the instructional program

Such understanding may be developed through conversations with school personnel and with students. This will build support of a community service learning (CSL) program among parents. The links to a student's academic program should be explicit.

2. Comprehending the meaning of CSL

Parents can profit from knowing about both service learning and CSL so it is clear how the program supports student achievement and promotes student growth in other ways.

3. Identifying the purposes and benefits of CSL

Benefits recognized by parents may include:

- seeing increased maturity in students
- experiencing increased respect from students as a result of their improved understanding of the adult work environment
- recognizing a safe and supervised environment in which students may learn and develop in new ways
- realizing strengthened family bonds as a result of "real world" encounters
- encountering new perspectives on student capabilities and reasons for pride.

4. Determining their role in the CSL process

Parents should attend any preparatory meetings to familiarize themselves with the CSL program and opportunities for students. This allows them to develop an appreciation of the program philosophy and its operating procedures, and they have the opportunity to ask questions pertinent to their student's participation. Especially important is establishing the link between academics and community service learning, as well as

gaining a formal commitment, consent, or permission for their student's participation. Parents also should know in which educational setting the CSL program takes place within the school (regular classes, scheduled or occasional conferences, or other arrangements), schedule for completion, any liability implications, and similar details.

5. Learning about approved sites

Parents can receive a list of community sites approved by the State Board of Education and the local school board where CSL programs may operate. They may wish to confer with students about various placement opportunities before a final commitment is made, taking an active interest in helping students choose their project or projects. They may also know of additional sites for placement to recommend to the Arkansas Division of Volunteerism for approval by the State Board of Education and the local school board.

ACTION

Parents assist in CSL implementation through:

1. Making a formal commitment to support the CSL learner

If a formal contract was not signed at the time of preliminary conferences, this should occur now. Elements of agreements are outlined in previous sections, and they provide ideas for its format. The CSL Supervisor and parents should mutually understand that any questions about the placement are addressed to school personnel, not to personnel of the community based organization. Parents must also recognize the timeline for completion of the CSL program in order to receive one unit of academic credit toward graduation.

2. Assisting with transportation

Provision of transportation is a major factor in a successful CSL program. Parents may be sources of the transportation itself or of ideas for other approaches to arranging transportation between school and placement sites.

3. Assisting with research and resources relevant to placement

As students begin their learning at the site, occasions may arise when they require additional resources and assistance to learn about their placement. Parents can assist as required to facilitate work at the library, community interviews, or other undertakings which add substance to the placement experience.

4. Participating in conferences

School, student, and parent may decide whether and how often parents participate in school-based conferences about the CSL program. Students will meet with the Supervisor in a predictable manner, and parent interest and involvement may be valuable to this effort.

REFLECTION

Parents may benefit from sharing the formal reflections of students as they progress through the CSL program. If parents are to see such materials, students should be involved in the initial decision and aware of this potential use. Final reflection pieces or activities may be the focus of parents involvement, rather than intermediate pieces and activities. Parents may also suggest ways in which authentic reflection can occur.

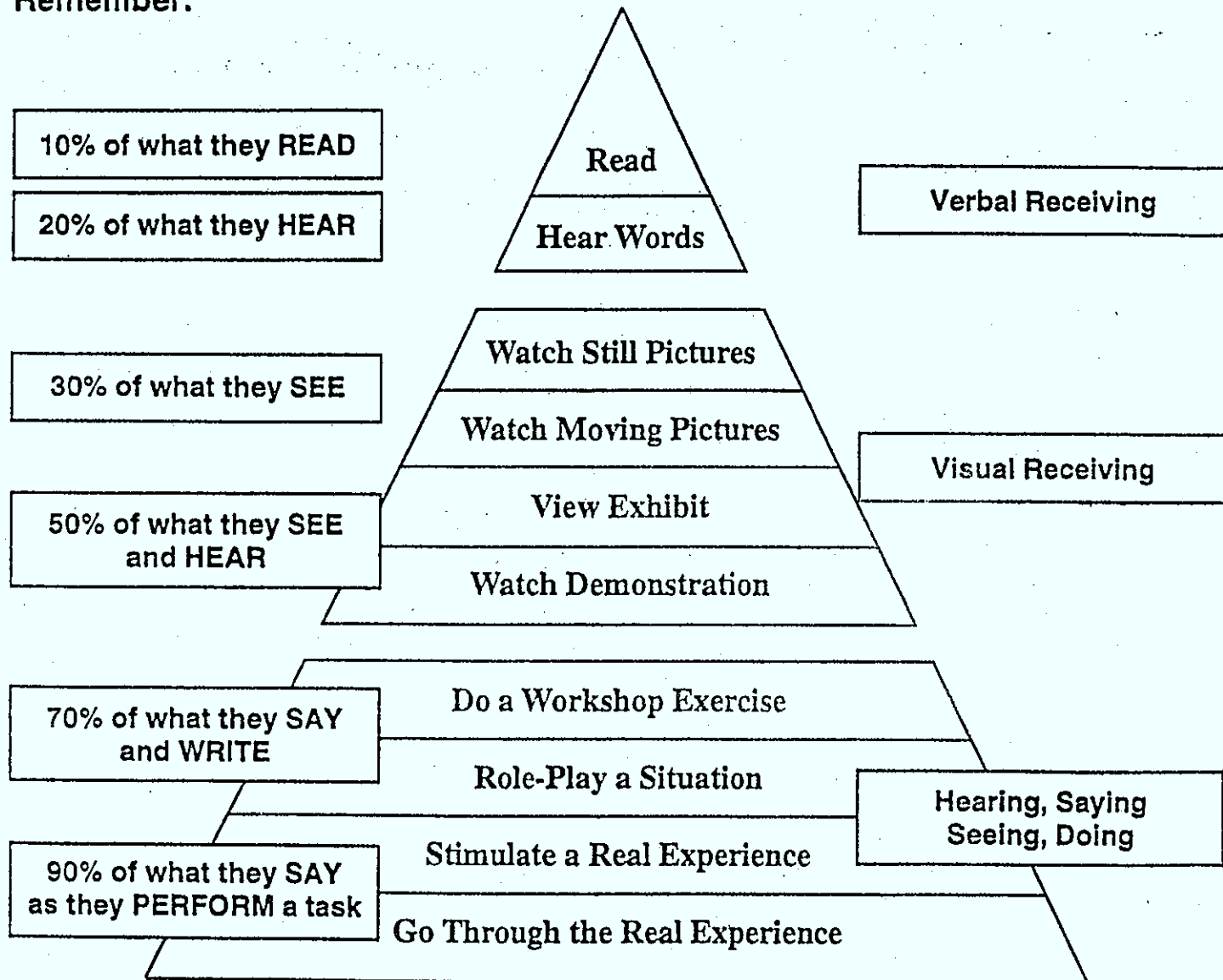
CELEBRATION

Parents may take part in the celebration of student achievements in two ways. First they can support the actual event through volunteering time or other resources. Secondly they can attend and join in recognizing student successes.

CONE OF EXPERIENCE

People Generally Remember:

Learner Activity



Adapted from materials produced by Dr. Katherine Tift for the National Drug Abuse Training Center. For further information on the "Cone of Experience", see Raymond T. Wimon, *Educational Media*, Charles Merrill Co., 1969, Columbus, OH.

CURRICULUM CONNECTIONS THROUGH COMMUNITY SERVICE LEARNING

Community service learning can be linked to any curriculum area and can support student learning expectations set forth in the Arkansas Curriculum Frameworks. Following is a breakdown of a few of the subject areas and goals which it is possible to meet through community service learning.

<i>Science</i>	<i>Social Studies</i>	<i>Math</i>	<i>Language Arts</i>
<ul style="list-style-type: none"> -relevance of science -rational and creative thinking -environmental studies -health education -nature, biology -sanitation -aging process -pollution -genetics/ disabilities -nutrition -public health/ health regulations 	<ul style="list-style-type: none"> -political, historic and economic aspects -social awareness -political awareness -diversity issues -local government -cultural sensitivity -citizenship -critical thinking and problem solving 	<ul style="list-style-type: none"> -appreciation -express and interpret mathematical ideas -measuring -estimating -problem solving -budgeting -calculating -graphing -surveying -analyzing 	<ul style="list-style-type: none"> -research -writing -formal speaking -informal speaking -reading -communication skills -critical thinking -effective listening -language appreciation -literature appreciation
<i>Vocational Education</i>	<i>Health</i>	<i>Music & Fine Arts</i>	<i>Family Studies</i>
<ul style="list-style-type: none"> -communication skills -socialization -job tolerance -work ethics -appropriate behavior -work habits -personal appearance 	<ul style="list-style-type: none"> -self concept -interpersonal relationships -substance abuse -health practices -food and nutrition -disease -safe living 	<ul style="list-style-type: none"> -appreciation -historical, cultural, and social context -aesthetic judgments and decision making -active expression 	<ul style="list-style-type: none"> -food and nutrition -interpersonal relationships -child development -concept of family

Adapted from the Maryland Student Service Alliance

TROUBLE SHOOTING TIPS

Perceived or real barriers to the implementation of Act 648 of 1993 may exist at the local level. Some common problems are listed below with possible solutions for a Community Service Learning (CSL) program.

Lack of Time for Certified Staff?

- Do service after school.
- Do service during class time, study hall, or lunch.
- Rotate periods for service.
- Block off chunks of time; prioritize.
- Team with other staff; divide the work.
- Use student interns to assist you; their service project would be to assist in coordinating the group's project.
- Use parents to help with organization and preparation.

Conflict in Students' Schedules?

- Do in-school projects during CSL scheduled class time.
- Do mini projects over several semesters.
- Offer incentives or rewards in addition to the academic credit.
- Negotiate with coaches and/or other advisors.

Reservations among Parents about Service?

- Give them complete and timely information about CSL.
- Educate them with a parents workshop or a video about service.
- Invite them to participate along with their kids.

Lack of Transportation?

- Do projects within walking distance.
- Get bus tickets.
- Ask parents to drive.
- Have students drive if they are licensed.
- Get special insurance and drive them yourself.
- Learn the school bus schedule and see about intercepting buses that pass your school.
- Check with teachers at your school who get buses frequently to find out how they do it.
- Solicit donations of rides from bus companies.
- Use the transportation of the agency that you are serving.
- Have those being served come to the school.

Limited Teacher Energy?

- Set limits for yourself.
- Accept small gains.
- Be flexible.
- Have a sounding board.
- Delegate tasks.
- Recruit volunteers.

Lack of Money?

- Put on a fund raiser.
- Apply for a grant (local businesses, fraternal organizations).
- Get "adopted" by a local business.
- Ask for PTA or other school funding.
- Have a "serve-a-thon"; collect pledges for hours of service provided on a certain day.

From Maryland Student Service Alliance

**COMMUNITY SERVICE LEARNING SUPERVISOR:
POSITION DESCRIPTION***

JOB GOAL

To supervise the academic work of students earning credit toward graduation under the provisions of Act 648 of 1993 by establishing standards of performance, overseeing community placement, and annually evaluating the program within the local district.

PERFORMANCE RESPONSIBILITIES

1. Know and understand the provisions of Act 648 of 1993 and Rules and Regulations issued in compliance with that Act. Utilize the implementation manual developed by the Arkansas Division of Volunteerism (ADOV) and the Arkansas Department of Education (ADE).
2. Determine potential placement sites as approved by the State Board of Education and the local school board.
3. Create awareness of the program within constituencies of the school community: school staff, parents, and administrators.
4. Establish standards for successful completion of community service in order to earn academic credit.
5. Guide students in their selection of community service learning sites.
6. Meet with the students on a regular basis to assist them in preparing for community service learning and in planning their action component as well as to evaluate student reflection activities.
7. Maintain a record for each student in the program by
 - entering service hours earned;
 - preparing required paperwork to transmit credit and grade; and
 - transmitting Community Service Learning records as necessary.

The Community Service Learning Supervisor will have scheduled time each day to assist CSL students. The supervisor's daily schedule should be arranged so that he/she has adequate opportunity to meet or communicate with students earning academic credit under the provisions of Act 648 of 1993.

*This Position Description serves only as an example and is not intended as mandatory for any Arkansas school district.

STUDENT REFLECTION

Basic Reflection Prompts

These questions are basic and provide early practice for those students who have not engaged in reflective activities. They are somewhat specific and do not lend themselves to more creative expression of the community service learning experience. If such questions are used, students should be challenged with more thoughtful probes several weeks into the program.

Factual questions ask what? who? where?

1. What are four things which you smelled, saw, heard or touched?
2. What was the course of events?
3. Describe the people you met today.
4. Describe the place of your community service learning. Include aspects such as light, color, decoration, and/or ventilation.
5. Describe the equipment which you have used.
6. Describe what you did to prepare for today.
7. Name five things that are most memorable about today.
8. Describe some of your interactions with people in the community program.
9. How do people in the community based organization appear to you?
10. Did you work by yourself or in groups? Describe the setting.
11. In two words describe the place.
12. Were there other volunteers? In what work were they involved?
13. What was the best/worst thing that happened today? Why?

A second set of basic prompts goes beyond factual response in asking students to express an opinion about the community service learning program. The following examples illustrate such questions which continue to direct student responses to a great degree.

Questions ask: how do you feel...?, in your opinion...?

1. How did you feel when we first got there; how did you feel when we left?
2. What made you feel that way at first?
3. At what point did your feelings change? Describe what happened.
4. What did you learn about yourself? What did you learn about your peers?
5. What did you learn about the population served?
6. What did you do today you were particularly proud of?
7. How are you different/similar to other members of this group?
8. How did differences strengthen the group?
9. In what instances did being different help and hinder the group members?
10. How are you different/similar to members of population served?
11. Who assumed leadership roles during the activity?
12. How did the group respond to the leader?
13. What would have happened if this group had been larger or smaller?
14. What would you do differently if you were starting the activity again with the same group?
15. What would you like to say to the group members?
16. How is your life similar to or different from theirs?
17. If you were one of the people you served, what would you think of yourself?
18. What other needs do you think the people you served have?

Adapted from Maryland Student Service Alliance

Open-Ended Reflection Prompts

These prompts require more thoughtful and effortful responses from students. They may follow many paths in responding unlike the more directed questions set forth above.

1. What was hard or easy about this week/month? (Think about the people you serve, the topics you work with, your service activities; you can write about an ongoing problem or a particular incident.)
2. What is getting harder or easier about your Community Service Learning? Why?
3. What have you accomplished?
4. What have you learned?
5. What conclusions have you drawn?
6. What have you "given" of yourself to others this week?
7. What have others "given" of themselves to you? What have you learned because of it?
8. Describe a particularly difficult situation. How did you deal with it? Were you a "leader"? How would you approach it differently if it were to happen again?
9. How is this experience affecting you? Please explain your response.

Adapted from Handbook for Continuous Improvement.

The Structured Journal

Structured Journals provide feedback from participants about their service experience in a way which offers valuable insights to the supervising teacher. Participants are asked to write in their journals on a regular basis (at least bi-weekly), responding to basic, open-ended questions posed by their supervisor to encourage reflection.

Structured journals help the supervisor and school to understand the impact of the program on participants (changing attitudes towards service, life, different types of people, etc.); to receive feedback on program activities; and to glean insights into project development that might not otherwise be observed. They also help participants get more out of their service experience by encouraging them to reflect on what they've learned about themselves and others. In turn, this will help them become better service providers and citizens by heightening their awareness of and sensitivity to service issues.

Uses

- To learn about issues your participants are facing so you can better address these issues.
- To receive a first-person account of site activities and glean insights on what works well and what needs to be reworked.
- To gain insight into relationships at sites and flag possible areas of conflict that need to be addressed.
- To obtain "stories" to enhance your reports, storyboards, etc.

Benefits

- Heightens understanding of participants' needs.
- Enhances the participant's learning experience.
- Improves the ability of participants to express themselves on paper.
- Provides participants with a personal record of their feelings/experiences during their service.
- Builds an extensive résumé of descriptive information on your program, its impact, and its specific projects.
- Requires little "setup" time and is inexpensive.
- Encourages reflection. The process of thinking through the questions you pose will teach participants to reflect on what they've learned and what they value.

Implementation Tips

- Have participants buy their own journal notebooks so they may make a personal monetary investment and feel more of a commitment to writing in the notebooks.
- Discuss the usefulness of structured journals with participants. Get their feedback on how they feel about writing in the journals, and if they feel comfortable sharing their thoughts with you. Also discuss how you will use the journal entries.
- Try using different approaches to see what generates the most open feedback (e.g., have one group respond to questions while another free-writes).
- Decide how often you want participants writing in the journals. Be careful about asking them to write too frequently as they may burn out and pay less attention to what they are writing. Conversely, encourage them to write as frequently as they like and not to limit themselves solely to the questions you pose.

- Determine what you want to know about participants' service experience:
 - Ask some questions repeatedly to monitor changes in attitude. For example, what was the best and the worst thing about your service experience this month? What did you learn about yourself and/or others this month?
 - Introduce new questions to spark reflection on a certain issue (e.g., you might ask participants involved with a homeless shelter such questions as what do you think are the causes of homelessness, how do you think we should address this issue, or how has your service experience affected the way you act toward homeless people.
- Collect journals regularly, and return them promptly. You may want to add comments that encourage participants to expand further on a particular issue or to consider another perspective. Or leave the journals blank so as not to alter their entries. Talk to your participants and ask them what they would like you to do.
- Develop a system for keeping track of the entries, e.g., copying sections and keeping them in a binder, entering them into a computer file, etc. Always ask permission before sharing a participant's writing with others.
- Ask participants to review their journals at the end of their term of service and write a final entry (to be given to the program) on what they have seen, done, and felt over the past months. Have them reflect on what changes they have noted in themselves and the effect they have had on others. Keep a binder of these final entries so that other participants can learn from their experiences.

Limitations

- Journals that are required, structured, and read by others may appear to be a personal intrusion and stifle participant honesty and enthusiasm. Before assigning journals, make sure your participants are willing to share their thoughts with you. Consider making journals voluntary or giving participants a choice of topics to write on (including whatever is on their minds). One problem with voluntary journals is that you may not hear from the participants you most need to understand better— those who are unhappy in the program. Also, if participants write on topics of their choice, it is difficult to spot changes in attitude, etc.

From "Tools & Practices: Structured Journal," Corporation for National Service

Activities for Reflection

Reflection options other than written responses should be offered to students. Following are examples of student activities which allow them to reflect on what they have learned.

- **Creative Writing.** Submit articles and poems to the school newspaper, literary arts magazine, or the local media. The articles should be reflective rather than narrative in content.
- **Journal.** Reflect on service through journal writing. This activity is most effective if carefully structured--ask students detailed questions, encourage them to share their thoughts with each other.
- **Discussion.** Use Pair-Share or another small group discussion strategy for students to talk about service experiences.
- **Stories, Books, Quotes.** Read and discuss stories or case studies related to the students' service experience. Also, ask students to write a short story based on their experiences. Be sure the story shows a community need through the perspective of one or more characters in the story.
- **Guest Speaker.** Invite a community member to share his or her service experiences. Suggest that the speaker have a theme, such as "How Service Makes Us Better Citizens." Have students prepare questions to ask the guest speaker.
- **Class Work Assignments.** Reflect on service in regular assignments (weekly essays, research papers, oral presentations, etc.).
- **Art.** Express feelings about service through art. Be creative--draw, paint, etc.
- **Scrapbook.** Create a scrapbook about service experience. It could include pictures of service sites, newspaper articles, mementos of the service project and samples of students' writing (letters to editor, essays, poems, etc.)
- **Music.** Listen to music lyrics to stimulate discussion. Ask students to lead this session--they know today's music!
- **Role-Play.** Act out problem situations that may have occurred during the service project. Brainstorm solutions.
- **Mock Talk Show or City Council Meeting.** Create a scenario to discuss the issues the students have chosen to address.
- **Video.** Tape students as they serve. Watch the video and discuss it in a group.

- **Dance.** Create a dance or physical expression of the service experience.

From the National Association of Partners in Education, Inc.

COMMUNITY BASED ORGANIZATIONS

PREPARATION

Preparation lays the groundwork for "learning" to occur while performing community service. Since service is intended to meet a community need, preparation requires adequate time to identify needs and figure out how to effectively address those needs through "community service learning."

Community based organizations need to prepare for student volunteers by:

- Understanding Act 648 and its role in the organization.
- Revisiting community based organization's mission statement, goals, and objectives.
- Training staff to be able to identify their volunteer needs.
- Learning how to effectively communicate with youth.
- Preparing to help expand leadership and interpersonal and communication skills in the youth.
- Discussing liability issues, including child labor laws and the Americans with Disabilities Act (ADA).
- Benefiting community based organization, for example, increased productivity, intergenerational experiences, and helping to groom our future work force.
- Including youth in your planning process.
- Developing the plan for evaluation.

Part of the student's responsibility in preparing for community service learning is to choose their volunteer site. Community based organizations should be prepared to address students' questions as students survey organizations with which they are interested in volunteering. Preparation is an important part of this service learning process for the students. CBOs should not only be available for school community service fairs, but also be proactive in coordinating them within the community.

To help students choose their volunteer site, CBOs will want to have these things in place.

Prepared materials to send to potential student volunteers, which include:

- application form
- volunteer eligibility requirements
- history, mission statement, and purpose of agency
- job descriptions

Position Description/Project Description should include:

- job duties
- jobs in which youth are interested and that are meaningful
- benefits to youth
- levels of advancement, if possible
- compliance with Americans with Disabilities Act and child labor laws
- an ensured learning component
- projects that are available for all students, regardless of their developmental age
- reinforcement of preparation, action, reflection
- an identified supervisor and procedures

Other needed forms: (Schools may have some they want you to use.)

- sign-in sheet
- evaluation tool
- student letter of intent

Interview process should:

- promote proper placement based on abilities and interests
- properly reflect knowledge of questions that are legal/illegal

Orientation and training of students should include:

- agency history, mission, purpose, and volunteer opportunities
- organization expectations from youth, i.e., timeliness, dress code, behavior
- agency procedures, rules, etc.
- liability issues, including child labor laws and ADA
- volunteer eligibility requirements

On-the-job training for youth should:

- reinforce expectations, guidelines, and boundaries
- provide any procedures necessary to ensure successful task completion
- demonstrate use of special equipment

Adequate supervision should:

- provide age-appropriate tasks
- provide developmentally appropriate supervision
- allow for reassignment or advancement as necessary

ACTION

Once students have worked through the preparation process, they are ready to engage in action, which can take three major forms. Examples of the three types of action and possible student-learning outcomes are:

Direct Service

tutoring, mentoring, visiting the elderly, distributing food, etc.

Students learn to...

- be responsible for their own actions
- be dependable
- make a difference in another person's life
- solve problems
- care for another person
- focus on the needs of others, and place personal issues in context
- get along with people different from themselves

Indirect Service

drives, collections, fund-raisers, cleanups, environmental projects, construction, etc.

Students learn to:

- work as a team and cooperate
- play different roles in a group
- take pride in an accomplishment
- organize people to get a job done
- involve others (recruit them to help)
- perform project-specific or job-specific skills
- value working with others to solve problems

Advocacy

lobbying, speaking, performing, etc.

Students learn to:

- persevere
- articulate a concern and suggest solutions
- work with adults
- persuade people to act in a new way
- understand relationships among issues
- appreciate the duties and privileges of citizenship
- appreciate the political process
- recognize that one person can make a difference

REFLECTION

Just as the students benefit from reflection, so do the community based organizations. This process will help CBOs evaluate the strengths and weaknesses of their youth volunteer program.

Before the first student enters the door of the CBO, it is extremely important that the preparation piece include a plan for evaluation. It is at this time that the staff needs to identify what the students will do to help the CBO meet the goals and objectives of their mission statement while providing meaningful community service experiences to the students.

At the outset of planning, therefore, you must decide on your measuring stick so that success can be recognized and rewarded. Do you judge the success of a volunteer services department by the number of hours served or the quality of service rendered, or both?

A meaningful job description is an essential tool for evaluation. Other tools to help in this process would be sign-in sheets and input from staff, clients or customers, and the students themselves.

There are five components of a total evaluation. The CBO staff, students, clients or customers, school, and parents. A total evaluation will need feedback from all five groups. Collaboration will be necessary for a true picture of the program. It would be advisable to work with the other four components to ensure this.

Remember that you cannot fail if you learn from your mistakes.

CELEBRATION

Recognition and celebration have long been used as motivators of volunteers who are performing community service. While recognition should be continual and ongoing, celebration normally marks the end of a service activity, or a specific number of hours of or years of service.

Celebrations and recognition are important to the closure of service projects. It gives the volunteers an opportunity to shout to the world, "We are finished!" Celebration is also an opportunity to tell those who worked on the project just how valuable their service was to the community.

Here are two ideas you can use to "capture the moment." One, create a Hall of Fame with photos of service projects. Two, take a photo of the student being congratulated by his or her service supervisor. Frame the photo and piece photographs of top performers in a central school area.

There are some simple rules to consider when choosing methods of recognition.

1. Match the recognition or celebration to the person. Some people are shy and prefer little fuss, some thrive on humor, and others need the support of a number of people. Be sure that the form of recognition is appropriate both to the person's demeanor and his or her place within your organization.
2. Match the recognition to the achievement. An organization should have a system of awards for various levels. For common everyday achievements, impromptu, informal awards are appropriate. Formal awards are appropriate for major accomplishments or the end of the project. Remember, the student is receiving school credit for his or her community service. This, in itself, is an earned award.
3. Be timely and specific. When done at an appropriate time, the power of motivational recognition is most realized. Clarity of recognition helps to establish group direction and goals.
4. Most opportunities for recognition occur on a daily basis in informal situations, not formal luncheons or the giving of plaques.

When making formal awards, consider what the students most enjoy; better still, ask them to help in planning. In many cases the celebration involves service and brings together both those being served and service providers. Some popular examples of awards and celebrations for students are:

Awards

- scholarships to college
- wearables (T-shirt, tie, watch, sweatshirt)
- letters of recommendation to college/employer
- certificates of appreciation or achievement
- volunteer of week/month recognition
- nomination for community and national awards programs
- local government recognition

Celebrations

- picnics
- special privileges, role, or event (ball game or concert)
- social event, i.e., pizza parties
- music event
- special field trips to fun activities
- verbal "thank yous" daily
- gift certificates from donor business (video rental, movie passes)
- recognition in staff newsletter
- special pins/pens, T-shirts, mugs, etc.
- written notes for "job well done"

What better way to celebrate service than by doing service? National Youth Service Day was first observed in Arkansas in 1992 by bringing together 40 youth from across the state. In April 1997, the Arkansas Division of Volunteerism partnered with the Department of Education and brought together 1,300 youth to celebrate and do a beautification project at the Little Rock Zoo.

**THE GREATEST CELEBRATION IS THE SELF-GROWTH
OF THE STUDENT, FAMILY, AND COMMUNITY**

How Ready Is Your Organization for Youth Volunteers?

There is no simply checklist of what you need to do to get involved in community service learning. Here are some of the things that are important to have in place—or to create—when developing a program. For each one, mark the level of readiness you perceive.

1. How much have you worked with volunteers (youth or adults) on other projects?
A lot Some None
2. Is someone eager to be a champion for community service learning within your organization? Is she or he available to work with students?
Eager Willing Reluctant
3. Do you see youth as a valuable resource for your organization? Do you believe youth will bring fresh ideas and approaches that will help you better address community needs?
Viewed as resources Neutral Viewed as problems
4. Can you provide adequate supervision for students?
Plenty Some Little
5. How much does your organization use well-defined job descriptions for volunteers?
Always Sometimes Never
6. How open is your organization to involving youth in decision-making roles in the organization once they have shown their commitment to your organization's mission?
Very Somewhat Not at all
7. How readily could students apply what they would do in your organization to what they are learning in school and to real-life situations?
Very Somewhat Not at all
8. How appropriate and accessible are your facilities to the age and skill levels of youth who will be providing services?
Very Somewhat Not at all
9. How flexible is your organization to designing services to fit students' schedules?
Very Somewhat Not at all

Ideas for Generating Student Reflection

Reflection is an essential part of community service learning. It is this step of the process that makes the students focus on what they have learned. It helps them to realize the new knowledge, skills, and understanding they have gained through their volunteer experience. Although it is up to the student and their school coordinator, it is helpful for CBOs to be aware of the types of reflection activities their student volunteers may be participating in. **Ask your student volunteer what their reflection component/plan is, so that you can help keep them on track.**

Speaking	Writing	Activities
<ul style="list-style-type: none"> • One-on-one conferences with leader/teacher • Whole class/group discussion • Read and discuss case studies • Oral reports to the group • Discussions with community members or experts on an issue • Public speaking on the project (for parents, community leaders) • Tutoring younger students • Testimony before policy-making bodies • Mock talk show or city council meeting • Simulation or role playing 	<ul style="list-style-type: none"> • Essay, research paper • Journal or log kept daily, weekly, or after a service project • Poems • Special project report • Narrative for video, film, or slide show • Guide for future volunteers • Self-evaluation or evaluation of the program • Newspaper, magazine, or other published articles • Thank you notes to CBOs • Student evaluation of CBO 	<ul style="list-style-type: none"> • Gather information needed to serve or understand a project • Conference or workshop presentations • Portfolio • Plan a training session for other students or program leaders • Plan recognitions/celebrations • Plan future projects • Recruit peers to serve • Allocate program budget • Painting, drawings, collages, or other artwork • Dance, music, or theater presentations • Scrapbook

SCHEDULING OPTIONS FOR COMMUNITY SERVICE LEARNING

Scheduling can become a major organizational concern when implementing a community service learning (CSL) program. Educators are particularly sensitive to issues of time. The question becomes "How am I going to fit community service learning into an already busy schedule?" An answer may be exploring alternative ways to incorporate service as part of a daily schedule.

Educators committed to implementation of community service learning may be stymied by the constraints of an existing schedule. School staff can engage in one or more of the following activities in seeking to develop a workable model for inclusion of community service learning as an elective for students.

- Staff may collaborate to create the ideal schedule for incorporating community service learning at the school site. Sharing the current dilemmas presented by the schedule provides an opportunity for suggestions to work within an existing schedule. Beyond that, the staff may move to develop an ideal schedule for incorporating CSL and suggest steps to implement that plan. This is an ideal opportunity for faculty to work in small groups as problem solvers, sharing what they gain in a large group setting.
- Individual faculty members may also post their daily schedules, showing ways in which to include CSL. After an opportunity to review the schedules, faculty and administrators may offer comments, observations, or questions about proposed solutions.
- Faculty and administrators may also react to the following prompt: "What are your greatest concerns when you think of adding community service learning to the school day?"

School faculty and administration, as well as community based organizations, may need suggestions for imaginative ways to solve a scheduling dilemma. The following are possibilities to pursue:

- Plan service projects at the school site or in close proximity to the school site.
- Emphasize the connection between CSL and the instructional program of the school (school curriculum, higher order thinking skills, problem solving and them-based learning).
- Dedicate reasonable school time to develop a project idea in class with delivery of service occurring on student's personal time.

- Plan opportunities for students to work at school to develop and construct a product which meets an identified community need.
- Offer CSL as part of summer school.

SORTING OUT THE COMMUNITY SERVICE LEARNING OPTIONS

Community service learning programs can take many forms; there is not a set model that works for everyone. Many people think of a series of continuums that show options. Here are some of the many options you have when you start community service learning. All may be appropriate at different times and for different reasons. Have the participants mark the options on each line that fall within the comfort level of their organization or institution. Compare the opportunities marked.

Management	
Formal collaboration with the district schools, and/or others	Informal coordination with a teacher or school
.....
School-led	Agency-led
.....

Types of Service		
Youth-initiated projects		Existing projects
.....
One-day projects	Short- term projects	Ongoing projects
.....
Work at the school	Work at the agency	Working in the community
.....
Directly work with people	Institutional supported projects	Issue-oriented advocacy
.....

Learning Components		
Not integrated with the school curriculum	Integrated into one Subject area	Integrated into a multi- disciplinary curriculum
.....
Reflection on site only	Reflection in site and in classroom	Reflection only in the classroom
.....

Types of Youth				
Individual youth	Small teams	Large teams	Whole classes	Large (whole school)
.....
K-6 students	Middle grades students (grades 6-8)		High School Students (grades-12)	
.....	
Single age of youth	Many ages of youth		Youth and adults	
.....	

Adapted from The Points of Light Foundation curriculum.

SECTION IV

SAMPLE FORMS

**NON-PROFIT / COMMUNITY ORGANIZATION
SITE APPLICATION
Community Service Learning
(Act 648 of 1993)**

1. Name of the school district and school initiating this application.

(School district name)

(School name)

2. Name of the Community Service Learning faculty supervisor with whom this non-profit / community organization will be working _____

3. Non-profit / Community Organization Information:

County: _____ School: _____

Name of Non-profit / Community Organization: _____

Address: _____
(Street) (State) (Zip Code)

Phone Number: _____ Fax Number: _____

E-mail Address: _____

Name of Director/Contact Person: _____

Hours of Operation: _____ Staffing – Number of Employees: _____

Number of Volunteers: _____

4. What service(s) does your non-profit / community organization provide? _____

5. Would your non-profit / community organization be interested in collaborating with school(s)/school district(s) to identify community service opportunities for student in grades 9 through 12 to help implement Act 648 of 1993?

Yes _____ No _____

6. Does your non-profit / community organization currently provide volunteer opportunities for youth?

Yes _____ No _____ (If the response is Yes, please provide details; describe the service provided, at no cost, to the community and the role of the student volunteer).

7. Identify the non-profit / community organization personnel who will be supervising the student volunteers _____.

8. Are the non-profit / community organization student volunteer supervisors available to receive training and technical assistance in developing a new, or expanding an existing, youth volunteer program?

Yes _____ No _____

9. When would be the best time to schedule training?

Month _____ Day of Week _____

It is highly recommended that sites and school(s)/school district(s) receive training and technical assistance prior to implementing Act 648 of 1993.

PLEASE RETURN THIS SITE APPLICATION BY FAX OR MAIL:

Arkansas Division of Volunteerism

Attention: Arthurine Harrison

Donaghey Plaza South

P.O. Box 1437, Slot S 230

Little Rock, AR 72203-1437

Phone: 501-682-7540

Fax: 501-682-6752

COMMUNITY SERVICE SITE EVALUATION FORM

SCHOOL _____ DATE _____

AGENCY/COMPANY/ORGANIZATION _____

RATING OF EXPERIENCE AT SITE

Please evaluate the following components of the above named site using the indicated scale. Additional comments about the site are useful.

RATING SCALE:

4 Excellent 3 Very Good 2 Average 1 Fair 0 Unsatisfactory NA Not Applicable

COMPONENTS	RATING	COMMENT
Responsibilities Outlined	_____	_____
Training Provided	_____	_____
Supervisor(s) Willing to Give Guidance	_____	_____
Safety Issues Addressed	_____	_____
Student Treated with Courtesy by Staff	_____	_____
Tasks Assigned Were Personally Rewarding	_____	_____

If you had the opportunity to assist this agency/company/organization in the future by providing volunteer service, would you? Why or Why Not?

What change(s) in the treatment of student volunteers would you recommend to this agency/company/organization?

Event participated in or position held at this service site: _____

Please return this form to your school's Community Service Learning Supervisor.

STUDENT'S EDUCATIONAL VOLUNTEER APPLICATION

Name _____ Social Security Number _____
Address _____

Phone _____ Date of Birth _____

Time of availability for community service _____
(Date and time)

*Person to notify in case of emergency:

(Parent)

Name _____ Phone _____

Address _____

(Other)

Name _____ Phone _____

Address _____

Family Doctor _____ Phone _____

I would like to work with: _____ Children _____ Teenagers _____ Adults _____ Elderly

Special Interests;

_____ Computers

_____ Animals

_____ Art/Music

_____ Human Services

_____ Boards/Committees

_____ Bilingual Skills

_____ Sign Language

_____ Elderly

_____ Disabled

_____ Education/Literacy

_____ Environment

_____ Other (specify) _____

_____ Graphics/Design

_____ Public Relations

_____ Recreation/Sports

_____ Skilled Labor

_____ Fund Raising/ Special Events

Previous Work Experience/Special Training (i.e., nurse aid, CPR, water safety):

Any physical restrictions that limit your ability to volunteer:

Things I do best: _____

Things I would like to learn: _____

Why I want to volunteer: _____

If additional space is needed to answer the above question, please use the back of the form.

Signature: _____ Date: _____

Routing Information: 1 copy in school file
1 copy to agency/agencies where student volunteers

COMMUNITY SERVICE LEARNING AGREEMENT

Project Agreement

I agree to do a community service learning project with _____
(agency/project)

I understand where the location of this agency is and will provide my own transportation unless otherwise specified.

Based on my interests, the needs of the community, and time considerations, I propose to perform the following service: _____

I will spend a total of _____ hours on the project and will keep a Volunteer Activity Time Sheet. Starting date _____ through _____

Pre-Project Site Information

_____ Contact person with the agency - Name _____ Phone _____
_____ Written job description
_____ No orientation or training will be held
_____ Orientation or training will be held _____
(Date/Time/Location)

Agency Agreement

The Community site agrees that the above named student accepted by it for volunteer service will in no manner be considered to be an employee, agent, or volunteer of the _____ School District and that the volunteer relationship, which is established will be solely between the Community site and the student. Any screening for suitability for volunteer service is the responsibility of the Community site and not the school district's or the local schools. The _____ School District nor the local school makes any warranty of suitability for service of students volunteering with the Community site.

The Community site will hold the _____ School District and the local school harmless from all claims or actions which may arise by reason of volunteer service being provided to the Community site by the student.

Community Site Supervisor's Signature _____ Date _____

In Case of Problems

I (the student) will contact the Community Service Learning Supervisor in advance of any schedule conflict which might arise, causing me to be late or absent, and with last minute conflicts, agree to phone the agency contact person directly. I have the person's name and phone number.

I (the student) agree to work only on assigned tasks and in my assigned area. If problems or conflicts with program clients, or other volunteers, or agency staff arise, I (the student) will discuss these with the Community Service Learning Supervisor.

I (the student) will hold in confidence any information learned at the volunteer site.

I (the student) will offer feedback to my instructor about this placement experience after my service in the community.

If for any reason, I (the student) cannot keep this agreement, I will contact the Community Service Learning Supervisor before terminating this contract with the program.

By signing this agreement, I (the student) agree to be punctual as well as responsible for my actions at the agency/project volunteer site which was selected.

Parental Agreement

I (the parent) give permission for my child, _____, to participate in the community service-learning volunteer service activity with _____.

I (the parent) understand that the community site agrees to accept the above named student for volunteer service with the understanding that the volunteer relationship is established solely between the Community site and the student. The student is not providing volunteer service as an employee, agent, or volunteer of the _____ School District or the local school. I (the parent) acknowledge that the Community site assumes all responsibility for all claims or actions which may arise by reason of volunteer service being provided to the Community site by the student. In the event of a medical emergency, I authorize the Community site to transport my child to the nearest hospital.

Parent's Signature _____ Date _____

Community Service Learning Supervisor's Agreement

I (the Community Service Learning Supervisor) agree to provide time during the school year to instruct the student on basic skills important to volunteer service. I (the Community Service Learning Supervisor) further agree to meet with the student to assist with the student's reflection on the volunteer service. If the student completes seventy-five hours of volunteer service and meets the other requirements of the Community Service Learning Program, one elective credit will be awarded to the student.

CSL Supervisor's Signature _____ Date _____

Student's Signature _____ Date _____

School _____

1 copy - School File

1 copy - Volunteer Agency

This form could be reorganized to fit the needs of the individual project, school, or district. You may desire to have the completed form returned to the Community Service Learning Supervisor for review, final signature, and to be faxed or mailed to the volunteer agency.

COMMUNITY SERVICE LETTER OF AGREEMENT

I. PARTICIPANTS:

- A. Students
- B. Parents
- C. Local School
- D. Volunteer Site

II. GOAL:

Through participation in meaningful community service, _____ will develop leadership skills and community awareness that will prepare him or her for active citizen participation while earning academic credits.

III. LENGTH OF COMMUNITY SERVICE:

_____ will provide seventy-five (75) hours of community service during his or her 9th-12th year of academic study. These hours may be served at more than one volunteer site.

IV. COMMITMENT/RESPONSIBILITY-STUDENT:

- Attends orientation.
- Reports to volunteer agency on time.
- Works only in assigned areas.
- Engages only in volunteer assignments that supervisor approves.
- Completes the Community Service plan that includes preparation, action, and reflection.
- Complies with school and volunteer site conduct standards and requirements.
- Safety of the student is a joint responsibility of the student and the volunteer site.
- Keeps confidential any privileged information learned on the job.

V. COMMITMENT/RESPONSIBILITY-PARENT:

- Gives permission for his/her youth to participate in the community service program sponsored by this school.
- Understand that transportation needs are the responsibility of the parent or the student.
- In the event of a medical emergency, I approve of the following:
_____ Take my child to the nearest hospital.
_____ Take my child to _____ Hospital
_____ Doctor

VI. COMMITMENT/RESPONSIBILITY-SCHOOL:

- Provides diverse community service-learning opportunities from which the student may choose.
- Is responsible for screening the agencies/ or organizations and their volunteer opportunities to determine appropriate placement for each student.
- Reviews and verifies completion of community service plan.
- provides one (1) academic credit that may be applied toward graduation upon completion by student of seventy-five (75) hours of documented community service in grades 9 through 12, as outlined on Arkansas Legislative Act 648 of 1993.
- Designates person(s) to monitor the student community service program for Act 648 as applies to each student participant.
- Assesses the effectiveness of program annually.

VII. COMMITMENT/RESPONSIBILITY-VOLUNTEER SITE:

- Provides student with orientation, training and written job descriptions.
- Provides adequate supervision for student as needed according to student's age and abilities.
- Safety of the student is a joint responsibility of the student and the volunteer site.

Signatures:

Student

Date

Parent

Date

School Supervisor

Date

Volunteer Site Coordinator

Date

Volunteer Position Description

Job Title: _____

Site Supervisor: _____

Purpose of Job: _____

Duties and Responsibilities: _____

Experience/Qualifications Desired: _____

Age Requirement? Yes _____ No _____ If yes, what age? _____

Hour of Commitment: Per Week _____ or Per Month _____

Scheduling: Week Days Only _____ Evenings _____ Weekends _____

At Discretion of Volunteer _____ or Hours/Days Needed _____

Training Service Site Will Provide: _____

Benefits: _____

Student Covered Under Service Site's Liability Insurance? Yes _____ No _____

STUDENT FINAL EVALUATION FORM

STUDENT'S NAME _____	SCHOOL _____
AGENCY/COMPANY/ORGANIZATION _____	
SUPERVISOR'S SIGNATURE _____	DATE _____

RATING OF STUDENT'S PERFORMANCE

PLEASE EVALUATE THE FOLLOWING CHARACTERISTICS FOR THE ABOVE NAMED STUDENT. IF THE STUDENT MADE NOTICEABLE IMPROVEMENT, PLEASE INDICATE UNDER COMMENTS.

RATING SCALE:

4 EXCELLENT 3 VERY GOOD 2 AVERAGE 1 FAIR 0 UNSATISFACTORY NA NOT APPLICABLE

CHARACTERISTICS	RATING	COMMENT
Ability to Perform Duties Without Supervision	_____	_____
Relationship with Other Employees	_____	_____
Dependability and Reliability	_____	_____
Personal Appearance	_____	_____
Enthusiasm	_____	_____
Spoken Communications Skills	_____	_____
Written Communications Skills	_____	_____
Courtesy	_____	_____
Emotional Maturity	_____	_____
Thoroughness in Completing Tasks	_____	_____
Interest in Learning	_____	_____
Judgment	_____	_____
Willingness to Receive Guidance	_____	_____
Preparation for the Position	_____	_____
Overall Performance	_____	_____

If you had a position open in the area of responsibility held by the student, would you hire this individual?

How could the student improve his/her performance?

COMMUNITY SERVICE LEARNING REFLECTION FORM

NAME OF VOLUNTEER _____

DATE AND TIME OF SERVICE _____ HOURS SERVED _____

SCHOOL _____ EVENT _____

1. WHAT WAS THE BEST THING THAT HAPPENED AT YOUR SITE? HOW DID IT MAKE YOU FEEL?
2. WHAT THING(S) DID YOU LIKE LEAST ABOUT YOUR SITE TODAY? WHAT MADE YOU DISLIKE IT?
3. WHAT COMPLIMENTS DID YOU RECEIVE TODAY, AND HOW DID THE COMPLIMENTS MAKE YOU FEEL?
4. WHAT HAVE YOU LEARNED ABOUT YOURSELF AND THE PEOPLE YOU ARE HELPING?
5. HAVE YOU HAD A PROBLEM AT YOUR SERVICE SITE? HOW DID YOU HANDLE IT? UPON REFLECTION, IF THE SITUATION WERE TO OCCUR AGAIN, HOW WOULD YOU HANDLE IT DIFFERENTLY?

SECTION V

THE FINAL CHAPTER

COMMUNITY SERVICE EDUCATIONAL GUIDELINES

Each community service opportunity must include:

- A preparation plan.
- A demonstration of volunteer actions.
- A method of reflection.

Whatever reflection method is chosen, the above listed components must be included.

EXAMPLES OF STUDENT REFLECTION:

Homeless shelter

1. "Upon meeting a homeless man, the look in his eyes was unexplainable, a look of fear, a look of insecurity. His face lit up when I gave him the coat. From that day on I knew I had nothing to be afraid of, but much to look forward to."

Headstart Center

2. "When I sit and look at the kids, I often wonder what they will grow up to be. This leads me to see now, I can shape my life and the choices I make for myself. I often wonder what they think of me."

Tutoring

3. "The three fourth graders I work with have stopped guessing at the math answers and started really learning their multiplication tables. I have a new respect for my teacher."

EXAMPLES OF REFLECTION METHODS

1. Keep a journal/diary.
2. Write a poem.
3. Draw a picture.
4. Respond to open-ended questions.
5. Write a paper, essay, or short story.
6. Compile and present a multimedia workshop, e.g., pictures, diagrams, maps.
7. Present a dramatic presentation

EXAMPLES OF OUTCOMES OF REFLECTION

- | | |
|--------------------------------|--|
| 1. Validates feelings. | 5. Determines career directions. |
| 2. Confronts fears. | 6. Increases educational opportunities |
| 3. Gains a sense of ownership. | 7. Identifies strengths. |
| 4. Changes life. | 8. Encourages understanding. |

LEARNING LEADERSHIP THROUGH SERVICE

One of the key values of involving young people in service is that it teaches them basic leadership skills. By matching service projects with the leadership level of youth, you can build skills and abilities that will translate into other areas of life. This chart shows how different types of projects can teach youth leadership skills at different levels. The first stages of leadership tend to be more appropriate for upper elementary and junior high-age youth.

Leadership Level	Characteristics of Appropriate Tasks	Sample Service Projects	Leadership Skills Youth Might Learn
1. Beginning	<ul style="list-style-type: none"> -Close supervision -Clearly defined tasks -Limited options for exercising judgment 	<ul style="list-style-type: none"> -Tutor with supervision -Lead children's classes with established curriculum -Lead recreation in a nursing home 	<ul style="list-style-type: none"> -Meeting schedules and keeping commitments -Seeing the importance of service -Understanding a need in the community
2. Intermediate	<ul style="list-style-type: none"> -Less direct supervision -Some opportunity for independent judgment 	<ul style="list-style-type: none"> -Gather and assess information on community needs -Do publicity and recruiting for projects 	<ul style="list-style-type: none"> -Applying knowledge to a situation -Building confidence in personal skills -Building problem solving skills -Understanding the needs from the resident's viewpoint
3. Experienced	<ul style="list-style-type: none"> -Independent judgment -Some supervisory responsibility 	<ul style="list-style-type: none"> -Do peer counseling -Organize specific projects 	<ul style="list-style-type: none"> -Building problem solving skills -Learning the importance of self-initiative -Enabling people to help themselves -Developing interpersonal and analytical skills
4. Project	<ul style="list-style-type: none"> -Advisory and supervisory responsibilities -Independent about applying policy 	<ul style="list-style-type: none"> -Develop project based on community need 	<ul style="list-style-type: none"> -Translating goals into reality -Understanding relationship between individual and institution
5. Program	<ul style="list-style-type: none"> -High leadership and management responsibility -Goal and budget-setting with others 	<ul style="list-style-type: none"> -Develop and administer a service-learning program 	<ul style="list-style-type: none"> -Gaining confidence in functioning autonomously -Inspiring value of service-learning to others

Adapted from the Lutheran Brotherhood's *RespecTeen* and the Maryland Student Service Alliance Handbook.

Using the chart above, list service projects that could fit under each category. Discuss which project(s) you think would work best in your school and community.

PARENT/GUARDIAN CONFERENCE

Parental/guardian views can be a key indicator of program performance and regular discussions with parents/guardians are an effective way to become a more effective service provider.

Determine Contact Time

Usually the earlier the parent is contacted, the more likely the parent is to become involved. This first contact is an opportunity to explain the program's importance, to identify personal issues or problems faced by the student, and to identify ways the parent/guardian can help the child succeed. The type of service project undertaken can impact the number of parent/guardian conferences needed.

Activity

Decide how often parents/guardians will be expected to participate in conferences and with whom they will speak.

Delineate Information to Share

Combine conferences with informational presentation on special events, types of service projects, and program guidelines. A parent/guardian conference is likely to be more effective and provide the most useful feedback when parents/guardians are familiar with program activities.

Activity

Based on the service project(s) under consideration, brainstorm the type(s) of information that would provide the most insight for parents/guardians.

Involve Parents In Program Activities

Some programs believe parental/guardian involvement is so critical to success that they require parents/guardians to spend as much as a half-day each 6-9 weeks at the program.

Activity

Discuss the advantages and disadvantages of involving parents/guardians directly in program activities.

Tell parents/guardians their attendance is an expected part of their child's participation in your program.

Adapted from the Corporation for National Service Handbook for Continuous Improvement

ARKANSAS DEPARTMENT OF HUMAN SERVICES
DIVISION OF VOLUNTEERISM
RESOURCE CENTER
One Capitol Mall, 5th Floor
Little Rock, AR 72210

List of Resources Pertaining to Children/Youth

Youth Service Job Skills Training and Employment Programs, Billie Ann Myers, Arkansas Office of Volunteerism

Youth Initiatives, United States Employment and Training Administration, Department of Labor

Youth Employment Support Information Packet, Arkansas Governor's Office of Voluntary Citizen Participation

Mentoring: A Practical Guide, Gordon F. Shea

Lack of Health Insurance Makes a Difference, Children's Defense Fund

How to Understand Yourself and Others, Channing L. Bete Company

Today's Heroes, A Youth Community Service Resource, the Hitachi Foundation, (videocassette 17:00)

Doing Right For Yourself & Others: A Student's Guide to Today's Heroes

FunSense: A Tool for Exploring and Building Adult/Child Relationships, Debra Campeau, Family Focus, Inc.

Youth as Resources: The Power Within, National Crime Prevention Council (videocassette: 12:00)

Youth Employment Support Program, ACTION

FAMILIES Volunteer: A Workbook for Involving Families, Kerry Ken Allen and Sarah Harrison

What Would We Do Without You? A Guide to Volunteer Activities for Kids, Kathy Henderson

The Lessons of Multi-Site Initiatives Serving High-Risk Youth, Adolescent Pregnancy Prevention Clearinghouse, Children's Defense Fund

Opportunities for Prevention: Building after School and Summer Programs for Young Adolescents, Adolescent Pregnancy Prevention Clearinghouse, Children's Defense Fund

Children As Volunteers, Susan J. Ellis, Anne Weisbord, Katherine H Noyes

A Practical Guide for Developing Agency/School Partnership for Service-Learning, Points of Light Foundation

Youth Services: A Guidebook for Developing and Operating Effective Programs, Independent Sector

Where to Find Data About Adolescents: Guide to Sources, Adolescent Pregnancy Prevention Clearinghouse, Children's Defense Fund

The Value of Youth, Arthur Pearl, International Dialogue Press

Youth and the Needs of the Nation, the Potomac Institute

Tackling the Youth Employment Problem, Adolescent Pregnancy Prevention Clearinghouse, Children's Defense Fund

It's Your Move: Working with Student Volunteers; A Manual for Community Organizations, Janette Davis Rogers

Volunteering, A Manual for Students, National Student Volunteer Program

A Manual for Student Volunteering, ACTION

High School Student Volunteers, Janette Davis Rogers

The Coordinator's Guide to Student Volunteering, Rick Williams and Susan Oliver

The Student's Guide to Volunteering, Rick Williams

Developing Volunteer Resources (student manual), Emergency Management Institute

Service to Children in Their Own Homes: Its Nature and Outcome, Research Center, Child Welfare League of America

INCREMENTS-ACT 648

(Listed by Counties)

Arkansas County

Increment 1 – 8-26-96

4-H-Univ. of Ark. Cooperative Extension Service SE1a
4-H-Univ. of Ark. Cooperative Extension Service SE1b
Center for Arkansas Legal Services Branch Office 4-1
Literacy Council of Arkansas County
Southeast Arkansas Community Service
Stuttgart Headstart Program

Increment 2 – 12-96

Ozark Heritage Art Center (Leslie)

Ashley County

Increment 1 – 8-26-96

4-H-Univ. of Ark. Cooperative Extension Service SE2
Ashley County Sheltered Workshop
Center for Arkansas Legal Services Branch Office 2-1
Hamburg Area Chamber of Commerce

Baxter County

Increment 1 – 8-26-96

Baxter County Chapter, American Red Cross
Baxter County DHS
Baxter County Library
Baxter County Regional Hospital Auxilliary
Employment Security Department
Food Bank of North Central Arkansas
Salvation Army
Twin Lakes Literacy Council

Increment 2 – 12-96

4-H – UA Cooperative Extension Service (Mountain Home)

Increment 5 – 12-10-97

Mountain Home City/L. C. Sammons Youth Center

Benton County

Increment 1 – 8-26-96

American Red Cross, Northwest Lakes Chapter 1
Beaver Lake Literary Council, Inc.
Multicultural Center of Northwest Arkansas – Rogers
Northwest Arkansas Head Start (Central Office) 1

Increment 2 – 12-96

4-H – UA Cooperative Extension Service (Bentonville)
Benton County Teen Court (Bentonville)
Northwest Arkansas Community College Foundation (Bentonville)
St. Mary's Hospital (Rogers)

Carroll Regional Medical Center (Berryville)
Children's Cornerstone Preschool (Berryville)
Food Bank of the Ozarks (Loaves and Fishes Food Bank) (Berryville)
The Merlin Foundation (Berryville)

Chicot County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service SE4
Center for Arkansas Legal Services Branch Office 4-2
Dermott Day Service Center

Increment 3 – 7-25-97

Chicot County Governor's Collaborative (Lake Village)

Clark County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service SW2
Arkadelphia Human Development Center
Center for Arkansas Legal Services Branch Office 3-1

Increment 2 – 12-96

Amer. Red Cross-Diamond Valley Chapter (Arkadelphia)
Arkadelphia Housing Authority
Arkadelphia Parks & Recreation Dept.
Arkadelphia Senior Adult Center
Chamber of Commerce (Arkadelphia)
Clark County Library (Arkadelphia)
Central AR Dvlpmnt. Cncl./Arkadelphia Hd. Strt.
Courage House (Arkadelphia)
Department of Human Services (Arkadelphia)
Hospitality Care Center (Arkadelphia)
Perritt Primary School (Arkadelphia)
Southwest Arkansas Food Bank (Arkadelphia)
Ouachita Area Cncl.-Boy Scouts of Amer. (Hot Springs)

Increment 5 – 12-10-97

Arkadelphia High School
Community Family Enrichment Center, Inc. (Arkadelphia)
Faith Missionary Baptist Church (Arkadelphia)
Happyland Child Care Center, Inc. (Arkadelphia)

Increment 7 – 11-6-98

Community Family Enrichment Center, Inc. (Arkadelphia)

Increment 9 – 12-2-99

Beverly Healthcare of Arkadelphia
Bright Beginnings Learning Center (Arkadelphia)
Humane Society of Clark County (Arkadelphia)

Increment 10 – 6-7-00

Humane Society of Clark County (Arkadelphia)

Increment 11 – 6-8-01

Court Probation Service, Clark County Court System (Arkadelphia)

Increment 3 – 7-25-97

United Way of Greater Jonesboro

Increment 4 – 10-97

Alternative School (All Increment 4 Sites are in Jonesboro)

Annie Camp Junior High

Area Vo-Tech High School

Hillcrest Elementary

Jonesboro High School

Jonesboro Public School

Kindergarten Center

MacArthur Junior High

Philadelphia Elementary School

Sixth Grade Academic Center

South Elementary

West Elementary School

Increment 5 – 12-10-97

Arkansas Humane Society (Jonesboro)

Nettleton School District (Jonesboro)

Center for English as a Second Language (State University)

Increment 6 – 7-22-98

Foundation of Arts (Jonesboro)

Jonesboro Council on Ministries

Safe Jonesboro Coalition

Increment 7 – 11-6-98

Northeast Arkansas Chapter of the American Red Cross (Jonesboro)

Increment 14 – 6-2-03

Literacy League of Craighead and Poinsett Counties (Jonesboro)

Crawford County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NW1

Crawford County Art Association

Crawford County Visionaries

Roxanne Bradenburg Foundation

Stepping Stone School

Increment 2 – 12-96

Crawford County Volunteers for Literacy (Alma)

Mount Magazine Girl Scout Council, Inc. (*Maple*) (Fort Smith)

Mount Magazine Girl Scout Council, Inc. (*Red Oak*) (Fort Smith)

Increment 7 – 11-6-98

Crawford-Sebastian Community Development Council

Crittenden County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NE4

City of West Memphis (Community Development)

Council of Friendship, Inc.

Crittenden Arts Council

Crittenden County Charities

Conway Human Development Center
Faulkner County Literacy Council
Faulkner County Senior Citizens Program
Ouachita Girl Scout Council (headquarters-5)

Increment 3 – 7-25-97

Vilonia Senior Citizens Center

Increment 4 – 10-97

Arkansas Educational Telecommunications Network (Conway)

Franklin County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NW3
Franklin County Learning Center
Ozark Child Development, Inc.

Increment 2 – 12-96

Mount Magazine Girl Scout Council, Inc. (*Cedar*) (Fort Smith)
Mount Magazine Girl Scout Council, Inc. (*Cottonwood*) (Fort Smith)

Increment 3 – 7-25-97

Vilonia Senior Citizens Center
City of Charleston

Fulton County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NE6
City of Mammoth Spring
Fulton County Council on Aging, Inc.
White River Area Agency on Aging 2

Increment 2 – 12-96

USDA Farm Service Agency (Salem)

Garland County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service SW5
American Red Cross, Garland County Chapter
Boys and Girls Clubs of Hot Springs
Center for Arkansas Legal Services Branch Office 3-2
Community Services Office, Inc.
Garland County Senior Companion Program
Hot Springs Rehabilitation Volunteers, Inc.
Ouachita Girl Scout Council (headquarters-8)
Quapaw Community Center

Increment 2 – 12-96

First Step (Hot Springs)

Increment 3 – 7-25-97

North Garland County Boys & Girls Club (Hot Springs Village)

Increment 9 – 12-2-99

PHOEBE/The Uzuri Project (Hot Springs)
Renewal Outreach Ministries (Hot Springs)

Howard County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service SW8
Center for Arkansas Legal Services Branch Office 3-4
Dodson Street Family Life Center, Inc.
Friends, Inc. of Howard County
Howard County Literacy Council, Inc.
Nashville Parks & Recreation

Increment 16 – 12-22-03

City of Mineral Springs

Independence County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NE8
Batesville Area Arts Council
Batesville Nursing & Rehab
Department of Human Services
Independence County Senior Citizens Program
Natural Resource Conservation Service
North Arkansas Human Services System, Inc.
White River Area Agency on Aging 3
White River Medical Center Auxiliary

Increment 2 – 12-96

Rolling Hills Nursing Center (Batesville)

Increment 3 – 7-25-97

Midland High School Library (Pleasant Plains)

Increment 5 – 12-10-97

Newark School District

Izard County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NE9
NADC Aging Program 1
North Arkansas Life Care Center
Pioneer Nursing Home
White River Area Agency on Aging 4

Jackson County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NE9
Literacy Council of Jackson County
White River Area Agency on Aging 5

Jefferson County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service SE9
Access, Inc.
American Red Cross
Area Agency on Aging of Southeast Arkansas Hospice

Increment 16 – 12-5-03

Dianne's Adult Health Daycare (Pine Bluff)

Johnson County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NW4
Clarksville Child Development, Inc.
Coal Hill Child Development, Inc.
Johnson County Helping Hands

Increment 2 – 12-96

Mount Magazine Girl Scout Council, Inc. (*Peachtree*) (Fort Smith)

Lafayette County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service SW9
Samaritan Center
SWADS, Literacy Program

Lawrence County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NE11
Lawrence County Cooperative School
Lawrence County DHS
Lawrence Memorial Hospital

Increment 7 – 11-6-98

Lawrence County Historical Society (Powhatan)

Increment 9 – 12-2-99

Northeast Arkansas Educational Cooperative (Walnut Ridge)

Lee County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service SE10
Delta Community Development Corporation 2

Increment 3 – 7-25-97

Lee County Community Development Corporation (Marianna)

Lincoln County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service SE11
Center for Arkansas Legal Services Branch Office 4-8
Gould Child Development Center
Lincoln County Health Unit
Lincoln County Learn to Read
Star City Child Development, Inc.

Increment 7 – 11-6-98

Lincoln County Literacy Council (Star City)

Increment 16 – Received 11-03

Citizens Against Drugs, Inc. (Cabot)
Ward Water and Sewer System

Madison County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NW6
American Red Cross, Greater NW Arkansas Chapter 2
Madison County Transfer Station & Recycling Center
Northwest Arkansas Head Start (Central Office) 3

Increment 2 – 12-96

Kingston High School

Marion County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NW7
Yellville Area Food Closet Association

Miller County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service SW11
American Red Cross, Texarkana Area Chapter
Domestic Violence Prevention, Inc.
Literacy Council of Bowie & Miller Counties
Texarkana Museums System
Texarkana Regional Arts & Humanities Council, Inc.
Wadley Regional Medical Center Auxiliary

Increment 2 – 12-96

Texarkana Chamber of Commerce

Increment 3 – 7-25-97

Miller County Judge's Office (Texarkana)

Increment 6 – 7-22-98

Domestic Violence Prevention (Texarkana)

Mississippi County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NE12a
4-H – Univ. of Ark., Cooperative Extension Service NE12b
American Red Cross, Chickasawba District Chapter
American Red Cross, So. Mississippi County Chapter
Blytheville-Gosnell Area Food Pantry
Mississippi County, Arkansas EOC, Inc.

Increment 5 – 12-10-97

Area 13 Special Olympics (Osceola)

Increment 8 – 6-8-99

Dyess Volunteer Fire Department

Increment 9 – 12-2-99

Main Street Osceola, Inc.

Increment 3 – 7-25-97

Jasper Elementary School

Increment 4 – 10-97

Mt. Judea Area Community

Ouachita County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service SW14
Advocates for Nursing Home Residents
Center for Arkansas Legal Services Branch Office 2-7
Tri-County Retired & Senior Volunteer Program 3

Perry County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NW9
Center for Arkansas Legal Services 4
DHS County Office
Heifer Project International
Ouachita Girl Scout Council (headquarters-7)
Partners for Progress
Perry Child Development, Inc.

Increment 6 – 7-22-98

Nonprofit Fundraiser for Partners for Progress (Perryville)
Perry Co. Health Unit (Perryville)
Perryville School District
Perryville Senior Adult Center
Perryville Youth Association
Rolands Drug Store (Perryville)
West Central AR Planning Dev. Dist., Inc./Perry Co. JTPA

Phillips County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service SE14
Arkansas Mentors Program, Arkansas DHS
Boys, Girls, Adults Community Development Center (BG)
Delta Community Development Corporation 6
Immanuel Rescue Mission
Phillips Community College/Adult Education
Teach for America

Pike County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service SW15
Center for Arkansas Legal Services Branch Office 3-6
U.S. Forest Service

Poinsett County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NE13

CareLink/Central Ark. Area Agency on Aging 5
Center for Arkansas Legal Services 5
Ouachita Girl Scout Council (headquarters-11)

Pulaski County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service SE16
Advocates and Relatives for Kids
American Red Cross (State Coordinating Chapter) 1
AR State Library Services f/t Blind & Physically Handicapped
Arkansas ABLE
Arkansas Children's Hospital
Arkansas Department of Pollution Control & Ecology
Arkansas Easter Seal Society
Arkansas Foodbank Network
Arkansas Game & Fish Commission
Arkansas Historic Preservation Program
Arkansas Repertory Theatre
Arkansas State Press
Ballet Arkansas
Big Brothers & Big Sisters
Birthright of Greater Little Rock
CareLink/Central Ark. Area Agency on Aging 1
CARTI (Central Arkansas Radiation Therapy Institute)
Catherine's House
Celebration Ministries
Center for Arkansas Legal Services Main Office
College Station Community Development Corporation
Columbia Doctors Hospital
COPE
Family Service Agency
Global Learning Center/Allied College of Technical Science
Habitat for Humanity of Pulaski County, Inc.
Heifer Project International
Historic Preservation Alliance of Arkansas
Hospice Home Care
Integrity, Inc.
Jacksonville Care Channel for the Needy, Inc.
James H. Penick Boys Club
KARK – Channel 4 News "Call 4-Help"
Local Initiatives Support Corporation
Oasis Renewal Center
Ouachita Girl Scout Council (headquarters)
PARK
Pathfinder Schools, Inc.
Pinnacle Mountain State Park
Planned Parenthood of Greater Arkansas
Red Octopus Productions, Inc.
Regional AIDS Interfaith Network (RAIN)
Ryan White Center

Increment 3 – 7-25-97

Jacksonville Esther Nixon Public Library
Jacksonville North
Jacksonville Recycling Center
Rebsamen Regional Medical Center (Jacksonville)
Advocates for Battered Women (LR)
Arkansas Territorial Restoration (LR)
Family Life (A Division of Campus Crusade for Christ) (LR)
Little Rock School District
Make A Wish Foundation of the Mid-South Arkansas Field (LR)
St. Francis House, Inc. (LR)
City of North Little Rock Municipal Government
Highway 10 Community Center (Roland)
Alternative Learning Center (Scott)
Arkansas Sports Medicine (Sherwood Physical Therapy)
Sylvan Hills High School (Sherwood)

Increment 4 – 10-97

North Pulaski High School (Jacksonville)
Aerospace Education Center (LR)
Arkansans for Drug Free Youth (LR)
Care Network Hospice (LR)
Central High Museum & Visitor Center (LR)
Helping Hand of Greater Little Rock
Literacy Action of Central Arkansas (LR)
Mills University Studies High School (LR)
Pfeifer Kiwanis Camp (LR)
Robinson Elementary School (LR)
Robinson Jr. High School (LR)
St. Francis House, Inc. (LR)
Terrace Green Learning Center (LR)
The Children's Museum of Arkansas (LR)
United Way of Pulaski County (LR)
Volunteers for Victims (LR)
Big Brothers Big Sisters of Pulaski County, Inc. (NLR)
North Hills Animal Clinic (NLR)

Increment 5 – 12-10-97

Arkansans for Drug Free Youth (LR)
Little Rock Cultural Diversity Commission
Little Rock AFB Youth Center
Audubon Pointe Retirement Center (Maumelle)
Maumelle Animal Services
Outlook Pointe-Assisted Living for SR Adults (Maumelle)
Voluntary Service VA Medical Center (NLR)
Sylvan Hills Jr. High (Sherwood)

Increment 6 – 7-22-98

Central Arkansas Library System (All Increment 6 Sites are in LR)
EMOBA, The Museum of Black Arkansas & Performing Arts Center
Riverfest
Robinson High School
Sixth Judicial District Prosecuting Attorney

Increment 9 – 12-2-99

Bauxite Museum

Increment 10 – 6-7-00

Town of Bauxite – Mayor's Office

Increment 16 – 1-26-04

Habitat for Humanity of Saline County

Scott County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service SW18

Waldron Child Development, Inc.

Increment 2 – 12-96

15th Judicial District Victim Assistance Program (Danville)

Mount Magazine Girl Scout Council, Inc. (*Holly*) (Fort Smith)

Searcy County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NW11

North Central Vocational Center

Ozark Heritage Art Center

Increment 11 – 6-8-01

Searcy County Literacy Council (All Increment 11 Sites are in Leslie)

Searcy County Literacy Council

Searcy County Literacy Council

Searcy County Literacy Council

Searcy County Literacy Council

Searcy County Literacy Council

Searcy County Literacy Council

Sebastian County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NW12 (Fort Smith)

4-H – Univ. of Ark., Cooperative Extension Service NW12 (Greenwood)

Old Fort River Festival, Inc.

Symphony Association of Fort Smith (Ft. Smith Symphony)

Increment 2 – 12-96

Alzheimer's Association, Western Arkansas Chapter (Fort Smith)

Arkansas Valley Habitat for Humanity (Fort Smith)

Fort Smith Art Center

Fort Smith Boys Clubs

Fort Smith Girls, Inc.

Fort Smith Housing Authority

Fort Smith Little Theatre

Fort Smith Public Library

Make-A-Wish Foundation of the Mid-South, Inc. (Fort Smith)

Mount Magazine Girl Scout Council, Inc. (*Evergreen*) (Fort Smith)

Mount Magazine Girl Scout Council, Inc. (*Listening Pines*) (Fort Smith)

Mount Magazine Girl Scout Council, Inc. (*Magnolia*) (Fort Smith)

Mount Magazine Girl Scout Council, Inc. (*Rosetree*) (Fort Smith)

Increment 2 – 12-96

4-H – UA Cooperative Extension Service (Mountain View)

Union County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service SW20
Boys & Girls Club of El Dorado
Center for Arkansas Legal Services Branch Office 2-8
Hudson Memorial (Nursing Home)
South Arkansas Arts Center
Tri-County Retired & Senior Volunteer Program 1
YWCA

Van Buren County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NW13
Van Buren County Literacy Council, Inc.
Van Buren County Special School
White River Area Agency on Aging 8

Increment 2 – 12-96

Friends of Special People (Clinton)
Van Buren Co. Mmrl. Hospital/Nursing Home (Clinton)

Washington County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NW14
American Red Cross, Greater NW Arkansas Chapter 1
Arts Center of the Ozarks
Harvey & Bernice Jones Center for Families
North Arkansas Symphony Society
Ozark Literacy Council, Inc.

Increment 2 – 12-96

Ozark Literacy Council, Inc. (Fayetteville)
Boy Scouts of America (Springdale)

Increment 3 – 7-25-97

Council on Aging, Inc., Adult Day Care (Fayetteville)
Greater Northwest Arkansas Chapter of ARC (Fayetteville)
Mickey & Minnie's Learn & Play Center (Fayetteville)
Montessori School (Fayetteville)
Washington Elementary School (Fayetteville)
Woodland Comm. Serv. Class (Fayetteville)
Arts Center of the Ozarks (Springdale)

Increment 6 – 7-22-98

University Museum (Fayetteville)
Northwest Arkansas Crisis Intervention Center (Springdale)
NWA Multicultural Center (Springdale)
Washington County Extended School Program (AmeriCorps) (Springdale)

Increment 8 – 6-8-99

Lincoln High School

**ARKANSAS DEPARTMENT OF EDUCATION
RULES AND REGULATIONS
GOVERNING THE ARKANSAS SERVICE-LEARNING
PROGRAM**

1.00 REGULATORY AUTHORITY

1.01 These regulations shall be known as the Arkansas Department of Education Rules and Regulations Governing the Service Learning Program.

1.02 These regulations are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. 6-16-120 (Repl. 1993).

2.00 PURPOSE

2.01 The purpose of these regulations is to establish the requirements for the Arkansas Service Learning Program.

3.00 DEFINITIONS

3.01 "Academic Credit" is credit awarded to a student in grades nine through twelve (9-12) after successfully completing a minimum of seventy-five (75) clock hours of documented community service.

3.02 "Community Service" is a program or activity approved by the State Board of Education and the local school board which includes the components preparation, action, and reflection.

3.03 "Certify" means that a service agency or organization has submitted to the school appropriate documentation that a student has successfully completed sufficient community service to be eligible for academic credit.

4.00 SERVICE LEARNING REQUIREMENTS

4.01 In order for a student to be eligible for academic credit for community service, the agency or organization that will certify completion of such service shall be approved by the Arkansas State Board of Education and the local school board.

4.02 Documentation to certify community service shall be presented to the local school board in the manner and at such time as prescribed by the local board.

4.03 Documentation of community service and/or approval of an agency or organization by the State Board of Education to certify community service for academic credit shall be in a manner and at such time

Recommended Student Community Service Sites — Act 648

The agencies and organizations listed in this document were recommended by persons representing a wide variety of sources and viewpoints, particularly Department of Human Services (DHS) County Offices, United Way organizations, or other United Community Organizations of Arkansas (UCOA) members. This compilation was undertaken in an effort to identify as large as possible a number of sites at which students throughout Arkansas might find it possible to perform community service that would be approved for credit in accordance with Act 648. Inclusion of an organization, agency, or program in the list does not constitute an endorsement by the Arkansas Division of Volunteerism (ADOV). ADOV will be pleased to work with approved/approvable organizations to create or enhance programs in which Arkansas high school students may render community service that will be creditable under Act 648.

The foregoing listing contains several items of potentially confusing information. For example, the N.A.D.C. Aging Program listing *seems* to indicate that its site is in the town of Melbourne in Stone County. Many astute geographers would immediately point out that Melbourne is in Izard County. There *is* an explanation for this apparent mistake. There *may* be opportunities for students to perform community service for organizations or agencies whose headquarters or branch offices reside in a county other than their own.

In addition, a few organizations indicated that they had multiple branches in multiple regions. For example, the University of Arkansas Cooperative Extension Service listed 4-H Club opportunities in four regions with more than ten offices in each. During data entry, it became necessary to apply some sort of additional designation to the names of these offices in the interest of data base management. Therefore, items such as NW11 at the end of the name of agency is merely a data management device and should not be confused as part of its name.

The following organizations reported regional offices or branches in more than one location:

- American Red Cross
- CareLink/Central Arkansas Area Agency on Aging
- Center for Arkansas Legal Services
- 4-H - University of Arkansas Cooperative Extension Service
- N.A.D.C. Aging Program
- Northwest Arkansas Headstart
- Ouachita Girl Scout Council
- Tri-County Retired & Senior Volunteer Program
- White River Area Agency on Aging

Finally, even though individual schools are not listed here, it is the belief of ADOV that schools themselves are excellent potential sites for students to gain a learning experience while making meaningful contributions to their communities. Therefore, some blanket approvals may need to be given to schools which are willing to coordinate the projects on-site and assure that they contain the preparation, action, and reflection components to fulfill the requirements of Act 648.

Recommended Student Community Service Sites - Act 648 (Increment 1)

County	City/Town	Agency/Organization
Arkansas	DeWitt	4-H - UofA, Cooperative Extension Service SE1a
Arkansas	DeWitt	Southeast Arkansas Community Service
Arkansas	Pine Bluff	Center for Arkansas Legal Services Branch Office 4-1
Arkansas	Stuttgart	4-H - UofA, Cooperative Extension Service
Arkansas	Stuttgart	Literacy Council of Arkansas County
Arkansas	Stuttgart	Stuttgart Headstart Program
Ashley	Crossett	Ashley County Sheltered Workshop
Ashley	El Dorado	Center for Arkansas Legal Services Branch Office 2-1
Ashley	Hamburg	4-H - UofA, Cooperative Extension Service
Ashley	Hamburg	Hamburg Area Chamber of Commerce
Baxter	Mountain Home	Baxter County Chapter, American Red Cross
Baxter	Mountain Home	Baxter County DHS
Baxter	Mountain Home	Baxter County Library
Baxter	Mountain Home	Baxter County Regional Hospital Auxiliary
Baxter	Mountain Home	Employment Security Department
Baxter	Mountain Home	Salvation Army
Baxter	Mountain Home	Twin Lakes Literacy Council
Baxter	Norfolk	Food Bank of North Central Arkansas
Benton	Bentonville	American Red Cross, Northwest Lakes Chapter 1
Benton	Bentonville	Beaver Lake Literary Council, Inc.
Benton	Rogers	Multicultural Center of Northwest Arkansas - Rogers
Benton	Rogers	Northwest Arkansas Head Start (Central Office) 1
Boone	Harrison	Consolidated Youth of Harrison, Inc.
Boone	Harrison	Ozark Rape Crisis Center
Bradley	El Dorado	Center for Arkansas Legal Services Branch Office 2-2
Bradley	Warren	4-H - Univ of Ark, Cooperative Extension Service SE3
Bradley	Warren	Oasis Resources, Inc.
Bradley	Warren	Southeast Arkansas Human Development Center
Calhoun	El Dorado	Center for Arkansas Legal Services Branch Office 2-3
Calhoun	Hampton	4-H - Univ of Ark, Cooperative Extension Service SW1
Calhoun	Hampton	Hampton Nursing Center
Carroll	Bentonville	American Red Cross, Northwest Lakes Chapter 2
Carroll	Berryville	Carroll County Learning Center
Carroll	Berryville	Cooperative Extension Service
Carroll	Rogers	Northwest Arkansas Head Start (Central Office) 2
Chicot	Dermott	Dermott Day Service Center
Chicot	Lake Village	4-H - Univ of Ark, Cooperative Extension Service SE4

County	City/Town	Agency/Organization
Chicot	Pine Bluff	Center for Arkansas Legal Services Branch Office 4-2
Clark	Arkadelphia	4-H - UofA, Cooperative Extension Service
Clark	Arkadelphia	Arkadelphia Human Development Center
Clark	Hot Springs	Center for Arkansas Legal Services Branch Office 3-1
Clay	Corning	4-H - Univ of Ark, Cooperative Extension Service NE1b
Clay	Corning	Harvest Festival
Clay	Paragould	American Red Cross, Crowley's Ridge Chapter 2
Clay	Piggott	4-H - UofA, Cooperative Extension Service
Cleburne	Batesville	White River Area Agency on Aging I
Cleburne	Heber Springs	4-H - UofA, Cooperative Extension Service
Cleburne	Heber Springs	Cleburne County Aging Program
Cleburne	Heber Springs	Cleburne County Arts Council
Cleburne	Heber Springs	Cleburne County Cares
Cleburne	Heber Springs	Haven House, Inc.
Cleveland	Pine Bluff	Center for Arkansas Legal Services Branch Office 4-3
Cleveland	Rison	4-H - UofA, Cooperative Extension Service
Cleveland	Rison	Ray & Christine Sturgis Library of Cleveland County
Columbia	El Dorado	Center for Arkansas Legal Services Branch Office 2-4
Columbia	El Dorado	Tri-County Retired & Senior Volunteer Program 2
Columbia	Magnolia	4-H - UofA, Cooperative Extension Service
Columbia	Magnolia	Magnolia/Columbia Cnty Adult Education & Literary Cou
Columbia	Magnolia	Southwest Arkansas Community Development Corporatio
Conway	Little Rock	Center for Arkansas Legal Services I
Conway	Morrilton	Morrilton Child Development, Inc.
Conway	Morrilton	Morrilton Early Head Start (see Morrilton Child Devlpmt,
Conway	N. Little Rock	Ouachita Girl Scout Council (headquarters-6)
Craighead	Jonesboro	4-H - UofA, Cooperative Extension Service
Craighead	Jonesboro	Crowley's Ridge Girl Scout Council
Craighead	Jonesboro	NEA Council on Family Violence
Craighead	Jonesboro	Teenline
Crawford	Alma	Stepping Stone School
Crawford	Fort Smith	Roxanne Bradenburg Foundation
Crawford	Van Buren	4-H - UofA, Cooperative Extension Service
Crawford	Van Buren	Crawford County Art Association
Crawford	Van Buren	Crawford County Visionaries
Crittenden	Forrest City	Delta Community Development Corporation 3
Crittenden	Marion	4-H - UofA, Cooperative Extension Service
Crittenden	Marion	Crittenden County Charities
Crittenden	W. Memphis	Council of Friendship, Inc.

County	City/Town	Agency/Organization
Crittenden	W. Memphis	Crittenden Arts Council
Crittenden	West Memphis	City of West Memphis (Community Development)
Crittenden	West Memphis	East Arkansas Area Agency on Aging
Crittenden	West Memphis	Ecumenical Village
Crittenden	West Memphis	Family Learning Ctr. Even Start Pgm (Mid-South College
Crittenden	West Memphis	Frank C. Steudlein Learning Center
Crittenden	West Memphis	West Memphis Chamber of Commerce
Cross	Forrest City	Delta Community Development Corporation 4
Cross	Wynne	4-H - UofA, Cooperative Extension Service
Cross	Wynne	Wynne Beautification Committee
Cross	Wynne	Wynne Chamber of Commerce
Dallas	El Dorado	Center for Arkansas Legal Services Branch Office 2-5
Dallas	Fordyce	4-H - Univ of Ark, Cooperative Extension Service SW4
Dallas	Fordyce	Dallas County Literacy Council, Inc.
Desha	Dumas	4-H - Univ of Ark, Cooperative Extension Service SE6b
Desha	McGehee	4-H - Univ of Ark, Cooperative Extension Service SE6a
Desha	Pine Bluff	Center for Arkansas Legal Services Branch Office 4-4
Drew	Monticello	4-H - Univ of Ark, Cooperative Extension Service SE7
Drew	Monticello	Department of Human Services
Drew	Monticello	Drew County Literacy Council
Drew	Pine Bluff	Center for Arkansas Legal Services Branch Office 4-5
Faulkner	Conway	4-H - Univ of Ark, Cooperative Extension Service NW2
Faulkner	Conway	Bethlehem House
Faulkner	Conway	Big Brothers & Big Sisters of North Central Arkansas
Faulkner	Conway	Boys & Girls of Conway
Faulkner	Conway	Central Arkansas Resource Conservation & Development
Faulkner	Conway	Conway Adult Education Center
Faulkner	Conway	Conway Human Development Center
Faulkner	Conway	Faulkner County Literacy Council
Faulkner	Conway	Faulkner County Senior Citizens Program
Faulkner	Little Rock	Center for Arkansas Legal Services 2
Faulkner	N. Little Rock	CareLink/Central Ark. Area Agency on Aging 2
Faulkner	N. Little Rock	Ouachita Girl Scout Council (headquarters-5)
Franklin	Ozark	4-H - Univ of Ark, Cooperative Extension Service NW3
Franklin	Ozark	Franklin County Learning Center
Franklin	Ozark	Ozark Child Development, Inc.
Fulton	Batesville	White River Area Agency on Aging 2
Fulton	Mammoth Spring	City of Mammoth Spring
Fulton	Salem	4-H - UofA, Cooperative Extension Service

County	City/Town	Agency/Organization
Fulton	Salem	Fulton County Council on Aging, Inc.
Garland	Hot Springs	4-H - Univ of Ark, Cooperative Extension Service SW5
Garland	Hot Springs	American Red Cross, Garland County Chapter
Garland	Hot Springs	Boys and Girls Clubs of Hot Springs
Garland	Hot Springs	Center for Arkansas Legal Services Branch Office 3-2
Garland	Hot Springs	Community Services Office, Inc.
Garland	Hot Springs	Garland County Senior Companion Program
Garland	Hot Springs	Hot Springs Rehabilitation Volunteers, Inc.
Garland	Hot Springs	Quapaw Community Center
Garland	N. Little Rock	Ouachita Girl Scout Council (headquarters-8)
Grant	Pine Bluff	Center for Arkansas Legal Services Branch Office 4-6
Grant	Sheridan	4-H - Univ of Ark, Cooperative Extension Service SE8
Grant	Sheridan	Grant County Unified Community Resource Council, Inc.
Grant	Sheridan	Learn to Read
Greene	Paragould	4-H - Univ of Ark, Cooperative Extension Service NE7
Greene	Paragould	American Red Cross, Crowley's Ridge Chapter 1
Hempstead	Hope	4-H - Univ of Ark, Cooperative Extension Service SW6
Hempstead	Hope	Rainbow of Challenges, Inc.
Hempstead	Hope	School of Hope
Hempstead	Hope	Southwest Arkansas Development Council
Hot Spring	Hot Springs	Center for Arkansas Legal Services Branch Office 3-3
Hot Spring	Malvern	4-H - Univ of Ark, Cooperative Extension Service SW7
Hot Spring	Malvern	Hot Spring County Library
Hot Spring	Malvern	Hot Spring County Medical Center
Hot Spring	Malvern	Literacy Council of Hot Spring County
Hot Spring	N. Little Rock	Ouachita Girl Scout Council (headquarters-9)
Howard	Hot Springs	Center for Arkansas Legal Services Branch Office 3-4
Howard	Nashville	4-H - Univ of Ark, Cooperative Extension Service SW8
Howard	Nashville	Dodson Street Family Life Center, Inc.
Howard	Nashville	Friends Inc of Howard County
Howard	Nashville	Howard County Literacy Council, Inc.
Howard	Nashville	Nashville Parks & Recreation
Independence	Batesville	4-H - Univ of Ark, Cooperative Extension Service NE8
Independence	Batesville	Batesville Area Arts Council
Independence	Batesville	Batesville Nursing & Rehab
Independence	Batesville	Department of Human Services
Independence	Batesville	Independence County Senior Citizens Program
Independence	Batesville	Natural Resource Conservation Service
Independence	Batesville	North Arkansas Human Services System Inc.

County	City/Town	Agency/Organization
Independence	Batesville	White River Area Agency on Aging 3
Independence	Batesville	White River Medical Center Auxiliary
Izard	Batesville	White River Area Agency on Aging 4
Izard	Horseshoe Bend	North Arkansas Life Care Center
Izard	Melbourne	4-H - Univ of Ark, Cooperative Extension Service NE9
Izard	Melbourne	N.A.D.C. Aging Program 1
Izard	Melbourne	Pioneere Nursing Home
Jackson	Batesville	White River Area Agency on Aging 5
Jackson	Newport	4-H - Univ of Ark, Cooperative Extension Service NE10
Jackson	Newport	Literacy Council of Jackson County
Jefferson	Pine Bluff	4-H - Univ of Ark, Cooperative Extension Service SE9
Jefferson	Pine Bluff	Access, Inc.
Jefferson	Pine Bluff	American Red Cross
Jefferson	Pine Bluff	Area Agency on Aging of Southeast Arkansas Hospice
Jefferson	Pine Bluff	Center for Arkansas Legal Services Branch Office 4-7
Jefferson	Pine Bluff	Jefferson Regional Medical Center
Jefferson	Pine Bluff	Jenkins Memorial Center & Jenkins Industry Inc.
Jefferson	Pine Bluff	Literacy Council of Jefferson County
Jefferson	Pine Bluff	Pine Bluff Citizens Boys & Girls Club
Jefferson	Pine Bluff	Pine Bluff Downtown Development
Jefferson	Pine Bluff	Pine Bluff/Jefferson County Historical Museum
Jefferson	Pine Bluff	The Child Center Inc.
Johnson	Clarksville	4-H - Univ of Ark, Cooperative Extension Service NW4
Johnson	Clarksville	Clarksville Child Development Inc.
Johnson	Clarksville	Johnson County Helping Hands
Johnson	Coal Hill	Coal Hill Child Development Inc.
Lafayette	Lewisville	4-H - Univ of Ark, Cooperative Extension Service SW9
Lafayette	Lewisville	Samaritan Center
Lafayette	Lewisville	SWADS, Literacy Program
Lawrence	Portia	Lawrence County Cooperative School
Lawrence	Walnut Ridge	4-H - Univ of Ark, Cooperative Extension Service NE11
Lawrence	Walnut Ridge	Lawrence County DHS
Lawrence	Walnut Ridge	Lawrence Memorial Hospital
Lee	Forrest City	Delta Community Development Corporation 2
Lee	Marianna	4-H - Univ of Ark, Cooperative Extension Service SE10
Lincoln	Gould	Gould Child Development Center
Lincoln	Pine Bluff	Center for Arkansas Legal Services Branch Office 4-8
Lincoln	Star City	4-H - Univ of Ark, Cooperative Extension Service SE11
Lincoln	Star City	Lincoln County Health Unit

County	City/Town	Agency/Organization
Lincoln	Star City	Lincoln County Learn to Read
Lincoln	Star City	Star City Child Development Inc.
Little River	Ashdown	4-H - Univ of Ark, Cooperative Extension Service SW10
Little River	Ashdown	Ashdown Senior Center
Little River	Ashdown	Pleasant Manor Nursing Home
Little River	Foreman	Foreman Senior Center
Logan	Booneville	4-H - Univ of Ark, Cooperative Extension Service NW5b
Logan	Booneville	Booneville Child Development Inc.
Logan	Paris	4-H - Univ of Ark, Cooperative Extension Service NW5a
Logan	Paris	North Logan Chamber of Commerce
Logan	Paris	Paris Child Development, Inc.
Logan	Paris	Short Mountain Lodge, Inc.
Lonoke	Little Rock	Center for Arkansas Legal Services 3
Lonoke	Lonoke	4-H - Univ of Ark, Cooperative Extension Service SE12
Lonoke	Lonoke	Central Arkansas Planning & Development District
Lonoke	Lonoke	Economic Development Agency
Lonoke	N. Little Rock	CareLink/Central Ark. Area Agency on Aging 4
Lonoke	N. Little Rock	Ouachita Girl Scout Council (headquarters-10)
Madison	Fayetteville	American Red Cross, Greater NW Arkansas Chapter 2
Madison	Huntsville	4-H - Univ of Ark, Cooperative Extension Service NW6
Madison	Huntsville	Madison County Transfer Station & Recycling Center
Madison	Rogers	Northwest Arkansas Head Start (Central Office) 3
Marion	Summit	Yellville Area Food Closet Association
Marion	Yellville	4-H - Univ of Ark, Cooperative Extension Service NW7
Miller	Texarkana	4-H - Univ of Ark, Cooperative Extension Service SW11
Miller	Texarkana	American Red Cross, Texarkana Area Chapter
Miller	Texarkana	Domestic Violence Prevention, Inc.
Miller	Texarkana	Literacy Council of Bowie & Miller Counties
Miller	Texarkana	Texarkana Museums System
Miller	Texarkana	Texarkana Regional Arts & Humanities Council, Inc.
Miller	Texarkana	Wadley Regional Medical Center Auxiliary
Mississippi	Blytheville	4-H - Univ of Ark, Cooperative Extension Service NE12a
Mississippi	Blytheville	American Red Cross, Chickasawba District Chapter
Mississippi	Blytheville	Blytheville-Gosnell Area Food Pantry
Mississippi	Blytheville	Mississippi County, Arkansas EOC, Inc.
Mississippi	Osceola	4-H - Univ of Ark, Cooperative Extension Service NE12b
Mississippi	Osceola	American Red Cross, So. Mississippi County Chapter
Monroe	Clarendon	4-H - Univ of Ark, Cooperative Extension Service SE13
Monroe	Forrest City	Delta Community Development Corporation 5

County	City/Town	Agency/Organization
Monroe	N. Little Rock	CareLink/Central Ark. Area Agency on Aging 6
Montgomery	Hot Springs	Center for Arkansas Legal Services Branch Office 3-5
Montgomery	Mount Ida	4-H - Univ of Ark, Cooperative Extension Service SW12
Montgomery	Mt. Ida	Community Literacy Council of Montgomery County
Montgomery	Mt. Ida	Housing Authority of the City of Mt. Ida
Nevada	El Dorado	Center for Arkansas Legal Services Branch Office 2-6
Nevada	Prescott	4-H - Univ of Ark, Cooperative Extension Service SW13
Nevada	Prescott	Nevada County Department of Human Services
Nevada	Prescott	SWADS, Literacy Program
Newton	Jasper	4-H - Univ of Ark, Cooperative Extension Service NW8
Newton	Jasper	Arkansas Revenue Office
Newton	Jasper	Newton County DHS
Newton	Jasper	Newton County Housing Council
Newton	Jasper	Newton County Senior Center
Newton	Jasper	Newton County Special Service Corp.
Ouachita	Camden	4-H - Univ of Ark, Cooperative Extension Service SW14
Ouachita	Camden	Advocates for Nursing Home Residents
Ouachita	El Dorado	Center for Arkansas Legal Services Branch Office 2-7
Ouachita	El Dorado	Tri-County Retired & Senior Volunteer Program 3
Perry	Little Rock	Center for Arkansas Legal Services 4
Perry	N. Little Rock	Ouachita Girl Scout Council (headquarters-7)
Perry	Perry	Perry Child Development Inc.
Perry	Perryville	4-H - Univ of Ark, Cooperative Extension Service NW9
Perry	Perryville	DHS County Office
Perry	Perryville	Heifer Project International
Perry	Perryville	Partners for Progress
Phillips	Forrest City	Delta Community Development Corporation 6
Phillips	Helena	4-H - Univ of Ark, Cooperative Extension Service SE14
Phillips	Helena	Arkansas Mentor Program, Arkansas DHS
Phillips	Helena	Phillips Community College/Adult Education
Phillips	Helena	Teach for America
Phillips	Marvell	Boys, Girls, Adults Community Development Center (BG)
Phillips	West Helena	Immanuel Rescue Mission
Pike	Glennwood	U.S. Forest Service
Pike	Hot Springs	Center for Arkansas Legal Services Branch Office 3-6
Pike	Murfreesboro	4-H - Univ of Ark, Cooperative Extension Service SW15
Poinsett	Harrisburg	4-H - Univ of Ark, Cooperative Extension Service NE13
Poinsett	Harrisburg	Natural Resources Conservational Service
Poinsett	Truman	Literacy Council of Poinsett County, Inc.

County	City/Town	Agency/Organization
Polk	Hot Springs	Center for Arkansas Legal Services Branch Office 3-7
Polk	Mena	4-H - Univ of Ark, Cooperative Extension Service SW16
Polk	Mena	City of Mena
Polk	Mena	Department of Human Services
Polk	Mena	Mena Child Development Inc.
Polk	Mena	Polk County Literacy Council
Polk	Mena	USDA Forest Service
Polk	Wickes	Wickes Child Development Inc.
Pope	Atkins	Appleton Child Development Inc.
Pope	Dover	Dover Child Development Inc.
Pope	Dover	Special Equestrians of Arkansas
Pope	No. Little Rock	Ouachita Girl Scout Council (headquarters-4)
Pope	Russellville	4-H - Univ of Ark, Cooperative Extension Service NW10
Pope	Russellville	AAA of West Cntrl Arkansas Senior Companion Program
Pope	Russellville	Area Agency on Aging Hospice
Pope	Russellville	Crawford Child Development Inc.
Pope	Russellville	Freedom House
Pope	Russellville	Lake Dardanelle State Park
Pope	Russellville	Legacy Lodge Nursing Home
Pope	Russellville	MiChild Enrichment Center
Pope	Russellville	Pope County Senior Activity Center
Pope	Russellville	Pope County Teen Court
Pope	Russellville	River Valley Shelter for Battered Women & Children Inc.
Pope	Russellville	Russellville Chamber of Commerce
Pope	Russellville	Russellville Child Development Inc.
Pope	Russellville	Saint Mary's Regional Medical Center
Pope	Russellville	Seven Oaks Retirement Inn
Pope	Russellville	The Main Street Mission, Inc.
Pope	Russellville	U.S. Forest Service
Prairie	DeValls Bluff	4-H - Univ of Ark, Cooperative Extension Service SE15
Prairie	Little Rock	Center for Arkansas Legal Services 5
Prairie	N. Little Rock	CareLink/Central Ark. Area Agency on Aging 5
Prairie	N. Little Rock	Ouachita Girl Scout Council (headquarters-11)
Pulaski	College Station	College Station Community Development Corporation
Pulaski	Jacksonville	Jacksonville Care Channel for the Needy Inc.
Pulaski	Jacksonville	Pathfinder Schools, Inc.
Pulaski	Little Rock	4-H - Univ of Ark, Cooperative Extension Service SE16
Pulaski	Little Rock	American Red Cross (State Coordinating Chapter)1
Pulaski	Little Rock	AR State Library Service f/t Blind & Physically Handicap

County	City/Town	Agency/Organization
Pulaski	Little Rock	Arkansas ABLE
Pulaski	Little Rock	Arkansas Children's Hospital
Pulaski	Little Rock	Arkansas Department of Pollution Control & Ecology
Pulaski	Little Rock	Arkansas Easter Seal Society
Pulaski	Little Rock	Arkansas Foodbank Network
Pulaski	Little Rock	Arkansas Game & Fish Commission
Pulaski	Little Rock	Arkansas Historic Preservation Program
Pulaski	Little Rock	Arkansas Repertory Theatre
Pulaski	Little Rock	Arkansas State Press
Pulaski	Little Rock	Ballet Arkansas
Pulaski	Little Rock	Birthright of Greater Little Rock
Pulaski	Little Rock	CARTI (Central Arkansas Radiation Therapy Institute)
Pulaski	Little Rock	Catherine's House
Pulaski	Little Rock	Celebration Ministries
Pulaski	Little Rock	Center for Arkansas Legal Services Main Office
Pulaski	Little Rock	Columbia Doctors Hospital
Pulaski	Little Rock	Global Learning Center/Allied College of Technical Scien
Pulaski	Little Rock	Habitat Humanity of Pulaski County Inc.
Pulaski	Little Rock	Heifer Project International
Pulaski	Little Rock	Historic Preservation Alliance of Arkansas
Pulaski	Little Rock	Hospice Home Care
Pulaski	Little Rock	James H. Penick Boys Club
Pulaski	Little Rock	KARK - Channel 4 News "Call 4-Help"
Pulaski	Little Rock	Local Initiatives Support Corporation
Pulaski	Little Rock	Oasis Renewal Center
Pulaski	Little Rock	P.A.R.K.
Pulaski	Little Rock	Planned Parenthood of Greater Arkansas
Pulaski	Little Rock	Red Octopus Productions, Inc.
Pulaski	Little Rock	Regional AIDS Interfaith Network (RAIN)
Pulaski	Little Rock	Ryan White Center
Pulaski	Little Rock	SCAN Volunteer Service, Inc.
Pulaski	Little Rock	Second Genesis Ministries
Pulaski	Little Rock	Seven On Your Side
Pulaski	Little Rock	Southwest Hospital
Pulaski	Little Rock	St. Vincent Infirmary Medical Center
Pulaski	Little Rock	The Watershed Inc.
Pulaski	Little Rock	UAMS Medical Center
Pulaski	Little Rock	United Cerebral Palsy
Pulaski	Little Rock	Wildwood Park for the Performing Arts

County	City/Town	Agency/Organization
Pulaski	Little Rock	Youth Home, Inc.
Pulaski	N. Little Rock	Advocates and Relatives for Kids
Pulaski	N. Little Rock	Big Brothers & Big Sisters
Pulaski	N. Little Rock	CareLink/Central Ark. Area Agency on Aging 1
Pulaski	N. Little Rock	COPE
Pulaski	N. Little Rock	Family Service Agency
Pulaski	N. Little Rock	Integrity Inc.
Pulaski	N. Little Rock	Ouachita Girl Scout Council (headquarters)
Pulaski	N. Little Rock	Services & Opportunities for Seniors
Pulaski	Roland	Pinnacle Mountain State Park
Randolph	Paragould	American Red Cross, Crowley's Ridge Chapter 3
Randolph	Pocahontas	Black River Area Development Corp. Headstart
Randolph	Pocahontas	Randolph County Nursing Home
Randolph	Pocahontas	The Studio for the Arts
Saline	Benton	4-H - Univ of Ark, Cooperative Extension Service SW17
Saline	Benton	Churches Joint Council on Human Needs (CJOHN)
Saline	Benton	Department of Human Services
Saline	Benton	Saline County Senior Adult Centers
Saline	Bryant	MED-U-CARE
Saline	Bryant	Saline County Senior Adult Centers
Saline	Hot Springs	Center for Arkansas Legal Services Branch Office 3-8
Saline	Little Rock	American Red Cross (State Coordinating Chapter)2
Saline	N. Little Rock	CareLink/Central Ark. Area Agency on Aging 3
Saline	N. Little Rock	Ouachita Girl Scout Council (headquarters-2)
Scott	Waldron	4-H - Univ of Ark, Cooperative Extension Service SW18
Scott	Waldron	Waldron Child Development Inc.
Searcy	Leslie	North Central Vocational Center
Searcy	Leslie	Ozark Heritage Art Center
Searcy	Marshall	4-H - Univ of Ark, Cooperative Extension Service NW11
Sebastian	Fort Smith	4-H - Univ of Ark, Cooperative Extension Service NW12a
Sebastian	Fort Smith	Old Fort River Festival, Inc.
Sebastian	Fort Smith	Symphony Association of Fort Smith (Ft Smith Symphon
Sebastian	Greenwood	4-H - Univ of Ark, Cooperative Extension Service NW12
Sevier	DeQueen	4-H - Univ of Ark, Cooperative Extension Service SW19
Sevier	Hot Springs	Center for Arkansas Legal Services Branch Office 3-9
Sharp	Ash Flat	Sharp County DHS
Sharp	Batesville	White River Area Agency on Aging 6
Sharp	Cherokee Village	Sharp County American Cancer Society
Sharp	Hardy	Spring River Community Resource Council

County	City/Town	Agency/Organization
Sharp	Melbourne	N.A.D.C. Aging Program 2
St. Francis	Colt	Colt Community Development Corp. of St. Francis Count
St. Francis	Forrest City	Delta Community Development Corporation 1
Stone	Batesville	White River Area Agency on Aging 7
Stone	Melbourne	N.A.D.C. Aging Program 3
Stone	Mountain View	New Horizons Day Care
Stone	Mountain View	North Arkansas Development
Stone	Mountain View	Stone County DHS
Union	El Dorado	4-H - Univ of Ark, Cooperative Extension Service SW20
Union	El Dorado	Boys & Girls Club of El Dorado
Union	El Dorado	Center for Arkansas Legal Services Branch Office 2-8
Union	El Dorado	Hudson Memorial (Nursing Home)
Union	El Dorado	South Arkansas Arts Center
Union	El Dorado	Tri-County Retired & Senior Volunteer Program 1
Union	El Dorado	YWCA
Van Buren	Batesville	White River Area Agency on Aging 8
Van Buren	Choctaw	Van Buren County Special School
Van Buren	Clinton	4-H - Univ of Ark, Cooperative Extension Service NW13
Van Buren	Clinton	Van Buren County Literacy Council, Inc.
Washington	Fayetteville	4-H - Univ of Ark, Cooperative Extension Service NW14
Washington	Fayetteville	American Red Cross, Greater NW Arkansas Chapter 1
Washington	Fayetteville	North Arkansas Symphony Society
Washington	Fayetteville	Ozark Literacy Council, Inc.
Washington	Springdale	Arts Center of the Ozarks
Washington	Springdale	Harvey & Bernice Jones Center for Families
White	Batesville	White River Area Agency on Aging 9
White	Little Rock	Center for Arkansas Legal Services 7
White	Searcy	Sunshine School, Inc.
Woodruff	Batesville	White River Area Agency on Aging 10
Woodruff	Cotton Plant	Cotton Plant Housing Authority
Woodruff	Cotton Plant	Cotton Plant Medical Clinic
Woodruff	Cotton Plant	J.C. Babbs Community Center
Woodruff	Cotton Plant	Mayor's Office, City of Cotton Plant
Woodruff	Forrest City	Delta Community Development Corporation 7
Woodruff	McCrory	Woodruff County Aging Center
Woodruff	McCrory	Woodruff County Economic Development Council
Yell	Danville	4-H - Univ of Ark, Cooperative Extension Service NW15a
Yell	Danville	Danville Child Development Inc.
Yell	Danville	Yell County Department of Human Services

County	City/Town	Agency/Organization
Yell	Dardanelle	4-H - Univ of Ark, Cooperative Extension Service NW15
Yell	Dardanelle	Dardanelle Early Head Start Child Development Inc.
Yell	Dardanelle	Yell County Literacy Council
Yell	N. Little Rock	Ouachita Girl Scout Council (headquarters-3)

Recommended Student Community Service Sites - Act 648 (Increment 2)

County	City/Town	Agency/Organization
Arkansas	Leslie	Ozark Heritage Art Center
Baxter	Mountain Home	4-H - UA Cooperative Extension Service
Benton	Bentonville	4-H - UA Cooperative Extension Service
Benton	Bentonville	Benton County Teen Court
Benton	Bentonville	NorthWest Arkansas Community College Foundation
Benton	Rogers	St. Mary's Hospital
Boone	Harrison	4-H - UA Cooperative Extension Service
Calhoun	Hampton	"Our Town Volunteers"
Calhoun	Hampton	Calhoun County UCRC
Calhoun	Hampton	Caring Hearts Mission
Carroll	Berryville	4-H - UA Cooperative Extension Service
Carroll	Berryville	Carroll County Senior Activity Center
Clark	Arkadelphia	Amer. Red Cross-Diamond Valley Chptr
Clark	Arkadelphia	Arkadelphia Housing Authority
Clark	Arkadelphia	Arkadelphia Parks & Recreation Dept
Clark	Arkadelphia	Arkadelphia Senior Adult Center
Clark	Arkadelphia	Chamber of Commerce
Clark	Arkadelphia	Clark County Library
Clark	Arkadelphia	Cntrl AR Dvlpmnt Cncl Arkadelphia Hd Str.
Clark	Arkadelphia	Courage House
Clark	Arkadelphia	Dept of Human Services
Clark	Arkadelphia	Hospitality Care Center
Clark	Arkadelphia	Perritt Primary School
Clark	Arkadelphia	Southwest Arkansas Food Bank
Clark	Hot Springs	Ouachita Area Cncl-Boy Scouts of Amer.
Conway	Danville	15th Judicial District Victim Assistance Program
Conway	Morrilton	4-H - UA Cooperative Extension Service
Crawford	Alma	Crawford County Volunteers for Literacy
Crawford	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Maple)
Crawford	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Red Oak)
Crittenden	West Memphis	Main Street West Memphis, Inc.
Franklin	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Cedar)
Franklin	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Cottonwood)
Fulton	Salem	USDA Farm Service Agency
Garland	Hot Springs	First Step
Greene	Paragould	Arkansas Methodist Hospital
Greene	Paragould	Department of Human Services (Greene County)
Independence	Batesville	Rolling Hills Nursing Center
Jefferson	Pine Bluff	Salvation Army
Johnson	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Peachtree)
Logan	Danville	15th Judicial District Victim Assistance Program
Logan	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Catalpa)

County	City/Town	Agency/Organization
Logan	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Logan Pines)
Lonoke	Cabot	Arlene Cherry Memorial Library
Lonoke	Cabot	Cabot City Beautiful
Lonoke	Cabot	Master Gardener
Lonoke	Cabot	Rebsamen Medical Clinic
Lonoke	Lonoke	Literacy Council of Lonoke County
Madison	Kingston	Kingston High School
Miller	Texarkana	Texarkana Chamber of Commerce
Monroe	Holly Grove	Kiddie Kollege Day Care
Montgomery	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Locust)
Nevada	Prescott	Nevada Co. Day Service Center
Newton	Deer	Deer Public Schools/Transportation Dept
Polk	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Hickory)
Pope	Russellville	Pope County Literacy Council, Inc.
Pulaski	Jacksonville	Jacksonville Elderly Activities Program
Pulaski	Jacksonville	Jacksonville Recreation Center
Pulaski	Jacksonville	Jacksonville-Cabot Veterinary Clinic
Pulaski	Little Rock	Arkansas Arts Center
Pulaski	Little Rock	Arkansas Museum of Science and History
Pulaski	Little Rock	Central Arkansas Pediatric Clinic
Pulaski	Little Rock	Humane Society of Pulaski County
Pulaski	Little Rock	Little Rock Zoo - Friends of the Zoo
Pulaski	Little Rock	Our House Shelter
Pulaski	Little Rock	Pulaski County One Stop Career Center
Pulaski	Little Rock	Visiting Nurse Association
Pulaski	Little Rock	Williamsburg Retirement Inn
Pulaski	N. Little Rock	Ark. Coalition Against Domestic Violence
Pulaski	N. Little Rock	Arkansas Special Olympics
Pulaski	N. Little Rock	Baptist Memorial Medical Center
Pulaski	N. Little Rock	NLR Boys & Girls Club
Pulaski	N. Little Rock	Trinity Lutheran Learning Center
Pulaski	Sherwood	Central Ark. Rehab Hospital Volunteers
Pulaski	Sherwood	Retirement Centers of Arkansas
Pulaski	Sherwood	Sherwood Parks & Recreation
Randolph	Pocahontas	4-H - UA Cooperative Extension Service
Randolph	Pocahontas	Randolph County Medical Center
Scott	Danville	15th Judicial District Victim Assistance Program
Scott	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Holly)
Sebastian	Fort Smith	Alzheimer's Association, Western Arkansas Chapter
Sebastian	Fort Smith	Arkansas Valley Habitat for Humanity
Sebastian	Fort Smith	Fort Smith Art Center
Sebastian	Fort Smith	Fort Smith Boys Clubs
Sebastian	Fort Smith	Fort Smith Girls, Inc.
Sebastian	Fort Smith	Fort Smith Housing Authority

County	City/Town	Agency/Organization
Sebastian	Fort Smith	Fort Smith Little Theatre
Sebastian	Fort Smith	Fort Smith Public Library
Sebastian	Fort Smith	Make-A-Wish Foundation of the Mid-South Inc.
Sebastian	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Evergreen)
Sebastian	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Listening Pines)
Sebastian	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Magnolia)
Sebastian	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Rosetree)
Sebastian	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Sassafras)
Sebastian	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Willow)
Sebastian	Fort Smith	Old Fort Museum
Sebastian	Fort Smith	St. Edward Mercy Medical Center
Sebastian	Fort Smith	The Gregory Kistler Treatment Center for Children, Inc.
Sebastian	Fort Smith	The Salvation Army, Fort Smith
Sebastian	Fort Smith	Western Arkansas Ballet
Sharp	Ash Flat	4-H - UA Cooperative Extension Service
St. Francis	Forrest City	4-H - UA Cooperative Extension Service
Stone	Mountain View	4-H - UA Cooperative Extension Service
Van Buren	Clinton	Friends of Special People
Van Buren	Clinton	Van Buren Co. Mmrl Hospital/Nursing Home
Washington	Fayetteville	Ozark Literacy Council, Inc.
Washington	Springdale	Boy Scouts of America
White	Searcy	4-H - UA Cooperative Extension Service
Woodruff	Augusta	4-H - UA Cooperative Extension Service
Yell	Danville	15th Judicial District Victim Assistance Program

Recommended Student Community Service Sites - Act 648 (Increment 3)

County	City/Town	Agency/Organization
Benton	Bentonville	Community Dev. Corp. - Havenwood
Chicot	Lake Village	Chicot County Governor's Collaborative
Craighead	Jonesboro	United Way of Greater Jonesboro
Dallas	Fordyce	Fordyce Civic Center
Faulkner	Vilonia	Vilonia Senior Citizens Center
Franklin	Charleston	City of Charleston
Garland	Hot Springs Village	North Garland County Boys & Girls Club
Greene	Paragould	School of the 21st Century
Independence	Pleasant Plains	Midland High School Library
Jefferson	Pine Bluff	Univ. of Arkansas Pine Bluff
Lee	Marianna	Lee County Community Development Corporation
Lonoke	England	City of England
Miller	Texarkana	Miller County Judge's Office
Newton	Jasper	Jasper Elementary School
Pulaski	Jacksonville	Jacksonville Esther Nixon Public Library
Pulaski	Jacksonville	Jacksonville North
Pulaski	Jacksonville	Jacksonville Recycling Center
Pulaski	Jacksonville	Rebsamen Regional Medical Center
Pulaski	Little Rock	Advocates for Battered Women
Pulaski	Little Rock	Arkansas Territorial Restoration
Pulaski	Little Rock	Family Life (A Division of Campus Crusade For Christ)
Pulaski	Little Rock	Little Rock School District
Pulaski	Little Rock	Make A Wish Foundation of the Mid-South Arkansas Field
Pulaski	Little Rock	St. Francis House Inc.
Pulaski	North Little Rock	City of North Little Rock Municipal Government
Pulaski	Roland	Highway 10 Community Center
Pulaski	Scott	Alternative Learning Center
Pulaski	Sherwood	Arkansas Sports Medicine (Sherwood Physical Therapy)
Pulaski	Sherwood	Sylvan Hills High School
Saline	Benton	Saline County Juvenile Teen Court
Saline	Benton	Saline County Memorial Hospital
Sebastian	Fort Smith	The Downtown Volunteers, Inc.
Sebastian	Fort Smith	Alzheimer's Assn./Western Arkansas Chapter
Sebastian	Fort Smith	Fort Smith Boys Club
Sebastian	Fort Smith	Fort Smith Girls Clubs, Inc.
Sebastian	Fort Smith	Fort Smith National Historic Site

County	City/Town	Agency/Organization
Sebastian	Fort Smith	Fort Smith Public Library
Sebastian	Fort Smith	Make-A-Wish Foundation of the Mid-South
Sebastian	Fort Smith	St. Edward Mercy Medical Center
Sebastian	Fort Smith	St. John's Episcopal Church
Sebastian	Fort Smith	Westark Area Council, Boy Scouts of America
Sebastian	Fort Smith	Western Arkansas Ballet
Washington	Fayetteville	Council on Aging Inc., Adult Day Care
Washington	Fayetteville	Greater Northwest Arkansas Chapter of ARC
Washington	Fayetteville	Mickey & Minnie's Learn & Play Center
Washington	Fayetteville	Montessori School
Washington	Fayetteville	Washington Elementary School
Washington	Fayetteville	Woodland Comm. Serv. Class
Washington	Springdale	Arts Center of the Ozarks

Recommended Student Community Service Sites - Act 648 (Increment 4)

County	City/Town	Agency/Organization
Benton	Rogers	Rogers Historical Museum
Benton	Siloam Springs	Dogwood Literacy Council, Inc.
Craighead	Jonesboro	Alternative School
Craighead	Jonesboro	Annie Camp Junior High
Craighead	Jonesboro	Area Vo-Tech High School
Craighead	Jonesboro	Hillcrest Elementary
Craighead	Jonesboro	Jonesboro High School
Craighead	Jonesboro	Jonesboro Public School
Craighead	Jonesboro	Kindergarten Center
Craighead	Jonesboro	MacArthur Junior High
Craighead	Jonesboro	Philadelphia Elementary School
Craighead	Jonesboro	Sixth Grade Academic Center
Craighead	Jonesboro	South Elementary
Craighead	Jonesboro	West Elementary School
Faulkner	Conway	Arkansas Educational Telecommunications Network
Greene	Paragould	Bees Senior Citizens, Inc
Nevada	Prescott	Prescott Nevada County Economic Development Office
Newton	Mt. Judea	Mt. Judea Area Community
Pulaski	Jacksonville	North Pulaski High School
Pulaski	Little Rock	Aerospace Education Center
Pulaski	Little Rock	Arkansans for Drug Free Youth
Pulaski	Little Rock	Care Network Hospice
Pulaski	Little Rock	Central High Museum & Visitor Center
Pulaski	Little Rock	Helping Hand of Greater Little Rock
Pulaski	Little Rock	Literacy Action of Central Arkansas
Pulaski	Little Rock	Mills University Studies High School
Pulaski	Little Rock	North Hills Animal Clinic
Pulaski	Little Rock	Pfeifer Kiwanis Camp
Pulaski	Little Rock	Robinson Elementary School
Pulaski	Little Rock	Robinson Jr. High School
Pulaski	Little Rock	St. Francis House, Inc.
Pulaski	Little Rock	Terrace Green Learning Center
Pulaski	Little Rock	The Children's Museum of Arkansas
Pulaski	Little Rock	United Way of Pulaski County
Pulaski	Little Rock	Volunteers for Victims
Pulaski	North Little Rock	Big Brothers Big Sisters of Pulaski County, Inc.
Saline	Benton	Saline County Memorial Hospital
Saline	Little Rock	Southwest Hospital

Recommended Student Community Service Sites - Act 648 (Increment 5)

County	City/Town	Agency/Organization
Baxter	Mountain Home	Mountain Home City/L.C. Sammons Youth Center
Benton	Gentry	City of Gentry
Clark	Arkadelphia	Arkadelphia High School
Clark	Arkadelphia	Community Family Enrichment Center, Inc.
Clark	Arkadelphia	Faith Missionary Baptist Church
Clark	Arkadelphia	Happyland Child Care Center, Inc.
Craighead	Jonesboro	Arkansas Humane Society
Craighead	Jonesboro	Nettleton School District
Craighead	State University	Center for English as a Second Language
Independence	Newark	Newark School District
Mississippi	Osceola	Area 13 Special Olympics
Nevada	Prescotts	Prescott School District
Pulaski	Little Rock	Arkansas for Drug Free Youth
Pulaski	Little Rock	Little Rock & Cultural Diversity Commission
Pulaski	Little Rock	Little Rock AFB Youth Center
Pulaski	Maumelle	Audubon Pointe Retirement Center
Pulaski	Maumelle	Maumelle Animal Services
Pulaski	Maumelle	Outlook Pointe-Assisted Living For SR Adults
Pulaski	No Little Rock	Voluntary Service VA Medical Center
Pulaski	Sherwood	Sylvan Hills Jr. High

Recommended Student Community Service Sites - Act 648 (Increment 6)

County	City/Town	Agency/Organization
Benton	Pea Ridge	National Park Service
Craighead	Jonesboro	Foundation of Arts
Craighead	Jonesboro	Jonesboro Council on Ministries
Craighead	Jonesboro	Safe Jonesboro Coalition
Miller	Texarkana	Domestic Violence Prevention
Perry	Perryville	Non-Profit fund Raiser for Partners for Progress
Perry	Perryville	Perry Co. Health Unit
Perry	Perryville	Perryville School District
Perry	Perryville	Perryville Senior Adult Center
Perry	Perryville	Perryville Youth Association
Perry	Perryville	Rolands Drug Store
Pulaski	Little Rock	Central Arkansas Library System
Pulaski	Little Rock	EMOBA, The Museum of Black Arkansas & Performing Arts Center
Pulaski	Little Rock	Riverfest
Pulaski	Little Rock	Robinson High School
Pulaski	Little Rock	Sixth Judicial District Prosecuting Attorney
Pulaski	Little Rock	Teen Court
Pulaski	Little Rock	University of Arkansas at Little Rock
Washington	Fayetteville	University Museum
Washington	Springdale	Northwest Arkansas Crisis Intervention Center
Washington	Springdale	NWA Multicultural Center
Washington	Stringdale	Washington County Extended School Program (AmeriCorps)

Recommended Student Community Service Sites - Act 648 Increment **7**

County	City/Town	Agency/Organization
Clark	Arkadelphia	Community Family Enrichment Center, Inc.
Conway	Morrilton	South Conway County School District
Craighead	Jonesboro	Northeast Arkansas Chapter of the American Red Cross
Crawford	Fort Smith	Crawford-Sebastian Community Development Council
Lawrence	Powhatan	Lawrence County Historical Society
Lincoln	Star City	Lincoln County Literacy Council
Nevada	Prescott	Nevada County Health Unit - Arkansas Department of Health
Pope	Russellville	Pope County Literacy Council
Pulaski	Little Rock	"Fun in the Sun" Day Camp
Pulaski	North Little Rock	Robinson Health Care
Pulaski	Sherwood	All STARS/Clinton Elementary School
Pulaski	Sherwood	City of Sherwood Animal Services
Pulaski	Sherwood	Outlook Pointe at Sherwood

Recommended Student Community Service Sites - Act 648 (Increment 8)

County	City/Town	Agency/Organization
Lonoke	Cabot	Cabot Parks and Recreation
Mississippi	Dyess	Dyess Volunteer Fire Department
Pulaski	Little Rock	Arkansas Coalition for Juvenile Justice
Pulaski	Little Rock	Bess Chisum Stephens YWCA EncorePlus
Pulaski	Maumelle	City of Maumelle
Pulaski	Maumelle	Maumelle Area Chamber of Commerce
Pulaski	Sherwood	First Baptist Church of Sherwood Youth Ministry
Washington	Lincoln	Lincoln High School

Recommended Student Community Service Sites - Act 648 (Increment 9)

County	City/Town	Agency/Organization
Carroll	Berryville	Berryville Business & Professional Women
Carroll	Berryville	Berryville Head Start
Carroll	Berryville	Carroll Regional Medical Center
Carroll	Berryville	Children's Cornerstone Preschool
Carroll	Berryville	Food Bank of the Ozarks (Loaves and Fishes Food Bank)
Carroll	Berryville	The Merlin Foundation
Clark	Arkadelphia	Beverly Healthcare of Arkadelphia
Clark	Arkadelphia	Bright Beginnings Learning Center
Clark	Arkadelphia	Humane Society of Clark County
Garland	Hot Springs	PHOEBE/The Uzuri Project
Garland	Hot Springs	Renewal Outreach Ministries
Lawrence	Walnut Ridge	Northeast Arkansas Educational Cooperative
Mississippi	Osceola	Main Street Osceola, Inc.
Pulaski	Little Rock	Camp Aldersgate
Pulaski	Little Rock	Heifer Project International, Inc.
Pulaski	North Little Rock	Sherman Park Community Development Corporation
Saline	Bauxite	Bauxite Museum
Washington	Winslow	Winslow Extended School Program

Recommended Student Community Service Sites - Act 648 (Increment 10)

County	City/Town	Agency/Organization
Clark	Arkadelphia	Humane Society of Clark County
Hempstead	Hope	Southwest Arkansas Arts Council
Nevada	Prescott	Holly's Health Mart
Nevada	Prescott	Nevada County Library
Saline	Bauxite	Town of Bauxite - Mayor's Office

Recommended Community Service Sites

Act 648 Community Service Program for Secondary Students

(Increment 11)

Data Compiled by

**Division of Volunteerism
Department of Human Services**

June 2001

Recommended Student Community Service Sites

Act 648

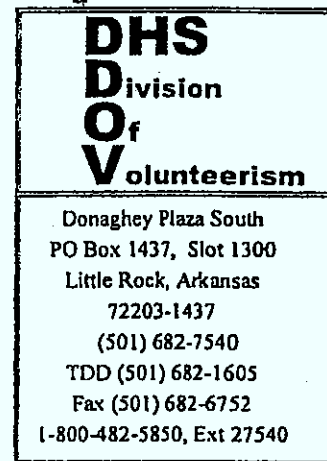
Increment 11

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DOV will be pleased to work with approved/recommended organizations to create or enhance a student community service program to incorporate the *preparation, action, and reflection* components which fulfill the requirements and *service learning* intent of Act 648. Please direct calls, letters, or faxes to the addresses or numbers in the box below.

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Finally, with the success of Youth Service Arkansas (YSA), there are sure to be additional opportunities for youth to participate in *documentable* community service. Mayors throughout Arkansas have endorsed the program. In addition, YSA also ties nicely into at least one of the five goals of the Presidents' Summit on America's Future (as carried forward by America's Promise nationally — and Arkansas' Promise in our own state). Please contact DOV for information or assistance regarding any of these programs.



Recommended Student Community Service Sites - Act 648 (Increment 11)

County	City/Town	Agency/Organization
Benton	Rogers	Rogers Public Library
Clark	Arkadelphia	Court Probation Service, Clark County Court System
Searcy	Leslie	Searcy County Literacy Council
Searcy	Leslie	Searcy County Literacy Council
Searcy	Leslie	Searcy County Literacy Council
Searcy	Leslie	Searcy County Literacy Council
Searcy	Leslie	Searcy County Literacy Council
Searcy	Leslie	Searcy County Literacy Council
Searcy	Leslie	Searcy County Literacy Council

Recommended Community Service Sites

Act 648 Community Service Program for Secondary Students

(Increment 12)

Data Compiled by

**Division of Volunteerism
Department of Human Services**

January 2002

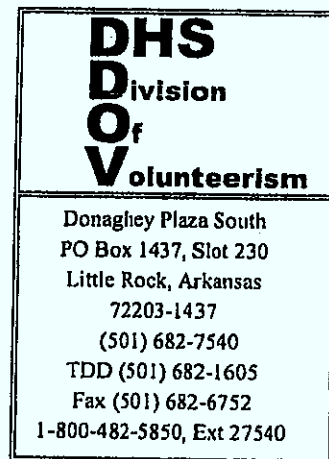
Recommended Student Community Service Sites
Act 648
Increment 12

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Recommended Student Community Service Sites - Act 648 (Increment 12)

County	City/Town	Agency/Organization
Craighead	Jonesboro	Literacy League of Craighead County
Crittenden	West Memphis	Good Neighbor/Love Center
Crittenden	West Memphis	Literacy Council of Crittenden County
Jefferson	Alzheimer	JCCS, Alzheimer Clinic
Jefferson	Pine Bluff	AGFC Delta Rivers Nature Center
Jefferson	Pine Bluff	Area Agency on Aging
Jefferson	Pine Bluff	Arkansas Convalescent Center
Jefferson	Pine Bluff	Arkansas Coordinated Child Effort in State Services (ACCESS, Inc.)
Jefferson	Pine Bluff	Arkansas Post Girl Scout Council, Inc.
Jefferson	Pine Bluff	Caring About People (CAP) Team, Jefferson Regional Medical Center
Jefferson	Pine Bluff	CASA Women's Shelter
Jefferson	Pine Bluff	Community Resource Agency
Jefferson	Pine Bluff	Davis Life Care Center
Jefferson	Pine Bluff	DHS Division of Children and Family Services
Jefferson	Pine Bluff	Interested Citizens for Voter Registration, Inc.
Jefferson	Pine Bluff	Jefferson Comprehensive Care System, Inc.
Jefferson	Pine Bluff	Jefferson County 4-H, Cooperative Extension Service
Jefferson	Pine Bluff	Jefferson County Career Center/ESD
Jefferson	Pine Bluff	Jefferson County Retired and Senior Volunteer Program
Jefferson	Pine Bluff	Lakeside United Methodist Church
Jefferson	Pine Bluff	Pathfinder Healthcare, Inc.
Jefferson	Pine Bluff	Pine Bluff American Red Cross
Jefferson	Pine Bluff	Pine Bluff Citizens Boys & Girls Club
Jefferson	Pine Bluff	Pine Bluff Housing Authority
Jefferson	Pine Bluff	Pine Bluff Nursing Home
Jefferson	Pine Bluff	Pine Bluff Police Department
Jefferson	Pine Bluff	SCAN Volunteer Services, Inc.
Jefferson	Pine Bluff	Southeast Arkansas Community Development Corporation (SEACDC)
Jefferson	Pine Bluff	The Arts & Science Center for Southeast Arkansas
Jefferson	Pine Bluff	The Child Center
Jefferson	Pine Bluff	The Salvation Army
Jefferson	Pine Bluff	The Salvation Army Thrift Store
Jefferson	Pine Bluff	United Way of Southeast Arkansas

Recommended Community Service Sites

Act 648 Community Service Program for Secondary Students

(Increment 13)

Data Compiled by

**Division of Volunteerism
Department of Human Services**

November 2002

Recommended Student Community Service Sites

Act 648

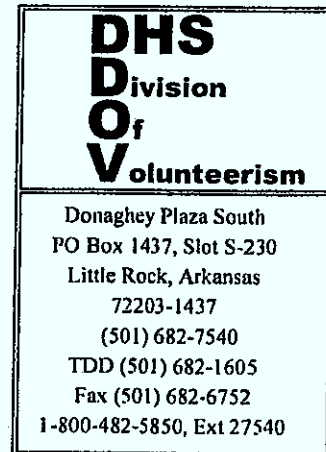
Increment 13

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Recommended Student Community Service Sites - Act 648 (Increment 13)

County	City/Town	Agency/Organization
Jefferson	Pine Bluff	Youth Partners of Pine Bluff/Jefferson County
Pulaski	Little Rock	The First Tee of Little Rock
Washington	Fayetteville	Butterfield Trail Village
Washington	Springdale	Northwest Medical Center of Washington County
Washington	Springdale	Springdale Health and Rehabilitation

Recommended Community Service Sites

Act 648 Community Service Program for Secondary Students

(Increment 15)

Data Compiled by

**Division of Volunteerism
Department of Human Services**

October 28, 2003

Recommended Student Community Service Sites

Act 648

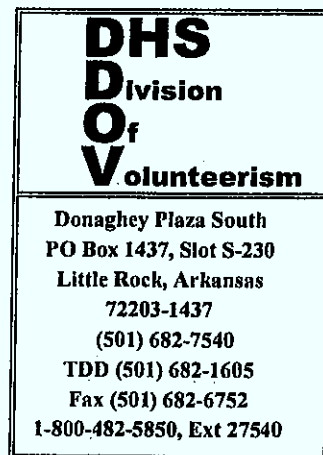
Increment 15

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Recommended Student Community Service Sites - Act 648 (Increment 15)

County	City/Town	Agency/Organization
Grant	Sheridan	Crown Point Assisted Living
Grant	Sheridan	Family Resource Center/Keeping the Faith Shelter
Grant	Sheridan	Grant County Chamber of Commerce
Grant	Sheridan	Grant County Hometown Health
Grant	Sheridan	Grant County Senior Center
Grant	Sheridan	Literacy Council of Grant County
Grant	Sheridan	Sheridan Elementary School
Grant	Sheridan	Sheridan Intermediate School
Nevada	Prescott	Nevada County Depot and Museum

Recommended Student Community Service Sites - Act 648 (increment 16)

County	City/Town	Agency/Organization
Grant	Sheridan	Sheridan Nursing and Rehab
Howard	Mineral Springs	City of Mineral Springs
Jefferson	Altheimer	Arkansas Delta Resource Center
Jefferson	Pine Bluff	Dianne's Adult Health Daycare
Lonoke	Cabot	Citizens Against Drugs, Inc.
Lonoke	Ward	Ward Water & Sewer System
Saline	Benton	Habitat for Humanity of Saline County
Searcy	Leslie	Literacy Council of North Central Arkansas
Jefferson	Pine Bluff	Jack Robey's Lights on After Dark Program
Jefferson	Pine Bluff	Davis East Nursing Home
Jefferson	Pine Bluff	Chester Hynes Community Center
Jefferson	Pine Bluff	Southeast Arkansas College
Jefferson	Pine Bluff	Community Theatre
Jefferson	Pine Bluff	Arkansas State Police, Troop E

August 2004

Recommended Student Community Service Sites
Act 648
Increment 17

Service Site	City/Town	County	School District
Milam Cattle Company	Prescott, AR	Nevada	Prescott School District
Mid America Museum	Hot Springs	Garland	Garland Co. School District
Area 10 Special Olympics	Benton	Saline/Garland/ Clark/Pike & Montgomery	Hot Springs, Clark, Pike, & Montgomery Schools
Natural Resources Conservation Services	Ash Flat	Sharp	Cave City School District
The Maples at HAR-BER Meadows	Springdale	Washington	Springdale School District

June 2006

Recommended Student Community Service Sites
Act 648
Increment 19

Service Site	City/Town	County	School District
Arkansas Hospice	Hot Springs	Garland	All schools in Garland Co.
Arkansas Hospice	Pine Bluff	Jefferson	All schools in Jefferson Co.
Arkansas Hospice	Conway	Faulkner	All schools in Faulkner Co.
Arkansas Hospice	Russellville	Pope	Russellville High School
Arkansas Hospice	Little Rock	Pulaski	All schools in Pulaski Co.

Recommended Student Community Service Sites
Act 648
Increment 20

Service Site	City/Town	County	School District
Nevada County Clerk	Prescott	Nevada	Prescott School District
Nevada Co. Tax Assessor	Prescott	Nevada	Prescott School District
Nevada Co. Circuit Clerk's Office	Prescott	Nevada	Prescott School District
Prescott / Nevada County Chamber of Commerce	Prescott	Nevada	Prescott School District
Prescott Flowers and Gifts	Prescott	Nevada	Prescott School District
Style by Heather Salon	Prescott	Nevada	Prescott School District

**ARKANSAS DEPARTMENT OF EDUCATION
RULES AND REGULATIONS
GOVERNING THE ARKANSAS SERVICE LEARNING PROGRAM**

1.00 REGULATORY AUTHORITY

- 1.01 These regulations shall be known as the Arkansas Department of Education Rules and Regulations Governing the Service Learning Program.
- 1.02 These regulations are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. 6-16-120 (Repl. 1993).

2.00 PURPOSE

- 2.01 The purpose of these regulations is to establish the requirements for the Arkansas Service Learning Program.

3.00 DEFINITIONS

- 3.01 "Academic Credit" is credit awarded to a student in grades nine through twelve (9-12) after successfully completing a minimum of seventy-five (75) clock hours of documented community service.
- 3.02 "Community Service" is a program or activity approved by the State Board of Education and the local school board which includes the Components preparation, action, and reflection.
- 3.03 "Certify" means that a service agency or organization has submitted to the school appropriate documentation that a student has successfully completed sufficient community service to be eligible for academic credit.

4.00 SERVICE LEARNING REQUIREMENTS

- 4.01 In order for a student to be eligible for academic credit for community service, the agency or organization that will certify completion of such service shall be approved by the Arkansas State Board of Education and the local school board.
- 4.02 Documentation to certify community service shall be presented to the local school board in the manner and at such time as prescribed by the local board. ADE 037-1
- 4.03 Documentation of community service and/or approval of an agency or organization by the State Board of Education to certify community service for academic credit shall be in a manner and at such time as prescribed by the state board.
- 4.04 All public school districts are approved by the State Board of Education to certify community service so long as the community service is under the supervision of a certified employee of the district. If the community service is under the direction or supervision of an agency or organization, the agency or organization must be approved by the State

Board of Education to certify community service prior to academic credit being granted for such service.

- 4.05 Upon notification to the State Board of Education a school district may choose to waive participation in the community service program and the awarding of academic credit for community service. ADE 037-2



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board
of Education

January 23, 2012

Dr. Ben Mays
Clinton
Chair

Kerry Saylor, Superintendent

Jim Cooper
Melbourne
Vice Chair

Jasper School District

P.O. Box 446

Jasper, AR 72641

Joe Black
Newport

**Re: Request for Waiver
(VIA CERTIFIED AND REGULAR MAIL)**

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Mr. Saylor:

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

On December 20, 2011, the Arkansas Department of Education received a request for waiver from the Jasper School District. Due to subsequent required revisions of the original request, on January 23, 2012, a second revised waiver request was received for a waiver from Rule 9.03.4.10 (Career and Technical Education) of the Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts for the 2011-12 school year. This waiver was requested specifically for the Oak High School campus of the Jasper School District for the fall semester of the 2011-12 school year.

Pursuant to Rule 9.03.4.13.7, both the superintendent and board president of the school district seeking the waiver shall appear before the State Board of Education to present their request for a waiver.

You are invited to appear before the State Board of Education at the next regularly scheduled meeting to be held on Monday, February 13, 2012 at 9:00 a.m. to present the district's request for a waiver.

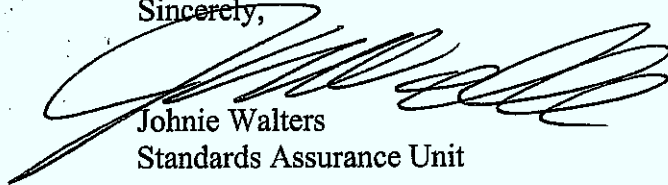
Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

*An Equal Opportunity
Employer*

Kerry Saylor
January 23, 2012
Page two

Thank you for your attention to this matter. Please contact me at 501-682-4555 should you have any questions or require additional information.

Sincerely,



Johnie Walters
Standards Assurance Unit

cc: Tom W. Kimbrell, Ed.D, Commissioner of Education
Mr. John Hoy, Assistant Commissioner, Division of Academic Accountability
Jeremy C. Lasiter, General Counsel
State Board Office
Stacey Clark, President

Jasper School District
Kerry Saylors, Superintendent
P.O. Box 446
Jasper, Arkansas 72641

RECEIVED
JAN 23 2012

**STANDARDS
ASSURANCE**

BOARD MEMBERS:

Stacey Clark, President
Shannon Skyrme, Vice President
Allen Clark, Secretary
Quentin Rylee
Todd Scarborough
Randy Treat
Rex Van Buren

TELEPHONE
(870) 446-2223

January 23, 2012

(Revised Request from December 18, 2011)

Dear Dr. Kimbrell and State Board of Education,

Pursuant to rule 9.03.4.13 inclusive of the rules governing Standards for Accreditation, the Jasper School District is requesting a waiver of rule 9.03.4.10 (Career and Technical Education) of the rules governing Standards for Accreditation for the first semester of the 2011-12 school year.

I would like to thank you for the time you have spent with me and the advisement you have given me over the course of the last three months regarding Oak School. I know you are well aware of the challenges we have faced. As per your advisement, we have actively been seeking a new instructional leader. I have been very impressed with the resumes we have received. If all goes well, Oak School will begin the second semester with a new principal.

Throughout the course of the last three months, we have found several areas of concern and have corrected each of them. One of those concerns, failure of the former principal to have a minimum of one student enrolled in a required class, was corrected as well. Unfortunately, the student enrolled in the class (Word Processing) left our district during the second nine weeks.

With all of the previous issues, seniors not enrolled in classes required for graduation, students enrolled in classes contradictory to their Individual Education Plan (IEP), and students failing to have a full schedule, our administrative team felt it would be detrimental to remove a student from another class so late in the semester and move them into the empty class. We do have

students enrolled in the second semester of Word Processing. The class they were enrolled in for first semester was only a .5 unit class.

I am enclosing a copy of the Oak High School master schedule as documentation that the class was on the schedule the entire time the course was to be taught (9.03.4.13.2) and a copy of the teacher's license ensuring they hold a correct license (9.03.4.13.3).

As a district that receives isolation funding, we are well aware of the consequences for failing to adhere to all state requirements. I can assure you Dr. Kimbrell, we are committed to providing an excellent education for our students at Oak and affording them every opportunity to experience a variety of academic choices. I sincerely request that our board president and I be permitted to appear before the State Board of Education to request a waiver (9.03.4.13.7).

Thank you for your consideration regarding this matter. Thank you more so, for the time you have taken to assist me as a leader during this challenging time. Your wisdom and advice has been greatly appreciated.

Sincerely,



Kerry Saylor – Superintendent
Jasper School District

Teacher Totals All Year
Building: 24 - OARK HIGH SCHOOL

JAMES

Period	Course	Course Section	Course Description	Team	Seats Used MP 1	Seats Used MP 2	Seats Used MP 3	Seats Used MP 4
2	492120	2	APPS COMP BUS APPS		8	8	7	7
3	399050	1	KEYBOARDING 7		0	0	13	13
4	492470	1	WORD PROCESS I		-3	-3	0	0
4	492480	1	WORD PROCESS II		0	0	3	3
5	999800	4	PREP		0	0	0	0
6	492150	1	DC-1		3	3	0	0
6	492160	1	DC-2		0	0	3	3
7	399040	2	CT: INTRO		7	7	-7	-7
7	492120	3	COMP BUS APPS		0	0	1	1
8	97013R	2	REMEDIATION		15	15	15	15
Totals for: JAMES					32	32	37	37

* IF THE CALCULATE USED SEATS OPTION HAS NOT BEEN RUN, THEN INACCURATE SEAT COUNTS MAY BE REFLECTED ON THIS REPORT.

Jan 23, 2012



Arkansas

DEPARTMENT OF EDUCATION

TEACHER'S LICENSE

DEBORAH GAIL JAMES

BACHELOR'S

CODE	AREA	TYPE	GRADE LEVEL	VALID FROM	VALID TO
111	MIDDLE SCH MATH	STANDARD FIVE YEAR	05 -08	01/01/2010	12/31/2014
225	BUSINESS TECH	STANDARD FIVE YEAR	07 -12	01/01/2010	12/31/2014
		--Invalid Below this line--			

T. Kenneth James
COMMISSIONER OF EDUCATION

Ron Tolson
COORDINATOR - PROFESSIONAL LICENSURE

Course Name	Section	Session	Period	Teacher	Study Type	Credits	Prereq	Libr	Building	Max	Use
377110 ENGLISH 7	1	0	1	CAMERON, TERRY	N	Regular	000	07	DARK HIGH SCHOOL	25	13
377130 READING 7	1	0	2	GREGORY	N	Regular	000	07	DARK HIGH SCHOOL	25	7
377210 SCIENCE 7	1	0	4	SOUTH, TINA	N	Regular	000	07	DARK HIGH SCHOOL	25	13
377310 MATH 7	1	0	4	WARD, WILLIAM	N	Regular	000	07	DARK HIGH SCHOOL	25	13
377560 MUSIC 7	1	0	7	HAGAR, RACHEL	N	Regular	000	07	DARK HIGH SCHOOL	25	7
377710 SOC STUDIES 7	1	0	7	GREGORY	N	Regular	000	07	DARK HIGH SCHOOL	0	13
377810 PE 7	1	0	7	MOSS, MIKE	N	Regular	000	07	DARK HIGH SCHOOL	25	13
388110 ENGLISH 8	1	0	1	CAMERON, TERRY	N	Regular	000	08	DARK HIGH SCHOOL	25	7
388130 READING 8	1	0	2	GREGORY	N	Regular	000	08	DARK HIGH SCHOOL	25	5
388210 SCIENCE 8	1	0	4	SOUTH, TINA	N	Regular	000	08	DARK HIGH SCHOOL	25	9
388310 MATH 8	1	0	4	WARD, WILLIAM	N	Regular	000	08	DARK HIGH SCHOOL	25	6
388530 VOCAL MUSIC	1	0	7	HAGAR, RACHEL	N	Regular	000	08	DARK HIGH SCHOOL	25	6
388540 INSTR MUSIC 8	1	0	5	HAGAR, RACHEL	N	Regular	000	08	DARK HIGH SCHOOL	0	2
388710 8TH SOC STUDIES	1	0	1	GREGORY	N	Regular	000	08	DARK HIGH SCHOOL	25	9
388810 PE GRADE 8	1	0	4	MOSS, MIKE	N	Regular	000	08	DARK HIGH SCHOOL	0	9
399030 INTRO-WLD AG	1	0	2	SAWRIE, FRANCES	N	Regular	000	08	DARK HIGH SCHOOL	0	13
399040 CT: INTRO	2	0	7	JAMES	N	Regular	000	08	DARK HIGH SCHOOL	20	7
399050 KEYBOARDING 7	1	0	7	JAMES	N	Regular	000	08	DARK HIGH SCHOOL	0	13
399100 CAREER ORIENTAT	1	0	2	SAWRIE, FRANCES	N	Regular	000	08	DARK HIGH SCHOOL	25	9
399190 EAST 7-8	1	0	7	SANDERS	N	Regular	000	07,08	DARK HIGH SCHOOL	0	0
410000 ENGLISH 9	1	0	6	CAMERON, TERRY	N	Regular	1.000	09	DARK HIGH SCHOOL	25	10
411000 ENGLISH 10	1	0	4	CAMERON, TERRY	N	Regular	1.000	10	DARK HIGH SCHOOL	25	18
412000 ENGLISH 11	1	0	3	CAMERON, TERRY	N	Regular	1.000	11	DARK HIGH SCHOOL	25	7
413000 ENGLISH 12	1	0	7	CAMERON, TERRY	N	Regular	1.000	12	DARK HIGH SCHOOL	25	5
414000 ORAL COMMUNICAT	1	0	7	SAMPLEY	N	Regular	000	09,10,11,12	DARK HIGH SCHOOL	25	17
415000 JOURNALISM	1	0	7	CARPENTER, SARA	N	Regular	000	09,10,11,12	DARK HIGH SCHOOL	0	1
416000 DRAMA	1	0	7	SAMPLEY	N	Regular	000	09,10,11,12	DARK HIGH SCHOOL	10	15
420000 BIOLOGY	1	0	7	SAWRIE, FRANCES	N	Regular	1.000	10	DARK HIGH SCHOOL	25	8
42000P PRE-AP BIOLOGY	1	0	7	SANDERS	N	Regular	1.000	10,11,12	DARK HIGH SCHOOL	0	11
421000 CHEMISTRY	1	0	1	SOUTH, TINA	N	Regular	1.000	11,12	DARK HIGH SCHOOL	25	8
422000 PHYSICS	1	0	5	SANDERS	N	Regular	1.000	11,12	DARK HIGH SCHOOL	20	8
423000 PHYSICAL SCIENCE	1	0	1	SOUTH, TINA	N	Regular	1.000	09	DARK HIGH SCHOOL	25	11
424020 ENVIR. SCIENCE	1	0	8	CREAGER, CINDY	N	Regular	1.000	09,10,11,12	DARK HIGH SCHOOL	0	3
430000 ALGEBRA I	1	0	1	WARD, WILLIAM	N	Regular	1.000	08,09	DARK HIGH SCHOOL	25	9
431000 GEOMETRY	1	0	1	WARD, WILLIAM	N	Regular	1.000	09,10,11	DARK HIGH SCHOOL	25	16
432000 ALGEBRA II	1	0	7	WARD, WILLIAM	N	Regular	1.000	09,10,11	DARK HIGH SCHOOL	25	13
433000 TRIG/PRE-CALC	1	0	1	WARD, WILLIAM	N	Regular	1.000	11,12	DARK HIGH SCHOOL	25	5
439030 ALGEBRAIC CON	1	0	5	WARD, WILLIAM	N	Regular	1.000	09,10,11,12	DARK HIGH SCHOOL	25	5
439050 TRANSITION MATH	1	0	5	HARRISON	N	Regular	1.000	11,12	DARK HIGH SCHOOL	20	2
440000 SPANISH I	1	0	4	KIDDERGREN, P	N	Regular	1.000	09,10,11,12	DARK HIGH SCHOOL	0	3
440020 SPANISH II	1	0	7	NANCE, DAVID	N	Regular	1.000	10,11,12	DARK HIGH SCHOOL	0	2
450000 ART	1	0	1	SAMPLEY	N	Regular	1.000	09,10,11,12	DARK HIGH SCHOOL	25	11
450030 ART II	1	0	3	SAMPLEY	N	Regular	1.000	09,10,11,12	DARK HIGH SCHOOL	25	2
450040 ART III	1	0	4	SAMPLEY	N	Regular	1.000	09,10,11,12	DARK HIGH SCHOOL	25	1
451000 INSTRUM MUSIC	1	0	4	HAGAR, RACHEL	N	Regular	1.000	09,10,11,12	DARK HIGH SCHOOL	25	2
451000 INSTRUM MUSIC	2	0	4	HAGAR, RACHEL	N	Regular	1.000	09,10,11,12	DARK HIGH SCHOOL	20	1
451040 INSTR MUSIC II	1	0	1	HAGAR, RACHEL	N	Regular	000	09,10,11,12	DARK HIGH SCHOOL	0	1
451040 INSTR MUSIC II	2	0	1	HAGAR, RACHEL	N	Regular	1.000	09,10,11,12	DARK HIGH SCHOOL	0	1
452000 VOCAL MUSIC	1	0	5	HAGAR, RACHEL	N	Regular	1.000	09,10,11,12	DARK HIGH SCHOOL	25	2
460010 EAST LAB 1	1	0	5	SANDERS	N	Regular	1.000	09,10,11,12	DARK HIGH SCHOOL	25	5
460010 EAST LAB 1	2	0	5	SANDERS	N	Regular	1.000	09,10,11,12	DARK HIGH SCHOOL	25	9
460010 EAST LAB 1	3	0	7	SANDERS	N	Regular	1.000	09,10,11,12	DARK HIGH SCHOOL	25	5
460010 EAST LAB 1	4	0	4	SANDERS	N	Regular	1.000	09,10,11,12	DARK HIGH SCHOOL	0	0
47000P PRE AP US HIST.	1	0	1	GREGORY	N	Regular	1.000	10,11,12	DARK HIGH SCHOOL	25	13
471000 WORLD HISTORY	1	0	5	GREGORY	N	Regular	1.000	09,10,11,12	DARK HIGH SCHOOL	25	10

Course Name	Section	Session	Period	Teacher	Study Type	Enroll	Grade List	Building	Max	Use
472000 CIVICS	1	0	4	GREGORY, A	Regular	500	09,10,11,12	DARK HIGH SCHOOL	25	9
472000 CIVICS	2	0	4	DAVENPORT, B	Regular	500	09,10,11,12	DARK HIGH SCHOOL	5	0
472100 CIVICS/SOV T	1	0	4	DAVENPORT, B	Regular	1,000		DARK HIGH SCHOOL	0	0
474200 CONT. AMER HIST	1	0	4	GREGORY, A	Regular	500	10,11,12	DARK HIGH SCHOOL	25	5
474300 ECONOMICS	1	0	4	GREGORY, A	Regular	500	10,11,12	DARK HIGH SCHOOL	10	4
474400 PSYCHOLOGY	1	0	4	GREGORY, A	Regular	500	09,10,11,12	DARK HIGH SCHOOL	0	0
480000 HEALTH/SAFETY	1	0	4	MOSS, MIKE	Regular	500	09,10,11,12	DARK HIGH SCHOOL	20	16
485000 PHYS EDUCATION	1	0	4	MOSS, MIKE	Regular	1,000	09,10,11,12	DARK HIGH SCHOOL	25	7
491150 AG SCI & TECH	1	0	4	SAWRIE, FRANCES A	Regular	1,000	09,10,11,12	DARK HIGH SCHOOL	25	10
491230 ENV. RESOURCES	1	0	4	SAWRIE, FRANCES A	Regular	500	10,11,12	DARK HIGH SCHOOL	25	2
491250 FOOD SCIENCE	1	0	4	SAWRIE, FRANCES A	Regular	500	10,11,12	DARK HIGH SCHOOL	0	8
491300 AG LEADERSHIP	1	0	4	SAWRIE, FRANCES A	Regular	500	10,11,12	DARK HIGH SCHOOL	25	7
491390 AG MECHANICS	1	0	4	SAWRIE, FRANCES A	Regular	1,000	09,10,11,12	DARK HIGH SCHOOL	25	8
491410 AG STRUCT SYS	1	0	4	SAWRIE, FRANCES A	Regular	1,000	09,10,11,12	DARK HIGH SCHOOL	25	4
492120 COMP BUS APPS	1	0	4	JAMES, N	Regular	1,000	10,11,12	DARK HIGH SCHOOL	25	2
492120 COMP BUS APPS	2	0	4	JAMES, N	Regular	1,000	10,11,12	DARK HIGH SCHOOL	25	8
492120 COMP BUS APPS	3	0	4	JAMES, N	Regular	500	10,11,12	DARK HIGH SCHOOL	20	1
492150 DC-1	1	0	4	JAMES, N	Regular	500	10,11,12	DARK HIGH SCHOOL	25	3
492160 DC-2	1	0	4	JAMES, N	Regular	500	10,11,12	DARK HIGH SCHOOL	20	3
492470 WORD PROCESS I	1	0	4	JAMES, N	Regular	500	10,11,12	DARK HIGH SCHOOL	20	4
493190 MANAGING RESOUR	1	0	4	SAWRIE, FRANCES A	Regular	500	09,10,11,12	DARK HIGH SCHOOL	10	2
493540 PERF ART I	1	0	4	SAMPLEY, A	Regular	1,000	10,11,12	DARK HIGH SCHOOL	25	4
493540 PERF ART I	2	0	4	SAMPLEY, A	Regular	1,000	10,11,12	DARK HIGH SCHOOL	0	5
493550 PERF ART II	1	0	4	SAMPLEY, A	Regular	1,000	10,11,12	DARK HIGH SCHOOL	25	1
517030 AP ENG 11	1	0	4	SHEREE, BRITTA A	Regular	1,000	11	DARK HIGH SCHOOL	25	3
520030 AP BIOLOGY	1	0	4	HOUSE, JASON	Regular	1,000	11,12	DARK HIGH SCHOOL	0	0
534040 AP CALCULUS	1	0	4	WIDEBREN, P	Regular	1,000	11,12	DARK HIGH SCHOOL	5	0
560020 EAST LAB II	1	0	4	SANDERS, A	Regular	1,000	09,10,11,12	DARK HIGH SCHOOL	25	1
560020 EAST LAB II	2	0	4	SANDERS, A	Regular	1,000	09,10,11,12	DARK HIGH SCHOOL	25	1
560020 EAST LAB II	3	0	4	SANDERS, A	Regular	1,000	09,10,11,12	DARK HIGH SCHOOL	25	3
560030 EAST LAB III	1	0	4	SANDERS, A	Regular	1,000	09,10,11,12	DARK HIGH SCHOOL	25	1
560030 EAST LAB III	2	0	4	SANDERS, A	Regular	1,000	09,10,11,12	DARK HIGH SCHOOL	0	2
570020 AP US HISTORY	1	0	4	VILLINES, WAYNE N	Regular	1,000	11,12	DARK HIGH SCHOOL	25	0
970110 LIBRARY	1	0	4	YARBROUGH, TRES N	Regular	1,000	12	DARK HIGH SCHOOL	25	13
970130 LITERACY	1	0	4	CAMERON, TERRA A	Regular	1,000	12	DARK HIGH SCHOOL	25	4
970130 READING	1	0	4	YARBROUGH, TRES N	Regular	1,000	09,10,11,12	DARK HIGH SCHOOL	0	2
97013E REMEDIATION	1	0	4	SOUTH, TINA	Regular	1,000	09,10,11,12	DARK HIGH SCHOOL	0	8
97013R REMEDIATION	1	0	4	SOUTH, TINA	Regular	1,000	09,10,11,12	DARK HIGH SCHOOL	25	1
97013R REMEDIATION	2	0	4	JAMES, N	Regular	1,000	01,08	DARK HIGH SCHOOL	0	7
97013R REMEDIATION	3	0	4	SOUTH, TINA	Regular	1,000	09,10,11,12	DARK HIGH SCHOOL	0	2
970800 HS ET	1	0	4	MOSS, MIKE	Regular	1,000	07,08,09,10,11,12	DARK HIGH SCHOOL	0	0
971000 ALTERNATIVE ED	1	0	4	HATFIELD, TOBY A	Regular	1,000		DARK HIGH SCHOOL	5	4
971000 ALTERNATIVE ED	2	0	4	HATFIELD, TOBY A	Regular	1,000		DARK HIGH SCHOOL	0	3
971000 ALTERNATIVE ED	3	0	4	HATFIELD, TOBY A	Regular	1,000		DARK HIGH SCHOOL	45	1
971000 ALTERNATIVE ED	4	0	4	STAFF	Regular	1,000		DARK HIGH SCHOOL	0	0
971000 ALTERNATIVE ED	5	0	4	HATFIELD, TOBY A	Regular	1,000		DARK HIGH SCHOOL	0	0
971530 LIFE SKILLS	1	0	4	BURCH, JOAN	Regular	1,000	09,10,11,12	DARK HIGH SCHOOL	20	4
972100 RR ENGLISH	1	0	4	BURCH, JOAN	Regular	1,000	07,08	DARK HIGH SCHOOL	25	1
972100 RR ENGLISH	2	0	4	BURCH, JOAN	Regular	1,000	12	DARK HIGH SCHOOL	0	2
972100 RR ENGLISH	3	0	4	BURCH, JOAN	Regular	1,000	12	DARK HIGH SCHOOL	20	2
97210E RR ENGLISH S	1	0	4	BURCH, JOAN	Regular	1,000	12	DARK HIGH SCHOOL	0	1
97210E RR ENGLISH S	2	0	4	BURCH, JOAN	Regular	1,000	08	DARK HIGH SCHOOL	0	1
972110 RR READING	1	0	4	BURCH, JOAN	Regular	1,000	12	DARK HIGH SCHOOL	0	1
972110 RR READING	2	0	4	BURCH, JOAN	Regular	1,000	12	DARK HIGH SCHOOL	0	1
972300 RR MATH	1	0	4	BURCH, JOAN	Regular	1,000	09,10,11,12	DARK HIGH SCHOOL	15	2

Course Name	Section	Session	Period	Teacher	Study Type	Enroll	Grade List	Building	Max	Use
972300 RR MATH	2	0	3	BURCH, JOAN	N	Regular	1,000 09,10,11,12	DARK HIGH SCHOOL	15	2
972300 RR MATH	3	0	3	BURCH, JOAN	N	Regular	1,000 09,10,11,12	DARK HIGH SCHOOL	15	4
972300 RR MATH B	4	0	3	BURCH, JOAN	N	Regular	1,000 09,10,11,12	DARK HIGH SCHOOL	0	1
972700 RR HISTORY	1	0	4	BURCH, JOAN	N	Regular	1,000 10	DARK HIGH SCHOOL	20	1
972700 CIVICS	1	0	4	BURCH, JOAN	N	Regular	1,000 09	DARK HIGH SCHOOL	0	1
999800 PREP	1	0	7	CAMERON, TERRY	N	Regular	1,000	DARK HIGH SCHOOL	0	0
999800 PREP	2	0	7	GREGORY	N	Regular	1,000	DARK HIGH SCHOOL	25	0
999800 PREP	3	0	7	HABAR, RACHEL	N	Regular	1,000	DARK HIGH SCHOOL	0	0
999800 PREP	4	0	7	JAMES	N	Regular	1,000	DARK HIGH SCHOOL	0	0
999800 PREP	5	0	7	MOSS, MIKE	N	Regular	1,000	DARK HIGH SCHOOL	0	0
999800 PREP	6	0	7	MOSS, MIKE	N	Regular	1,000	DARK HIGH SCHOOL	0	0
999800 PREP	7	0	7	SAMPLEY	N	Regular	1,000	DARK HIGH SCHOOL	0	0
999800 PREP	8	0	7	SANDERS	N	Regular	1,000	DARK HIGH SCHOOL	0	0
999800 PREP	9	0	8	SAWRIE, FRANCES	N	Regular	1,000	DARK HIGH SCHOOL	0	0
999800 PREP	10	0	7	SOUTH, TINA	N	Regular	1,000	DARK HIGH SCHOOL	0	0
999800 PREP	11	0	7	WARD, WILLIAM	N	Regular	1,000	DARK HIGH SCHOOL	0	0
999810 BOYS BB/TRACK	1	0	7	MOSS, MIKE	N	Regular	1,000	DARK HIGH SCHOOL	25	7
999811 JR GIRLS BB 9	1	0	7	MOSS, MIKE	N	Regular	1,000 09	DARK HIGH SCHOOL	25	4
999812 JR BOYS BB	1	0	7	MOSS, MIKE	N	Regular	1,000 10,09,09	DARK HIGH SCHOOL	25	10
999813 SR GIRLS BB	1	0	8	MOSS, MIKE	N	Regular	1,000 10,11,12	DARK HIGH SCHOOL	25	9
999830 STUDENT AIDE	3	0	8	BURCH, JOAN	N	Regular	1,000	DARK HIGH SCHOOL	20	0
999830 STUDENT AIDE	4	0	8	SAMPLEY	N	Regular	1,000	DARK HIGH SCHOOL	20	1
999830 STUDENT AIDE	7	0	8	STAFF	N	Regular	1,000	DARK HIGH SCHOOL	20	1
999830 STUDENT AIDE	8	0	7	SAWRIE, FRANCES	N	Regular	1,000	DARK HIGH SCHOOL	0	1
999830 STUDENT AIDE	9	0	4	YARBROUGH, TRES	N	Regular	1,000	DARK HIGH SCHOOL	0	0
999830 STUDENT AIDE	10	0	7	YARBROUGH, TRES	N	Regular	1,000	DARK HIGH SCHOOL	0	0
999880 ACT PREP	1	0	4	WILKIN, CATHY	N	Regular	1,000 11,12	DARK HIGH SCHOOL	20	9
999991 LIBRARY 9	1	0	7	YARBROUGH, TRES	N	Regular	1,000	DARK HIGH SCHOOL	0	0

**ARKANSAS STATE BOARD OF EDUCATION
PROCEDURES FOR HEARING DISTRICT
APPEALS OF IDENTIFICATION AS A
DISTRICT IN FISCAL DISTRESS**

1. The Department shall have up to thirty (30) minutes to present its case to the State Board as to why the school district identified as a district in fiscal distress should be classified as a district in fiscal distress.
2. The appealing school district shall then have up to thirty (30) minutes to present to the State Board its case as to why the district should not be classified as a district in fiscal distress status, and that the State Board should overturn its status as a district identified as in fiscal distress.
3. The Board Chairperson, at his or her discretion, may grant additional time to either or both parties if necessary.
4. The Department and the appealing school district should ensure that all documents and materials its wishes the State Board to consider are submitted to the Board far enough in advance of the meeting at which the appeal is to be held to allow the Board time to fully consider them. It is in the Board Chairperson's discretion as to whether items submitted to the Board at the meeting itself will be accepted and considered.
5. After the parties have made their presentations, the members of the State Board shall have the opportunity to ask questions of any party.
6. The State Board will then have the opportunity to consider and discuss the district's appeal. The Board may then orally announce its decision, or take the appeal under advisement and render a decision at a later date.
7. The decision of the State Board shall be a final order, and there is no further right of appeal except that the school district may appeal to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board
of Education

Dr. Ben Mays
*Clinton
Chair*

Jim Cooper
*Melbourne
Vice Chair*

Joe Black
Newport

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

January 19, 2012

Dr. Jerry Guess, Superintendent
Pulaski County Special School District
925 E. Dixon Road
Little Rock, Arkansas 72206

**Re: Fiscal Distress Identification
(VIA CERTIFIED MAIL, REGULAR MAIL AND FACSIMILE)**

Dear Dr. Guess:

On March 30, 2011, the Arkansas Department of Education identified the Pulaski County Special School District as a school district in fiscal distress. At that time, the only indicator of fiscal distress present in the Pulaski County Special School District known by the Arkansas Department of Education was "material state or federal audit exceptions or violations." Ark. Code Ann. § 6-20-1904(a)(2)(D). The State Board of Education classified the Pulaski County Special School District as a district in fiscal distress on May 16, 2011.

Based upon a review of the Pulaski County Special School District's finances jointly conducted by the Pulaski County Special School District and the Arkansas Department of Education, this letter is to provide notice that the Pulaski County Special School District has been identified by the Arkansas Department of Education as a district in fiscal distress based upon the following additional indicator:

A declining balance determined to jeopardize the fiscal integrity of a school district. (Ark Code Ann. § 6-20-1904(a)(1)(A)).

Specifically, during the 2010-2011 school year, the Pulaski County Special School District experienced a decline in its legal balance of approximately \$5.5 million.

Pursuant to Ark. Code Ann. § 6-20-1905(b), you may appeal this identification to the State Board of Education by filing a written appeal with the office of the Commissioner of Education by certified mail, return receipt requested, within thirty (30) days of receipt of notice of this letter. If you choose to appeal this identification to the State Board of Education, the State Board of Education will hear the appeal within sixty (60) days of receipt of your notice of appeal.

Included with this letter is a copy of the Arkansas Department of Education Rules Identifying and Governing the Arkansas Fiscal Assessment and Accountability Program. Additional information may be found in Ark. Code Ann. § 6-20-1901 et seq.

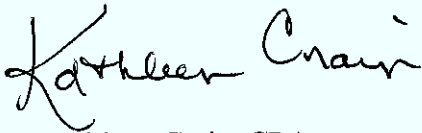
Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

Fiscal Distress Identification

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Regardless of whether you intend to appeal this fiscal distress identification, please attend the next regularly scheduled meeting of the State Board of Education on **February 13, 2012. The meeting is scheduled to begin at 9:00 a.m. at the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas.** You should be prepared to address with the State Board of Education the efforts of the Pulaski County School District to remove itself from fiscal distress status.

Sincerely,

A handwritten signature in black ink that reads "Kathleen Crain". The signature is written in a cursive style with a large initial "K".

Kathleen Crain, CPA

Interim Assistant Commissioner, Fiscal & Administrative Services

cc: Tom W. Kimbrell, Ed.D., Commissioner of Education
Tony Wood, Deputy Commissioner of Education
Phyllis Stewart, Chief of Staff and State Board Liaison
Hazel Burnett, ADE Coordinator of Fiscal Distress Accountability and Reporting
Jeremy Lasiter, General Counsel

**ARKANSAS DEPARTMENT OF EDUCATION
RULES IDENTIFYING AND GOVERNING
THE ARKANSAS FISCAL ASSESSMENT AND ACCOUNTABILITY PROGRAM
October 2009**

1.00 AUTHORITY

- 1.01 The Arkansas State Board of Education's authority for promulgating these rules is pursuant to Ark. Code Ann. § 6-11-105, Ark. Code Ann. § 25-15201 et seq., Ark. Code Ann. § 6-20-1901 et seq. Act 1467 of 2003, Act 741 of 2007, Act 1469, Section 11 of 2009, Act 798 of 2009, and Act 1289 of 2009.
- 1.02 These rules shall be known as the Arkansas Department of Education Rules Governing the Arkansas Fiscal Assessment and Accountability Program.
- 1.03 These rules will replace any former Arkansas Department of Education Rules Identifying and Governing School Districts and Education Service Cooperatives in Fiscal Distress previously adopted.

2.00 PURPOSE

- 2.01 The purpose of these rules is to establish how the Department and State Board will evaluate, assess, identify, classify and address those school districts and education service cooperatives in fiscal distress.

3.00 DEFINITIONS – For purposes of these rules, the following terms mean:

- 3.01 “Annexation”– the joining of an affected school district or districts or parts thereof with a receiving district pursuant to § 6-13-1401.
- 3.02 “Capital Outlay Expenditures” – Land, land improvements, buildings, infrastructure and equipment having a unit value of \$1,000 or more and a life expectancy of more than one year.
- 3.03 “Consolidation” - the joining of two (2) or more school districts or parts thereof create a new resulting school district pursuant to § 6-13-1401.
- 3.04 “Current Year Expenditures” - the total expenditures accruing to the combined teacher salary, operating, and debt service funds, excluding restricted funds.
- 3.05 “Current Year Revenues” - the total revenues accruing to the combined teacher salary, operating, and debt service funds, excluding restricted funds.
- 3.06 “Day” – a calendar day, regardless of whether it is a day the Department is conducting official governmental business.

- 3.07 “Debt” – a legal liability, encumbrance or contract, including employment contracts, to be paid out of future revenues or current reserves of the district or cooperative.
- 3.08 “Declining Balance” - the current year expenditures exceeding current year revenues.
- 3.09 “Department” - the Arkansas Department of Education.
- 3.10 “Education Service Cooperative” - The intermediate service units in the state’s elementary and secondary education system established by the State Board of Education pursuant to A.C.A. §6-13-1001 et seq.
- 3.11 “The Fiscal Distress Financial Improvement Plan (Plan)” - the written plan submitted by a district or cooperative classified in fiscal distress and approved by the Department to be implemented by the district or cooperative addressing each indicator of fiscal distress identified by the Department and the State Board with a specific corrective action plan and timeline.
- 3.12 “Fiscal Distress Status” - to be identified by the Department and classified by the State Board as being in fiscal distress.
- 3.13 “Fiscal Integrity” - to comply completely and accurately with financial management, accounting, auditing, and reporting procedures and facilities management procedures as required by state or federal laws and regulations in a forthright and timely manner.
- 3.14 “Jeopardize” -to expose to loss or injury or peril.
- 3.15 “Material Failure, Violation, Default, or Discrepancies” – an act, omission, event, circumstances or combination thereof that directly jeopardizes the fiscal integrity of a school district or education service cooperative. In other words, but for the material failure, violation, default, or discrepancy, the district’s or cooperative’s fiscal integrity would not be jeopardized.
- 3.16 “Non-Material Failure, Violation, Default, or Discrepancies” – An act, omission, event, circumstance, or combination thereof, that does not directly jeopardize the fiscal integrity of a school district or education service cooperative, but if not corrected could become material.
- 3.17 “Public School or School District” - a public school or school district created or established pursuant to Title 6 of the Arkansas Code and subject to the Arkansas Comprehensive Testing Assessment and Accountability Program except specifically excluding those schools or educational programs created by or receiving authority to exist pursuant to A.C.A. §615-501; A.C.A. §9-28-205 and A.C.A. §12-29-301-310, or other provisions of Arkansas law.

- 3.18 "School Year" - a school year beginning July 1 of one calendar year and ending June 30 of the following calendar year.
 - 3.19 "State Board" - the Arkansas State Board of Education.
 - 3.20 "Reconstitution" - the reorganization of the administrative unit or board of a school district or education service cooperative; including, but not limited to, the replacement or removal of a current superintendent or director, or the removal or replacement of a board or both.
 - 3.21 Restricted Funds – Funds accruing to the teacher salary, operating and debt service funds that can be used only for specific purposes as stated in law or in accordance with a grant award (such as NSLA, ALE, ELL, Professional Development).
- 4.00 SCHOOL DISTRICT INDICATORS OF FISCAL DISTRESS PURSUANT TO FISCAL ASSESSMENT AND ACCOUNTABILITY PROGRAM
- 4.01 A school district or education service cooperative meeting any of the following criteria may be identified by the Department to be in fiscal distress upon final approval by the State Board:
 - 4.01.1 A declining balance determined to jeopardize the fiscal integrity of a school district or education service cooperative; or
 - 4.01.2 An act or violation determined to jeopardize the fiscal integrity of a school district or education service cooperative, including without limitation:
 - a. Material failure to properly maintain facilities;
 - b. Material violation of local, state, or federal fire, health, or safety code provisions or law;
 - c. Material violation of local, state, or federal construction code provisions or law;
 - d. Material state or federal audit exceptions or violations;
 - e. Material failure to provide timely and accurate legally-required financial reports to the Department, the Division of Legislative Audit, the General Assembly, or the Internal Revenue Service;
 - f. Insufficient funds to cover payroll, salary, employment benefits, or legal tax obligations;
 - g. Material failure to meet legally binding minimum teacher salary schedule obligations;
 - h. Material failure to comply with state law governing purchasing or bid requirements;
 - i. Material default on any debt obligation;
 - j. Material discrepancies between budgeted and actual expenditures;

- k. Material failure to comply with audit requirements; or
- l. Material failure to comply with any provision of the Arkansas Code that specifically places a school district or education service cooperative in fiscal distress based on noncompliance;

4.01.3 Any other fiscal condition of a school district or education service cooperative deemed to have a material detrimental negative impact on the continuation of educational services by that school district or education service cooperative.

4.01.4 In determining a declining balance trend, capital outlay expenditures for academic facilities will be excluded in order to project future fund balances.

5.00 PROCESS AND PROCEDURE FOR CLASSIFICATION OF FISCAL DISTRESS STATUS

5.01 A school district or education service cooperative identified by the Department as being in fiscal distress shall be classified in fiscal distress upon final classification by the State Board.

5.02 A district classified as in fiscal distress shall be required to publish at least one (1) time for two (2) consecutive weeks in a newspaper of general circulation in the school district the school district's classification as a school district in fiscal distress and the reasons why the school district was classified as being in fiscal distress.

5.02.1 The district shall publish this announcement within 30 calendar days of the final classification by the State Board.

5.02.2 The newspaper of general circulation may be either a daily or weekly newspaper.

5.03 An education service cooperative, within two (2) weeks following the date the education service cooperative receives the final classification by the State Board of fiscal distress shall:

503.1 Notify in writing each public school district in its service area that the education service cooperative is classified as being in fiscal distress.

503.2 File with the Department a fiscal distress plan

5.04 The provisions of subdivisions 5.01 through 5.03 of this section are effective after the school district's or education service cooperative's appeal rights have been exhausted.

5.05 The decision of the State Board shall be a final order and there is no further right of appeal except the school district or education service cooperative may appeal to circuit court in Pulaski County pursuant to the Arkansas Administrative Procedures Act, A.C.A. § 25-15-201, et seq.

6.00 PROCESS AND PROCEDURE FOR NOTIFICATION OF FISCAL DISTRESS STATUS AND APPEAL

6.01 The Department shall provide written notice, via certified mail return receipt requested, to the president of the board and the superintendent or director of each school district or education service cooperative identified as being in fiscal distress.

6.01.1 The Department shall provide the notice to school districts on or before March 30 of each year.

6.01.2 At any time after March 30, the Department may identify a school district as being in fiscal distress if the Department discovers that a fiscal condition of a school district negatively impacts the continuation of educational services by the school district. If this identification occurs, the department shall immediately provide the same notice described in 6.01.

6.01.03 The Department shall provide the notice to education service cooperatives within ten (10) calendar days of identification.

6.02 Any school district or education service cooperative identified in fiscal distress status may appeal to the State Board by filing a written appeal, with the Office of the Commissioner of Education, by certified mail return receipt requested, within thirty (30) calendar days of receipt of notice of being identified in fiscal distress status from the Department.

6.03 The State Board shall hear the appeal within sixty (60) calendar days of receipt of the written notice of appeal from the school district or education service cooperative.

6.04 The written appeal shall state, in clear terms, the reason why the school district or education service cooperative should not be classified as in fiscal distress.

6.05 Notwithstanding any appeal rights in this subchapter, no appeal shall stay the Department's authority to take action to protect the fiscal integrity of any school district or education service cooperative identified as in fiscal distress.

7.00 FISCAL DISTRESS IMPROVEMENT PLAN PURSUANT TO FISCAL ASSESSMENT AND ACCOUNTABILITY PROGRAM

7.01 Those school districts classified by the State Board as being in fiscal distress shall file, with the Department within ten (10) calendar days after the final classification, a written fiscal distress financial improvement plan to address any area in which the school district is experiencing fiscal distress as identified by the Department. Education service cooperatives shall file such plan within two (2) weeks following final classification.

7.01.1 The plan shall contain, at a minimum, the following elements:

- a. Identification of each indicator
- b. Specific corrective action steps for each indicator
- c. Timeline for each corrective action step
- d. Additional action steps the district or education service cooperative proposes to take
- e. Timeline for each additional action step the district or education service cooperative proposed

7.01.2 The Department is authorized to review and amend the plan submitted by the school district or education service cooperative.

7.01.3 The Department may edit, amend, update, or replace the plan at any time deemed appropriate.

7.01.4 The district or education service cooperative shall be given notice of the edited, amended, updated, or replacement plan criteria.

7.01.5 The district or education service cooperative may appeal any edit, amendment or replacement of a plan by filing its written notice of appeal (which must include an explanation of its concerns) with the Commissioner of Education's Office within ten (10) calendar days of receipt of the notice required in 7.01.4. The appeal shall be heard at the next State Board meeting, and the State Board's decision shall be final.

- 7.02 Each school district or education service cooperative shall first seek and obtain approval of its plan from the Department and shall describe how the school district or education service cooperative will remedy those areas in which the school district or education service cooperative is experiencing fiscal distress and shall establish the time period by which the school district or education service cooperative will remedy all criteria which placed the school district or education service cooperative in fiscal distress status.
- 7.03 A school district or education service cooperative in fiscal distress may only petition the State Board for removal from fiscal distress status after the Department has certified in writing that the school district or education service cooperative has corrected all criteria for being classified as in fiscal distress and has complied with all Department recommendations and requirements for removal from fiscal distress.
- 7.04 No school district or education service cooperative shall be allowed to remain in fiscal distress status for more than two (2) consecutive school years beginning with the July 1 subsequent to the date the school district or education service cooperative was identified as being in fiscal distress status.
- 7.05 Any school district or education service cooperative classified as being in fiscal distress status shall be required to receive on-site technical evaluation and assistance from the Department.
- 7.06 The Department shall evaluate and make recommendations to the superintendent or director regarding staffing and fiscal practices of the district or education service cooperative.
- 7.07 The recommendations of the Department shall be binding on the district, education service cooperative, the superintendent or director, and the board of the district or cooperative.
- 7.08 Every six (6) months, the Department shall submit a written evaluation on the status of each school district and education service cooperative in fiscal distress to the State Board.

8.00 PRIOR APPROVAL OF DEBT

- 8.01 No school district or education service cooperative classified in fiscal distress may incur any debt without the prior written approval of the Department.

9.00 DEPARTMENT ASSISTANCE AND INTERVENTION IN FISCAL DISTRESS:

- 9.01 In addressing school districts and education service cooperatives in fiscal distress, the Department may take any number of the following actions:
 - 9.01.1 Require the superintendent or director to relinquish all administrative

authority with respect to the school district or education service cooperative;

9.01.2 Appoint an individual in place of the superintendent or director to administratively operate the school district or education service cooperative under the supervision and approval of the Commissioner of Education, and to compensate non-department agents operating the school district or education service cooperative from school district or education service cooperative funding;

9.01.3 Call for the temporary suspension of the local school board;

9.01.4 Require the school district to operate without a local school board under the supervision of the local superintendent or an individual or panel appointed by the Commissioner of Education;

9.01.5 Place the administration of the school district over to the former board or to a newly elected school board; or

9.01.6 Take any other action allowed by law that is deemed necessary to assist a district or cooperative in removing criteria of fiscal distress.

9.02 The Department may impose various reporting requirements on the school district or education service cooperative. The Department may review any and all school district or education service cooperative records and documents.

9.03 The Department shall monitor the fiscal operations and accounts of the school district or education service cooperative.

9.04 The Department shall require school district board members and employees of school districts and education service cooperatives to obtain fiscal instruction or training in areas of fiscal concern for the school district or education service cooperative at the school district's or education service cooperative's expense.

10.00 STATE BOARD AUTHORITY REGARDING SCHOOL DISTRICTS:

10.01 After providing thirty (30) calendar days written notice, via certified mail return receipt requested, to a school district, the Department may petition the State Board or the State Board may on its own motion, at any time, take action for the consolidation, annexation, or reconstitution of a school district in fiscal distress or take other appropriate action as allowed by Act 1467 of 2003 in order to secure and protect the best interest of the educational resources of the state or provide for the best interests of students in the school district. The school district shall have a right of appeal to a public hearing before the State Board as provided herein.

10.02 The State Board may approve the petition or take other appropriate action as

allowed by law.

- 10.03 The State Board shall consolidate, annex, or reconstitute any school district that fails to remove itself from the classification of a school district in fiscal distress within two (2) consecutive school years of receipt of notice of identification unless the State Board, at its discretion, issues a written finding supported by a majority of the board, explaining in detail that the school district could not remove itself from fiscal distress due to impossibility caused by external forces beyond the school district's control.

10.03.1 The two (2) consecutive school years shall commence the July 1 subsequent to classification by the State Board.

- 10.04 After a public hearing, the State Board shall consolidate, annex, or reconstitute the school district in fiscal distress to another school district or school districts upon a majority vote of a quorum of the members of the State Board, as permitted or required by this subchapter.

- 10.05 The State Board has exclusive jurisdiction to determine the boundary lines of the receiving or resulting school district and to allocate assets and liabilities of the district.

- 10.06 The decision of the State Board shall be final with no further right of appeal, except a school district may appeal to circuit court in Pulaski County pursuant to the Arkansas Administrative Procedures Act, § 25-15-201, et seq.

11.00 STATE BOARD AUTHORITY REGARDING EDUCATION SERVICE COOPERATIVES

- 11.01 After providing thirty (30) calendar days written notice, via certified mail, return receipt requested, to an education service cooperative, the Department may petition the State Board to classify an education service cooperative being in fiscal distress, or the State Board may on its own motion, at any time, classify an education service cooperative as being in fiscal distress. The State Board may take other action as allowed by Act 1289 of 2009 in order to secure and protect the best interest of the educational resources of the State or provide for the best interests of school districts served by the education service cooperative. The education service cooperative shall have a right of appeal to a public hearing before the State Board as provided herein.

11.01.1 The education service cooperative may lodge an appeal by filing a written appeal with the Commissioner of Education by certified mail, return receipt requested, within thirty (30) days of the education service cooperative receiving notice of the identification of fiscal distress.

11.01.2 The written appeal shall state in clear terms the reason why the

education service cooperative should not be classified as being in fiscal distress.

- 11.01.3 The State Board shall hear the appeal within sixty (60) days of receipt of the written notice of appeal.
- 11.01.4 The decision of the State Board on the appeal is a final order.
- 11.01.5 There is no further right of appeal except to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, A.C.A. § 25-15-201 et seq.
- 11.02 The State Board may approve the petition or take other appropriate action as allowed by law
- 11.03 Every six (6) months during which the education service cooperative is classified as being in fiscal distress, the Department shall submit to the State Board a written evaluation on the fiscal status of the education service cooperative.

12.00 EARLY INDICATORS OF FISCAL DISTRESS – SCHOOL DISTRICTS

- 12.01 By August 31 of each year, the Department shall report to the superintendent of a school district if the department is aware that the district has experienced two (2) or more indicators of fiscal distress in one (1) school year that the Department deems to be at a nonmaterial level, but that without intervention could place the district in fiscal distress.
- 12.02 By August 31 of each year, the superintendent of a school district shall report to the Department if the superintendent is aware the school district has experienced two (2) or more indicators of fiscal distress in one (1) school year that the superintendent deems to be at a nonmaterial level, but that without intervention could place the district or in fiscal distress.
- 12.03 The Department and the superintendent shall review all data related to the nonmaterial indicators of fiscal distress.
 - 12.03.1 Within thirty (30) days of the Department's determination that the school district may be experiencing fiscal distress at a nonmaterial level, the Department shall provide a notice to the school district's superintendent director and board of directors that:
 - 12.03.1.1 Describes the nonmaterial indicators of fiscal distress that could jeopardize the fiscal integrity of the school district if not addressed.
 - 12.03.1.2 Identifies the support available from the Department to address each nonmaterial indicator of fiscal distress.
 - 12.03.1.3 The board of directors shall place on the agenda for the

next regularly scheduled meeting of the board of directors a discussion of the notice of nonmaterial indicators of fiscal distress.

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*** JUNE 2, 2011 ***

Title 6 Education

Subtitle 2. Elementary And Secondary Education Generally

Chapter 20 Finances

Subchapter 19 -- Arkansas Fiscal Assessment and Accountability Program

A.C.A. § 6-20-1901 (2011)**6-20-1901. Title.**

This subchapter shall be known as and may be cited as the "Arkansas Fiscal Assessment and Accountability Program".

HISTORY: Acts 2003, No. 1467, § 18.[View Full](#)

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Title 6 Education

Subtitle 2. Elementary And Secondary Education Generally

Chapter 20 Finances

Subchapter 19 -- Arkansas Fiscal Assessment and Accountability Program

A.C.A. § 6-20-1902 (2011)

6-20-1902. Purpose.

The purpose of this subchapter shall be to establish and implement a program by which the Department of Education shall identify, assess, and address school districts in fiscal distress.

HISTORY: Acts 2003, No. 1467, § 18.[View Full](#)[A.C.A. § 6-20-1902](#)[Return to Search Results](#)**A.C.A. § 6-20-1902** (Copy w/ Cite)

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Title 6 Education

Subtitle 2. Elementary And Secondary Education Generally

Chapter 20 Finances

Subchapter 19 -- Arkansas Fiscal Assessment and Accountability Program

A.C.A. § 6-20-1903 (2011)

6-20-1903. Definitions.

As used in this subchapter:

(1) "Annexation" means the joining of an affected school district or part of the school district with a receiving district pursuant to § 6-13-1401;

(2) "Consolidation" means the joining of two (2) or more school districts or parts of the districts to create a new single school district pursuant to § 6-13-1401;

(3) "Department" means the Department of Education;

(4) "Fiscal distress status" means a public school district determined by the department and classified by the State Board of Education as being placed in fiscal distress status pursuant to this subchapter;

(5) "Fiscal integrity" means to comply with financial management, accounting, auditing, and reporting procedures and facilities management procedures as required by state and federal laws and regulations in a forthright and timely manner;

(6) "Reconstitution" means the reorganization of the administrative unit or the governing school board of directors of a school district, including, but not limited to, the replacement or removal of a current superintendent or the removal or replacement of a current school board of directors or both;

(7) "School district" means a public school district created or established pursuant to this title; and

(8) "State board" means the State Board of Education.

HISTORY: Acts 2003, No. 1467, § 18.[View Full](#)[A.C.A. § 6-20-1903](#)[Return to Search Results](#)

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Title 6 Education

Subtitle 2. Elementary And Secondary Education Generally

Chapter 20 Finances

Subchapter 19 -- Arkansas Fiscal Assessment and Accountability Program

A.C.A. § 6-20-1904 (2011)

6-20-1904. Indicators of fiscal distress.

(a) A school district meeting any of the following criteria may be identified by the Department of Education to be a school district in fiscal distress upon final approval by the State Board of Education:

(1) (A) A declining balance determined to jeopardize the fiscal integrity of a school district.

(B) However, capital outlay expenditures for academic facilities from a school district balance shall not be used to put the school district in fiscal distress;

(2) An act or violation determined to jeopardize the fiscal integrity of a school district, including without limitation:

(A) Material failure to properly maintain school facilities;

(B) Material violation of local, state, or federal fire, health, or safety code provisions or law;

(C) Material violation of local, state, or federal construction code provisions or law;

(D) Material state or federal audit exceptions or violations;

(E) Material failure to provide timely and accurate legally required financial reports to the department, the Division of Legislative Audit, the General Assembly, or the Internal Revenue Service;

(F) Insufficient funds to cover payroll, salary, employment benefits, or legal tax obligations;

(G) Material failure to meet legally binding minimum teacher salary schedule obligations;

(H) Material failure to comply with state law governing purchasing or bid requirements;

(I) Material default on any school district debt obligation;

(J) Material discrepancies between budgeted and actual school district expenditures;

(K) Material failure to comply with audit requirements; or

(L) Material failure to comply with any provision of the Arkansas Code that specifically places a school district in fiscal distress based on noncompliance; or

(3) Any other fiscal condition of a school district deemed to have a detrimental negative impact on the continuation of educational services by that school district.

(b) (1) By August 31 of each year, the department shall report to the superintendent of a school district if the department is aware that the school district has experienced two (2) or more indicators of fiscal distress in one (1) school year that the department deems to be at a nonmaterial level but that without intervention could place the district in fiscal distress.

(2) The superintendent of a school district shall report to the department if the superintendent is aware the school district has experienced two (2) or more indicators of fiscal distress in one (1) school year that the superintendent deems to be at a nonmaterial level but that without intervention could place the district in fiscal distress.

(3) (A) The department and the superintendent shall review all data related to the nonmaterial indicators of fiscal distress.

(B) (i) Within thirty (30) days of the department's determination that the school district may be experiencing fiscal distress at a nonmaterial level, the department shall provide a notice to the school district's superintendent and board of directors that:

(a) Describes the nonmaterial indicators of fiscal distress that could jeopardize the fiscal integrity of the school district if not addressed; and

(b) Identifies the support available from the department to address each nonmaterial indicator of fiscal distress.

(ii) The board of directors shall place on the agenda for the next regularly scheduled meeting of the board of directors a discussion of the notice of nonmaterial indicators of fiscal distress.

HISTORY: Acts 2003, No. 1467, § 18; 2007, No. 741, § 1; 2009, No. 798, § 1.

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Title 6 Education

Subtitle 2. Elementary And Secondary Education Generally

Chapter 20 Finances

Subchapter 19 -- Arkansas Fiscal Assessment and Accountability Program

A.C.A. § 6-20-1905 (2011)**6-20-1905. Notification and appeal.**

(a) (1) (A) (i) The Department of Education shall provide written notice, via certified mail, return receipt requested, to the president of the school board of directors and the superintendent of each school district identified as being in fiscal distress.

(ii) The department shall provide the notice required under this subdivision (a)(1)(A) on or before March 30 of each year.

(B) (i) At any time after March 30, the department may identify a school district as being in fiscal distress if the department discovers that a fiscal condition of a school district negatively impacts the continuation of educational services by the school district.

(ii) The department immediately shall provide the same notice required under subdivision (a)(1)(A)(i) to the school district identified under this subdivision (a)(1)(B).

(b) Any school district identified in fiscal distress status may appeal to the State Board of Education by filing a written appeal with the office of the Commissioner of Education by certified mail, return receipt requested, within thirty (30) days of receipt of notice of identified fiscal distress status from the department.

(c) The state board shall hear the appeal within sixty (60) days of receipt of the written notice of appeal from the school district.

(d) The written appeal shall state in clear terms the reason why the school district should not be classified as in fiscal distress.

(e) Notwithstanding any appeal rights in this subchapter, no appeal shall stay the department's authority to take action to protect the fiscal integrity of any school district identified as in fiscal distress.

(f) The decision of the state board shall be a final order, and there is no further right of appeal except that the school district may appeal to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, § 25-15-201 et seq.

HISTORY: Acts 2003, No. 1467, § 18; 2007, No. 741, § 2; 2009, No. 1469, § 11.

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*** FROM THE ARKANSAS CODE REVISION COMMISSION THROUGH ***

*** JUNE 2, 2011 ***

Title 6 Education

Subtitle 2. Elementary And Secondary Education Generally

Chapter 20 Finances

Subchapter 19 -- Arkansas Fiscal Assessment and Accountability Program

*A.C.A. § 6-20-1906 (2011)***6-20-1906. Classification of fiscal distress status.**

(a) Those school districts identified by the Department of Education as being in fiscal distress shall be classified as school districts in fiscal distress upon final determination by the State Board of Education.

(b) Any school district classified as in fiscal distress shall be required to publish at least one (1) time for two (2) consecutive weeks in a newspaper of general circulation in the school district the school district's classification as a school district in fiscal distress and the reasons why the school district was classified as being in fiscal distress.

(c) The provisions of subsections (a) and (b) of this section are effective after the school district's appeal rights have been exhausted.

HISTORY: Acts 2003, No. 1467, § 18.[View Full](#)[◀ A.C.A. § 6-20-1906 ▶](#)[Return to Search Results](#)**A.C.A. § 6-20-1906** (Copy w/ Cite)

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Subchapter 19 -- Arkansas Fiscal Assessment and Accountability Program

*A.C.A. § 6-20-1907 (2011)***6-20-1907. Debt issuance.**

No school district identified in fiscal distress may incur any debt without the prior written approval of the Department of Education.

HISTORY: Acts 2003, No. 1467, § 18.[View Full](#)[↩ A.C.A. § 6-20-1907 ➡](#)[Return to Search Results](#)**A.C.A. § 6-20-1907** (Copy w/ Cite)

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A.C.A. § 6-20-1908 (2011)**6-20-1908. Fiscal distress plan.**

(a) Those school districts identified by the Department of Education as being in fiscal distress shall file with the department within ten (10) days after the final classification by the State Board of Education a written fiscal distress improvement plan to address any area in which the school district is experiencing fiscal distress as identified by the department.

(b) Each school district shall seek and obtain approval of its plan from the department and shall describe how the school district will remedy those areas in which the school district is experiencing fiscal distress and shall establish the time period by which the school district will remedy all criteria which placed the school district in fiscal distress status.

(c) A school district in fiscal distress may only petition the state board for removal from fiscal distress status after the department has certified in writing that the school district has corrected all criteria for being classified as in fiscal distress and has complied with all department recommendations and requirements for removal from fiscal distress.

(d) No school district shall be allowed to remain in fiscal distress status for more than two (2) consecutive school years from the date that the school district was classified as being in fiscal distress status.

(e) Any school district classified as being in fiscal distress status shall be required to receive on-site technical evaluation and assistance from the department.

(f) (1) The department shall evaluate and make recommendations to the district superintendent regarding staffing of the school district and fiscal practices of the school district.

(2) The recommendations of the department shall be binding on the school district, the superintendent, and the school board of directors.

(g) Every six (6) months, the department shall submit a written evaluation on the status of each school district in fiscal distress to the state board.

(h) (1) The department may petition the state board at any time for the consolidation, annexation, or reconstitution of a school district in fiscal distress or take other appropriate

action as allowed by this subchapter in order to secure and protect the best interest of the educational resources of the state or to provide for the best interests of students in the school district.

(2) The state board may approve the petition or take other appropriate action as allowed by this subchapter.

(i) The state board shall consolidate, annex, or reconstitute any school district that fails to remove itself from the classification of a school district in fiscal distress within two (2) consecutive school years of receipt of notice of identification of fiscal distress status by the department unless the state board, at its discretion, issues a written finding supported by a majority of the state board, explaining in detail that the school district could not remove itself from fiscal distress due to impossibility caused by external forces beyond the school district's control.

HISTORY: Acts 2003, No. 1467, § 18.

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A.C.A. § 6-20-1909 (2011)

6-20-1909. Department fiscal distress actions.

(a) In addressing school districts in fiscal distress, the Department of Education may:

(1) Require the superintendent to relinquish all administrative authority with respect to the school district;

(2) Appoint an individual in place of the superintendent to administratively operate the school district under the supervision and approval of the Commissioner of Education and to compensate nondepartment agents operating the school district from school district funding;

(3) Call for the temporary suspension of the local school board of directors;

(4) Require the school district to operate without a local school board of directors under the supervision of the local superintendent or an individual or panel appointed by the commissioner;

(5) Place the administration of the school district over to the former board of directors or to a newly elected school board of directors; or

(6) Take any other action allowed by law that is deemed necessary to assist a school district in removing criteria of fiscal distress.

(b) The department may impose various reporting requirements on the school district.

(c) The department shall monitor the fiscal operations and accounts of the school district.

(d) The department shall require school district staff and employees to obtain fiscal instruction or training in areas of fiscal concern for the school district.

HISTORY: Acts 2003, No. 1467, § 18.[View Full](#)[A.C.A. § 6-20-1909](#)[Return to Search Results](#)

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A.C.A. § 6-20-1910 (2011)

6-20-1910. State board actions.

(a) After a public hearing, the State Board of Education shall consolidate, annex, or reconstitute the school district in fiscal distress to another school district or school districts upon a majority vote of a quorum of the members of the state board as permitted or required by this subchapter.

(b) The state board has exclusive jurisdiction to determine the boundary lines of the receiving or resulting school district and to allocate assets and liabilities of the school district.

(c) The decision of the state board shall be final with no further right of appeal except that a school district may appeal to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, § 25-15-201 et seq.

HISTORY: Acts 2003, No. 1467, § 18.[View Full](#)[↩ A.C.A. § 6-20-1910 ➔](#)[Return to Search Results](#)**A.C.A. § 6-20-1910** (Copy w/ Cite)Pages: **2**

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*A.C.A. § 6-20-1911 (2011)***6-20-1911. Rules and regulations.**

(a) The Department of Education shall promulgate rules and regulations as necessary to identify, evaluate, assist, and address school districts in fiscal distress.

(b) The department may promulgate rules and regulations as necessary to administer this subchapter.

HISTORY: Acts 2003, No. 1467, § 18.[View Full](#)[A.C.A. § 6-20-1911](#)[Return to Search Results](#)**A.C.A. § 6-20-1911** (Copy w/ Cite)

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

Office of the Superintendent

January 27, 2012

Ms. Kathleen Crain, CPA
Interim Assistant Commissioner
Fiscal and Administrative Services
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201-1019

Dear Ms. Crain:

This is in response to your letter dated January 19, 2012, notifying Pulaski County Special School District (PCSSD) that the Arkansas Department of Education (ADE) has identified an additional indicator of fiscal distress in the district. The additional indicator is, "A declining balance determined to jeopardize the fiscal integrity of a school district." Specifically, you state that in 2010-2011 PCSSD experienced a decline in its legal balance of approximately \$5.5 million.

I request that ADE accept this letter as notice that PCSSD does not appeal this additional identification of fiscal distress. This will also confirm that I will attend the February 13, 2012 State Board of Education Meeting. I will be prepared at that meeting to address the State Board with a statement of what has been done, as well as my proposal for future action, to remove PCSSD from its fiscal distress status.

Please let me know if you have any questions or comments on the above.

Regards,

Jerry D. Guess, Ed.D.
Superintendent of Schools

cc: Tom W. Kimbrell, Ed.D., Commissioner of Education
Tony Wood, Deputy Commissioner of Education
Phyllis Stewart, Chief of Staff and State Board Liaison
Hazel Burnett, ADE Coordinator of Fiscal Distress Accountability and Reporting
Jeremy Lasiter, General Counsel
William Goff, PCSSD Chief Financial Officer

Arkansas Department of Education

4 Capitol Mall
Little Rock, AR 72201-1019
Phone: (501) 682-4475
Web: www.arkansased.org

To: Karen Cushman
From: Michael Rowland
Cc'ed: Barbara Culpepper, Ron Tolson, Melissa Jacks,
Mike Lucas, Mary Richbourg
Date: 1/9/12
Re: PRAXIS MUSIC: CONTENT AND
INSTRUCTION (0114)

Praxis II Test(s)

Current Music Licensure Test(s):	New Music Licensure Test:
Music: Concepts and Processes (0111) Music: Analysis (0112) Music: Content Knowledge (0113)	Music: Content and Instruction (0114) Recommended Cut Score: 162
	Effective September 1, 2012

Rationale

Educational Testing Service (ETS) provided the following information from a multi-state standard setting study for a new Praxis II test: Music: Content and Instruction (0114).

This new test will contain all multiple-choice items and will replace the existing 0111, 0112, and 0113 tests.

The two-hour assessment is divided into two parts. Part A contains 84 multiple-choice questions covering Music History and Theory (approximately 32 questions), Performance (approximately 24 questions), and Instruction, Professional Issues, and Technology (approximately 28 questions). Part B contains three constructed-response questions covering Instructional Activities.

The recommended passing score for each panel, as well as the average passing score across the two panels, are provided to help state departments of education determine an appropriate operational passing score. For the Praxis Music: Content and Instruction test, the recommended passing score¹ is 74 (on the raw score metric), which represents 66% of the total available 112 raw score points. The scaled score associated with a raw score of 74 is **162** (on a 100 - 200 scale).

Panelists from seventeen states (including Arkansas) and the District of Columbia were recommended by state departments of education to participate on expert panels.

The ADE recommends dropping Music: Concepts and Processes (0111), Music: Analysis (0112), and Music: Content Knowledge (0113) effective September 1, 2012, and adopting Music: Content and Instruction (0114). The Principles of Learning and Teaching will continue to be the pedagogy test.

Arkansas Department of Education

4 Capitol Mall
Little Rock, AR 72201-1019
Phone: (501) 682-4475
Web: www.arkansased.org

To: Karen Cushman

From: Michael Rowland

Cc'ed: Barbara Culpepper, Ron Tolson, Melissa Jacks,
Mike Lucas, Mary Richbourg

Date: 1/9/12

Re: PRAXIS SPECIAL EDUCATION: EDUCATION
OF DEAF AND HARD OF HEARING
STUDENTS (0272)

Praxis II Test(s)

Current SPED EDHH Licensure Test(s):	New SPED EDHH Licensure Test:
SPED: Education of Deaf and Hard of Hearing Students (0271)	SPED: Education of Deaf and Hard of Hearing Students (0272) Recommended Cut Score: 160
	Effective September 1, 2012

Rationale

Educational Testing Service (ETS) provided the following information from a multi-state standard setting study for a new Praxis II test: SPED: Education of Deaf and Hard of Hearing Students (0272):

This new test (0272) will be an updated version of the current test (0271). The two hour assessment contains 120 multiple-choice questions covering five content areas: Characteristics of Learners and Their Development (approximately 19 questions); Assessment, Diagnosis, Evaluation, and Program Planning (approximately 28 questions); Instructional Content and General Pedagogy (approximately 28 questions); Planning and Managing the Learning Environment (approximately 21 questions); and Foundations of Deaf Education and Professional Practice (approximately 24 questions).

Panelists from 11 states (including Arkansas) were recommended by state departments of education to participate on two expert panels. The recommended passing score for each panel, as well as the average passing score across the two panels, are provided to help state departments of education determine an appropriate operational passing score. For the SPED: Education of Deaf and Hard of Hearing Students test, the recommended passing score¹ is 67 (out of a possible 100 raw-score points). The scaled score associated with a raw score of 67 is **160** (on a 100 - 200 scale).

The favorable judgments of the panelists provided evidence that the content covered by the test is important for beginning practice.

The ADE recommends dropping SPED: Education of Deaf and Hard of Hearing Students (0271) and adopting SPED: Education of Deaf and Hard of Hearing Students (0272) effective September 1, 2012. This test in conjunction with SPED: Knowledge-Based Core Principles (0354) will be required for Arkansas's SPED: Hearing Specialist teaching license.

Arkansas Department of Education

4 Capitol Mall
Little Rock, AR 72201-1019
Phone: (501) 682-4475
Web: www.arkansased.org

To: Karen Cushman
From: Michael Rowland
Cc'ed: Barbara Culpepper, Ron Tolson, Melissa Jacks,
Mike Lucas, Mary Richbourg
Date: 1/9/12
Re: PRAXIS SPECIAL EDUCATION: TEACHING
STUDENTS WITH VISUAL IMPAIRMENTS
(0282)

Praxis II Test(s)

Current SPED TSVI Licensure Test(s):	New SPED TSVI Licensure Test:
SPED: Teaching Students With Visual Specialist (0281)	SPED: Teaching Students With Visual Impairments (0282) Recommended Cut Score: 163
	Effective September 1, 2012

Rationale

Educational Testing Service (ETS) provided the following information from a multi-state standard setting study for a new Praxis II test: SPED: Teaching Students With Visual Impairments (0282):

This new test (0282) will be an updated version of the current test (0281). The two-hour assessment contains 120 multiple-choice questions covering six content areas: Principles and Educational Rights for Students with Disabilities (approximately 15 questions); Development and Characteristics of Students with Visual Impairments (approximately 23 questions); Planning and Managing the Learning and Teaching Environment (approximately 21 questions); Implementing Instruction (approximately 27 questions); Assessment (approximately 20 questions); and Professional Practice, Collaboration, and Counseling (approximately 14 questions).

Panelists from ten states (including Arkansas) were recommended by state departments of education to participate on two expert panels. For the SPED: Teaching Students with Visual Impairments test, the recommended passing score is 69 (out of a possible 100 raw-score points). The scaled score associated with a raw score of 69 is **163** (on a 100 - 200 scale).

The favorable judgments of the panelists provided evidence that the content covered by the test is important for beginning practice.

The ADE recommends dropping SPED Visual Specialist (0281) and adopting SPED: Teaching Students With Visual Impairments (0282) effective September 1, 2012. This test in conjunction with SPED: Knowledge-Based Core Principles (0354) will be required for Arkansas's SPED: Visual Specialist teaching license.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING PARENTAL INVOLVEMENT PLANS

1.00 REGULATORY AUTHORITY

- 1.01 These rules shall be known as Arkansas Department of Education Rules Governing Parental Involvement Plans.
- 1.02 The State Board of Education enacts these Rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-15-1005(f), 6-15-1701 *et seq.*, 6-15-2202, and 25-15-201 *et seq.*

2.00 DEFINITIONS

For the purposes of these Rules:

- 2.01 “Department” means the Arkansas Department of Education.
- 2.02 “Parent” means a natural parent, a legal guardian, or other person standing *in loco parentis* (including without limitation a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare).
- 2.03 “Public School” means those schools created pursuant to Title 6 of the Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program, specifically excluding those schools or educational programs created by or receiving authority to exist pursuant to Ark. Code Ann. §§ 6-15-501, 9-28-205, and 12-29-301, *et seq.*, or other provisions of Arkansas law. Any reference to “Public School” in these Rules includes open-enrollment public charter schools except to the extent these Rules or the underlying statutes are specifically waived by the State Board of Education.
- 2.04 “Public School District” means those school districts created pursuant to Title 6 of the Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program, specifically excluding those schools or educational programs created by or receiving authority to exist pursuant to Ark. Code Ann. §§ 6-15-501, 9-28-205, and 12-29-301, *et seq.*, or other provisions of Arkansas law. Any reference to “Public School District” in these Rules includes open-enrollment public charter schools except to the extent these Rules or the underlying statutes are specifically waived by the State Board of Education.
- 2.05 “Title I Public School or Public School District” means a public school or public school district that receives funds under Title I, Part A of the Elementary and Secondary Education Act of 1965 or any subsequent reauthorization thereof, including without limitation the No Child Left Behind Act of 2001.

3.00 PARENTAL INVOLVEMENT PLANS

3.01 Each public school district, in collaboration with parents, shall establish a parental involvement plan that establishes the district's expectations for parental involvement, and that includes programs and practices that enhance parental involvement and reflect the specific needs of students and their families.

3.01.1 Collaboration with parents may be accomplished through the coalition of parents and representatives of agencies, institutions, business and industry required for development and implementation of the district-level annual comprehensive school improvement plan (ACSIP) required by the Standards for Accreditation of Arkansas Public Schools and School Districts.

3.01.2 The parental involvement plan shall be incorporated into the public school district's annual comprehensive school improvement plan (ACSIP).

3.01.3 Annually by October 1, the public school district's parental involvement plan shall be:

3.01.3.1 Developed, or reviewed and updated by the public school district;

3.01.3.2 Posted to the website of the public school district; and

3.01.3.3 Filed with the Department's Division of Learning Services.

3.01.3.4 All public school district parental involvement plans filed with the Department shall be filed in electronic format, specifically in Microsoft Word (.doc or .docx), Adobe Acrobat (.pdf), or Rich Text (.rtf) format.

3.02 Each public school, in collaboration with parents, shall establish a parental involvement plan that reflects the specific academic improvement needs of the school, and that includes programs and practices that enhance parental involvement and address the specific parent involvement needs of students and their families.

3.02.1 Collaboration with parents may be accomplished through the coalition of parents and representatives of agencies, institutions, business and industry required for development and implementation of the school-level annual comprehensive school improvement plan (ACSIP) required by the Standards for Accreditation of Arkansas Public Schools and School Districts.

3.02.2 The parental involvement plan shall be incorporated into the public school's annual comprehensive school improvement plan (ACSIP).

3.02.3 Annually by October 1, the public school's parental involvement plan shall be developed, or reviewed and updated by the public school.

3.02.4 Annually by October 21, the public school shall post to the website of the public school or public school district:

3.02.4.1 The public school's parental involvement plan;

3.02.4.2 A parent-friendly explanation of the public school's and public school district's parental involvement plans;

3.02.4.3 The informational packet required by Section 5.01.1; and

3.02.4.4 Contact information for the parent facilitator designated by the public school under Section 5.08 of these Rules.

3.03 A public school's parental involvement plan shall:

3.03.1 Involve parents of students at all grade levels in a variety of roles, including without limitation:

3.03.1.1 Involvement in the education of their children;

3.03.1.2 Volunteer activities;

3.03.1.3 Learning activities that support classroom instruction;

3.03.1.4 Participation in school decisions;

3.03.1.5 Collaboration with the community;

3.03.1.6 Development of school goals and priorities; and

3.03.1.7 Evaluating the effectiveness of the comprehensive school improvement plan (ACSIP);

3.03.2 Be comprehensive and coordinated in nature;

3.03.3 Recognize that communication between home and school should be regular, two-way, and meaningful;

3.03.4 Promote and support responsible parenting;

- 3.03.5 Acknowledge that parents play an integral role in assisting student learning;
- 3.03.6 Welcome parents into the school and seek parental support and assistance;
- 3.03.7 Recognize that a parent is a full partner in the decisions that affect his or her child and family;
- 3.03.8 Recognize that community resources strengthen school programs, family practices, and student learning; and
- 3.03.9 Support the development, implementation, and regular evaluation of the program to involve parents in the decisions and practices of the school district, using, to the degree possible, the components listed in this section.

3.04 A Title I public school or public school district shall:

- 3.04.1 Include in its parental involvement plan any other appropriate components, policies, programs, activities or procedures required by federal law;
- 3.04.2 Provide information to parents of students participating in Title I, Part A programs in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents can understand;
- 3.04.3 Take the necessary steps to ensure that communications with parents with disabilities are as effective as communications with other parents; such steps shall include the furnishing of appropriate auxiliary aids and services when necessary to afford a parent with a disability an equal opportunity to participate in, and enjoy the benefits of, Title I, Part A programs, services, and activities, including the parental involvement provisions; and
- 3.04.4 Plan and implement its parental involvement programs, activities, and procedures with meaningful consultation with parents of children participating in Title I, Part A programs.

4.00 PUBLIC SCHOOL DISTRICT RESPONSIBILITIES

- 4.01 Every teacher, whether licensed or not, in each public school district shall be required to have no less than two (2) hours of professional development designed to enhance understanding of effective parental involvement strategies. These two (2) hours may be included in the sixty (60) hours of professional development required by the Arkansas Department of Education Rules Governing Professional Development.

- 4.02 Every administrator, whether licensed or not, in each public school district shall be required to have no less than three (3) hours of professional development designed to enhance understanding of effective parent involvement strategies, the importance of administrative leadership in setting expectations, and creating a climate conducive to parental participation. These three (3) hours may be included in the sixty (60) hours of professional development required by the Arkansas Department of Education Rules Governing Professional Development.
- 4.03 Notwithstanding the provisions of sections 4.01 and 4.02, licensed school personnel may substitute for the required number of hours of staff development on parental involvement plans an equal number of hours of child maltreatment recognition training obtained under Ark. Code Ann. § 6-61-133. Substitution of hours shall be governed by the Arkansas Department of Education Rules Governing Professional Development.
- 4.04 Each public school district shall provide training at least annually for volunteers who assist in an instructional program for parents.
- 4.05 Every public school district shall annually review and approve the parental involvement plan for each public school under the district's authority.

5.00 PUBLIC SCHOOL RESPONSIBILITIES

- 5.01 To encourage communication with parents, each public school shall:
- 5.01.1 Prepare an informational packet to be distributed annually to the parent of each child in the school, appropriate for the age and grade of the child, describing in a parent-friendly manner:
 - 5.01.1.1 The school's parental involvement program;
 - 5.01.1.2 The recommended role of the parent, student, teacher, and school;
 - 5.01.1.3 Ways for the parent to become involved in the school and his or her child's education;
 - 5.01.1.4 A survey for the parent regarding his or her interests concerning volunteering at the school;
 - 5.01.1.5 Activities planned throughout the school year to encourage parental involvement; and

- 5.01.1.6 A system to allow the parents and teachers to communicate in a regular, two-way, and meaningful manner with the child's teacher and the school principal; and
- 5.01.2 Schedule no fewer than two (2) parent-teacher conferences per school year.
- 5.01.3 The school may plan and engage in other activities determined by the school to be beneficial to encourage communication with parents.
- 5.02 To promote and support responsible parenting, each public school shall, as funds are available:
 - 5.02.1 Purchase parenting books, magazines, and other informative material regarding responsible parenting through the school library, advertise the current selection, and give parents an opportunity to borrow the materials for review;
 - 5.02.2 Create parent centers; and
 - 5.02.3 Plan and engage in other activities determined by the school to be beneficial to promoting and supporting responsible parenting.
- 5.03 To help parents in assisting students, each public school shall:
 - 5.03.1 Schedule regular parent involvement meetings at which parents are given a report on the state of the school and an overview of:
 - 5.03.1.1 What students will be learning;
 - 5.03.1.2 How students will be assessed;
 - 5.03.1.3 What a parent should expect for his or her child's education; and
 - 5.03.1.4 How a parent can assist and make a difference in his or her child's education;
 - 5.03.2 Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:
 - 5.03.2.1 Role play and demonstration by trained volunteers;
 - 5.03.2.2 The use of and access to Department website tools for parents;

5.03.2.3 Assistance with nutritional meal planning and preparation; and

5.03.2.4 Other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Department; and

5.03.3 Engage in other activities determined by the school to help a parent assist in his or her child's learning.

5.04 To welcome parents into the school, each public school shall:

5.04.1 Not have any school policies or procedures that would discourage a parent from visiting the school or from visiting a child's classrooms;

5.04.2 Encourage school staff to use the volunteer surveys to compile a volunteer resource book listing the interests and availability of volunteers so that school staff may:

5.04.2.1 Determine how frequently a volunteer would like to participate, including the option of just one (1) time per year;

5.04.2.2 Include options for those who are available to help at home; and

5.04.2.3 Help match school needs with volunteer interests; and

5.04.3 Engage in other activities determined by the school to welcome parents into the school.

5.05 To encourage a parent to participate as a full partner in the decisions that affect his or her child and family, each public school shall:

5.05.1 Include in the school's policy handbook the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions;

5.05.2 Sponsor seminars to inform the parents of students in grades nine (9) through twelve (12) about how to be involved in the decisions affecting course selection, career planning, and preparation for postsecondary opportunities; and

5.05.3 Engage in other activities that the school determines will encourage a parent to participate as a full partner in the decisions that affect his or her child and family.

- 5.06 Each public school shall investigate and, where feasible, utilize community resources in the instructional program of the school.
- 5.07 To take advantage of community resources, each public school shall:
- 5.07.1 Consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement;
 - 5.07.2 Enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement within the school;
 - 5.07.2.1 Leaders of this organization shall be utilized in appropriate decisions affecting the children and families; and
 - 5.07.3 Engage in other activities that the school determines will use community resources to strengthen school programs, family practices, and student learning.
- 5.08 The principal of each public school shall designate one (1) licensed staff member who is willing to serve as a parent facilitator to:
- 5.08.1 Help organize meaningful training for staff and parents;
 - 5.08.2 Promote and encourage a welcoming atmosphere to foster parental involvement in the school; and
 - 5.08.3 Undertake efforts to ensure that parental participation is recognized as an asset to the school.
 - 5.08.4 The certified staff member serving as a parental facilitator shall receive supplemental pay for the assigned duties as required by law.

6.00 MONITORING OF PARENTAL INVOLVEMENT PLANS

- 6.01 Annually, the Department shall:
- 6.01.1 Review the parental involvement plan of each public school district; and
 - 6.01.2 Determine whether the plan is in compliance with law.
- 6.02. On each annual school performance report published by the Department pursuant to Ark. Code Ann. § 6-15-1402, the Department shall indicate whether or not the public school district is in compliance with this subchapter.

- 6.03 Periodically on a rotating schedule of at least once every six (6) years, the Department shall monitor each public school district's plan to:
- 6.03.1 Evaluate whether the school district is implementing its plan and the implementation's effectiveness; and
- 6.03.2 Assess the areas in which a school district needs to revise its plan or its implementation of the plan.
- 6.03.3 The Department shall place priority for monitoring on public school districts that have been identified as being in:
- 6.03.3.1 School improvement for two (2) or more consecutive school years; or
- 6.03.3.2 Academic distress.
- 6.03.4 The Department may monitor a public school district's plan at other additional times as determined necessary by the Commissioner of Education or the State Board of Education.
- 6.04 By January 1 of each year, the Department shall provide any recommendations in writing to a school district:
- 6.04.1 Concerning areas of noncompliance with these rules or Ark. Code Ann. § 6-15-1701 *et seq.*; or
- 6.04.2 Arising from the Department's review of public school district plans under section 6.01.2 of these Rules.
- 6.05 The Department shall allow a public school district opportunity of no more than ninety (90) days to incorporate the Department's recommendations into the district's parental involvement plan.

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING THE ARKANSAS BETTER CHANCE PROGRAM

SECTION 1 – REGULATORY AUTHORITY

- 1.01 These rules are enacted pursuant to the authority of the State Board of Education under ACA Ark. Code Ann. § 6-11-105 and 6-45-101 et seq. as amended.
- 1.02 The Division of Child Care and Early Childhood Education (DCCECE), Arkansas Department of Human Services, shall coordinate and administer the Arkansas Better Chance Program, providing all appropriate technical assistance and program monitoring necessary to fulfill the requirements of Ark. Code Ann. § 6-45-101 et seq., 20-78-206 and 6-11-105. DCCECE will annually provide the State Board of Education a list of grants which are recommended for funding for the next year.
- 1.03 The State Board of Education will approve all rules developed pursuant to Act 212 of 1991 and Act 49 of 2003 as amended and will approve all programs funded under the Arkansas Better Chance Program.

SECTION 2 – PURPOSE

- 2.01 It is the purpose of these rules to set the general guidelines for the operation of early childhood programs funded under the Arkansas Better Chance Program and the Arkansas Better Chance for School Success Program.

SECTION 3 – DEFINITIONS

- 3.01 ABC: Arkansas Better Chance
- 3.02 ABCSS (Arkansas Better Chance for School Success): Unless standards for ABC and ABCSS are listed separately, the term 'ABC' will be used to refer to all participating programs.
- 3.03 ADE: Arkansas Department of Education
- 3.04 AECPPDS: Arkansas Early Childhood Professional Development System
- 3.05 APSCN: Arkansas Public School Computer Network
- 3.06 Agency: For purposes of these rules, "Agency" refers to any entity funded under the Arkansas Better Chance or Arkansas Better Chance for School Success program.
- 3.07 CACFP: Child and Adult Care Food Program (Special Nutrition). A federally-funded subsidy program administered by DCCECE designed to provide reimbursement to providers for meals and snacks served to children from low-income families.
- 3.08 CCFH: Child Care Family Home
- 3.09 CDA: Child Development Associate

- 3.10 Classroom: A physical space which is partitioned for the purpose of ABC instruction and activities. Each classroom must meet licensing requirements and state Quality Approval standards.
- 3.11 COPA: Child Outcome, Planning and Assessment. A web-based information technology system used to capture and maintain data for all children and families enrolled in ABC.
- 3.12 Core Quality Components: The six key areas of ABC which include:
- Low student to teacher ratio
 - Well-qualified and compensated staff
 - Professional development
 - Developmental Screening and Child Assessment
 - Proven curricula and learning processes
 - Meaningful parent and community engagement activities

These components serve as the basis of ABC funding levels.

- 3.13 DCCECE: Division of Child Care and Early Childhood Education
- 3.14 DECA: Deveraux Early Childhood Assessment
- 3.15 DHS: Arkansas Department of Human Services
- 3.16 ECERS-R (Early Childhood Environmental Rating Scale, Revised): A nationally-recognized scale developed to measure various elements of classroom quality. ECERS-R is used to measure the environmental quality of early childhood programs.
- 3.17 ERS (Environmental Rating Scale): The term used to describe the tools used to measure elements of classroom quality. These include the Early Childhood Environmental Rating Scale, Infant-Toddler Rating Scale, Family Child Care Rating Scale and School-Age Care Rating Scale.
- 3.18 FPL: Federal Poverty Level
- 3.19 IEP: Individualized Education Program
- 3.20 IDEA: Individuals with Disabilities Education Act
- 3.21 INDEX: Investigating, Discovering and Exploring, the state-approved curriculum training on Math and Science for Young Children.
- 3.22 In-kind services: Support services provided at either no cost or without monetary exchange. To use in-kind services as match, services must be provided to the ABC program.
- 3.23 HIPPY: Home Instruction for Parents of Preschool Youngsters
- 3.24 LEA: Local Education Agency
- 3.25 NAEYC: National Association for the Education of Young Children
- 3.26 PAT: Parents as Teachers
- 3.27 Single-Site Classroom: One ABC classroom at a geographic location
- 3.28 Multi-classroom Site: Multiple ABC classrooms located on the same premises
- 3.29 SSN: Social Security Number

- 3.30 Shall: Mandatory standard
- 3.31 Should: Standard is recommended but not mandatory
- 3.32 SQP: Staff Qualifications Plan. A process by which DCCECE can approve staff not meeting minimum qualifications to work in an ABC classroom under certain restrictions.
- 3.33 Work Sampling System (WSS): A web-based instrument used by ABC programs to assess a child's progress in various educational domains over the program year.

SECTION 4 – CHILD ELIGIBILITY

- 4.01 The ABC Program serves educationally deprived children, ages birth through 5 years, excluding a kindergarten program. The Arkansas Better Chance for School Success Program serves children ages 3 and 4 years from families with gross income not exceeding 200% of the FPL. Programs wishing to enroll a kindergarten-eligible child must obtain a written waiver from DCCECE before enrolling the child in ABC. Parents must also complete a kindergarten waiver process through the local school district.
 - 4.02 To be eligible, children shall reside within the boundaries of an Arkansas school district. Programs may accept children outside of their local area if they have exhausted local recruiting efforts and have unfilled ABC slots.
 - 4.03 Eligible children for the ABC program shall have at least one of the following characteristics:

<ul style="list-style-type: none"> -Family with gross income not exceeding exceeding 200% of FPL -Parents without a high school diploma or GED -Low birth weight (below 5 pounds, 9 ounces) -Parent is under 18 years of age at child's birth -Immediate family member has a history of substance abuse/addiction 	<ul style="list-style-type: none"> -Has a demonstrable developmental delay as identified through screening -Eligible for services under IDEA -Income eligible for Title I programs -Limited English Proficiency -Parent has history of abuse of neglect Or is a victim of abuse or neglect
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 - 4.04 Eligible children for the ABC for School Success program must meet the following qualifications:

<ul style="list-style-type: none"> -Must be three or four years old by ADE cutoff date. -Gross family income ≤ 200% of FPL 	<ul style="list-style-type: none"> -A program is available in the area where the child resides and there is available space for the child to attend.
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- To receive special education services a child must reside within certain district/co-op boundary lines.
- 4.05 To enroll an eligible child, the child's parent or guardian shall furnish documentation of eligibility and other required information, including household income and household member information. A list of all acceptable documentation will be published annually by DCCECE. Children of parents or guardians refusing to furnish required information shall be deemed ineligible for participation. Programs are responsible for verifying eligibility before the child attends and shall maintain copies of eligibility documentation in the child's record.

- 4.06 A copy of the child's birth certificate or hospital record listing a date of birth is required. If official documentation of date of birth is unavailable, the ABC program shall follow the guidelines of the local district in such instances.
- 4.07 In determining income eligibility, programs shall use a family's gross income from employment plus any unemployment compensation. Documentation of income eligibility must be present in each child's record. If pay stubs are used to document eligibility, recent documents (dated within 30 days) shall be used. DCCECE shall publish a list of acceptable documentation annually. If a three-year old child has been qualified for ABCSS, that child shall remain eligible for two years.
- 4.08 Families claiming no earned income (full-time students or unemployed) shall produce a signed and notarized statement to that effect, which shall be maintained in the child record.
- 4.09 Parents or guardians shown to have submitted a falsified document shall be subject to repayment of funds to DCCECE and referral for prosecution.
- 4.10 Agencies shown to have enrolled ineligible children or children with no documentation of eligibility shall be required to repay the funds expended on behalf of the child to DHS.
- 4.11 An age-eligible child who falls into one of the following categories shall be exempt from family income requirements:
- Foster child
 - Child with an incarcerated parent
 - Child in the custody of/living with a family member other than mother or father
 - Child with immediate family member arrested for or convicted of drug-related offenses
 - Child with a parent activated for overseas military duty
- 4.12 The ADE and DCCECE may develop a fee schedule and establish eligibility based on family income for children who are not eligible under Section 4.4, but priority enrollment shall be provided to children eligible under Section 4.4. Families who are qualified for enrollment under a sliding fee scale should pay fees directly to the program. The amount of any parent co-pay as determined by DCCECE shall be deducted from the reimbursement to programs accepting children on a sliding fee scale.
- 4.13 DCCECE, with approval from ADE, may grant waivers to children not meeting the eligibility criteria under Sections 4.3 or 4.4 but possessing multiple risk factors for learning and developmental impairment. Requests for such waivers must be submitted to DCCECE in writing and will be considered on a case by case basis.
- 4.14 Children having certain risk factors may be eligible for home-visiting services, in addition to attending a center-based ABC program. See Section 19.06 for eligibility requirements.
- 4.15 Eligible children shall not be denied enrollment into an available ABC program or dismissed from an ABC program due to non-payment of any fees associated with another child care program.

SECTION 5 – PROGRAM/AGENCY ELIGIBILITY

- 5.01 Any child care provider meeting these criteria is eligible to apply for funding:
- Located within the boundaries of the State of Arkansas
 - Licensed by DCCECE as a Child Care Center or Child Care Family Home with no history of formal corrective action or founded complaints which pose an immediate safety risk within 12 months of application date
 - Has no outstanding debt to DCCECE or ADE (This requirement shall be suspended if an appeal is pending.)
 - Has obtained State Quality Approval accreditation OR is eligible for such accreditation in the space to be used for the ABC program
 - Can provide matching funds in accordance with local to state 40:60 funding ratio

The local-to-state match may be waived by DCCECE if the program is in a school district that has been designated by ADE as being in academic distress and DCCECE determines that the school is unable to provide the local-to-state match requirement. This determination may be made only after DCCECE has assisted the school in identifying potential funding sources to provide local-to-state match requirements.

- 5.02 Any provider wishing to be considered for funding must fully complete a grant application supplied by DCCECE. Grant applications will be evaluated and scored on the following factors:
- Current status of child care license and quality approval accreditation
 - The degree to which the program can provide a developmentally appropriate preschool program as outlined in the grant application
 - A strategy of collaboration with the local business and education community
 - A fiscally-responsible budget which correlates to core quality models
 - A plan of action for parent involvement
- 5.03 DCCECE will determine an acceptable cutoff score for approved applications. Questions and concerns regarding grant scoring should be referred to the Program Administrator. The ABC Administrator shall make the final determination of all grant scores. Grant scores are final.
- 5.04 All applications shall include a budget which corresponds to the ABC core quality components, details program costs and demonstrates fiscal responsibility. Allowable costs include:
- salaries/fringe
 - instructional materials
 - staff development
 - developmental screenings
 - parent/community engagement activities
 - financial assistance for staff working towards a degree or credential, including but not limited to books, tuition and travel.

SECTION 6 – FUNDING

- 6.01 Upon approval of an ABC application, the order of funding shall be based on criteria stated in Act 49 of 2003, which includes areas of the state containing:
- Schools that have 75% or more students scoring below proficiency level on the primary benchmark exams (math and literacy) in the preceding two (2) school years
 - Schools designated by ADE as being in school improvement status
 - Schools located in a school district in academic distress.

Other factors determining areas to be funded may include socio-economic status of the service area and the availability of existing quality preschool services in an area.

- 6.02 Any program funded through ABC shall work in collaboration with DCCECE, ADE, local businesses and other early childhood providers (school districts, educational cooperatives, Head Start, HIPPIY, private and non-profit providers, etc.) to ensure that all eligible children are served in the most suitable environment. This collaboration shall include, but is not limited to, participation in and/or facilitation of local early childhood meetings and referring families to other programs when appropriate.
- 6.03 The required local 40% match may include only the cost of providing necessary services for ABC children. Matching funds may be cash or in-kind.
- 6.04 State ABC Funding (60%) for the core components of the program may include salaries and fringe for staff giving direct services to ABC children, professional development, child assessment, developmental screening, meaningful parent and community engagement activities, proven curricula and learning processes, transportation and administration.
- 6.05 The maximum amount of funding is based upon projected child enrollment. Programs will be paid monthly. Payment shall be pro-rated for agencies not in operation a full program year. During the year, programs shall be audited to ensure compliance with child enrollment and attendance policies. An ABC program found to be enrolling ineligible children shall be required to repay applicable funds to DHS and be subject to all collection proceedings allowed by law. Funds may be withheld from future payments to satisfy repayment. Overpayments or the amount of any end of year carry-forward funds shall be deducted from future payments.
- 6.06 DCCECE shall not be responsible for sending out additional or late payments due to failure of Agency to enter data in COPA. DCCECE will assume any payments not disputed within 30 days of receipt shall be correct. DCCECE cannot retroactively pay any Agency for previous year services.
- 6.07 Payment shall be withheld if a program does not comply with reporting requirements.
- 6.08 ABC is intended to supplement, not supplant, existing early childhood funding sources.
- 6.09 Funding, not to exceed 2% of the total ABC funding pool, shall be available from the ABC monies for the additional support services required of DCCECE in administering the ABC program.

SECTION 7 – REPORTING

- 7.01 All child, family and staff information shall be maintained in COPA by the program. Attendance shall be taken daily and recorded in COPA at least monthly. Initial data must be entered by the due date set and published by DCC-ECE. Agencies shall update COPA data within ten (10) days of any change to family, child or staff data.
- 7.02 Each ABC program shall submit to DCCECE two (2) financial expenditure reports—due on January 30 and July 30 of each year—which detail operating expenses and enrollment data. Programs shall receive guidance from DCCECE on the specific format of each report.
- 7.03 An Agency shall operate its ABC program according to the financial guidelines outlined in the grant application instructions.
- 7.04 A complete and final disclosure audit of each ABC program is required and must be submitted annually for review to DCCECE. Any ABC program that is annually reviewed by Legislative Audit may submit the summary completed by that agency. All final audits shall be submitted within 120 days of the program’s fiscal year completion.
- 7.05 Programs that fail to adhere to a reporting deadline or respond to a request for information by DCCECE will be subject to compliance action as outlined in Section 22.
- 7.06 Children qualifying under the sliding fee scale must be clearly marked as such in COPA. Programs shall also report any non-ABC qualifying children who have been assigned to an ABC classroom. Failure to do so is grounds for a compliance plan (See Section 22). DCCECE will inform programs as to the manner that reporting shall take place.
- 7.07 Once a grant agreement has been signed, any change made to the program whatsoever shall be reported to DCCECE within five (5) working days of the change. This includes, but is not limited to, any changes in address, phone, e-mail address, staff, slot locations or budget items.

SECTION 8 – APPLICATION/RENEWAL APPLICATION

- 8.01 The Request for Applications will specify all application procedures for an ABC program. DCCECE is not obligated to review any proposal received after the submission deadline stated in the application.
- 8.02 If all ABC funds are not allocated or expended during any program year, the DCCECE may initiate an additional application period to fully obligate all available funds.
- 8.03 An Agency shall operate its ABC program in accordance with all information contained in the grant application. Any deviation from the information in the application must first be approved by DCCECE. This includes budget items.
- 8.04 All applications submitted by sectarian or sectarian-affiliated programs must first be reviewed to assure that approval of funding will not result in a violation of the First Amendment to the United States Constitution.

SECTION 9 – MINIMUM STANDARDS/CLASSROOM PROGRAMS

- 9.01 All ABC classroom programs shall satisfy the requirements specified in The Child Care Licensing Act, ACA Ark. Code Ann. § 20-78-201 through 224 and rules and regulations enacted pursuant to these sections.
- 9.02 All ABC center-based or family-home based programs shall maintain a license in good standing as referenced in Section 9.1. Any ABC program whose license is revoked shall be immediately terminated from the ABC program.
- 9.03 Agencies that are barred from participating in DHS programs pursuant to DHS Policy 1088 shall be ineligible for participation in ABC. Grant agreements for any existing programs excluded pursuant to this policy shall be terminated immediately. Programs placed on corrective action by DHS shall be subject to ABC compliance action as outlined in Section 22.
- 9.04 DCCECE is directly responsible for the inspection and evaluation of programs as referenced in Section 9.1. Inspections and monitoring visits may occur without prior notice. This includes quality visits, program reviews or any other visit by a DCCECE or authorized representative.
- 9.05 All ABC classrooms shall meet the criteria for becoming an "approved" Early Childhood program under the Arkansas Child Care Approval System Rules and Regulations, Ark. Code Ann. § 6-45-103 and 106 (~~Supp. 1993~~). An overall score of 5.0 is required for the ERS which is applicable to each classroom. DCCECE will utilize the following procedure for any program failing to meet these requirements:

Result of Program Review	Action Taken
1 st No Pass (ERS Score < 5.0)	Recommendations for improvements shall be made in writing to the Agency ABC Administrator/Coordinator and Teacher. Technical assistance shall be given to the Agency.
2 nd No Pass (ERS Score < 5.0)	Conference shall be held between Agency ABC Administrator/Coordinator, Teacher and DCCECE staff to advise Agency of 2 nd No Pass Status and required improvements. Agency is placed on probationary status with third review scheduled within 60 days of conference.
3 rd No Pass (ERS Score < 5.0)	Agency is partially or fully de-funded for next program year.

Any agency which is not renewed pursuant to this policy shall be ineligible to reapply for an ABC grant for a period of 12 months.

At the discretion of DCCECE, the following may be considered as mitigating circumstances: impact of deficiencies on child health, safety and welfare; willingness to improve upon factors within Agency control; likelihood of program passing next review and the time in which such improvements can be implemented. Recommendations for improvement may include staff changes.

- 9.06 For each child enrolled, ABC programs shall provide a minimum of 7 hours per day, 178 days per year for instruction.

- 9.07 Classroom-based programs shall follow public school regulations regarding the time requirements for teacher planning periods. However, planning periods for ABC teachers shall be scheduled at a time that does not violate minimum staff-child ratios or other ABC standards.
- 9.08 Programs shall utilize a parent handbook specifically designed for the ABC program. Attendance and tardy policies shall be clearly outlined in the handbook. Parents shall sign a statement stating they have received a copy of the handbook and understand its contents. Programs shall maintain a copy of the signed statement in the child record. Programs should direct specific cases to DCCECE for technical assistance or guidance.

SECTION 10 – STAFF/PUPIL RATIO FOR CLASSROOM PROGRAMS

- 10.01 The group size in any classroom with ABC children shall not exceed:

- 8 children for ages birth-18 months
- 14 children for ages 18 months-3 years
- 20 children for ages 3-5 years
- or the classroom's licensing capacity, whichever is less.

Programs may integrate ABC classrooms with children funded through other sources. However, the maximum group sizes listed above apply to ALL children in a classroom containing ABC children, regardless of funding source.

- 10.02 The adult-to-child ratio in any classroom with ABC children shall not exceed:

- 1:4 (birth to 18 months)
- 1:7 (18 months-3 years)
- 1:10 (3 years-5 years)

- 10.03 A minimum of 50% of the staff must remain in the classroom during rest time for children 3-5 years old only. Full staffing must occur for all other ages and at all other times, including meals.

- 10.04 Pursuant to licensing regulations, a teacher or aide may escort a child or group of children to a bathroom or school nurse if another qualified staff person remains in the classroom. A classroom shall not be counted out of compliance for a teacher taking a brief bathroom break as long as the other staff member remains in the classroom.

SECTION 11 – STAFF QUALIFICATIONS AND TRAINING REQUIREMENTS

- 11.01 The lead teacher shall hold a standard Arkansas teacher license with P-4 certification. Non-public school based or non-educational cooperative based ABC programs may hire a non-certified teacher with a bachelor's degree in early childhood education or child development. Non-public school or non-cooperative based ABC programs may not hire teachers with a provisional or initial teacher license. The Division shall consider degree exemptions for non-public school/coop based providers on a case-by-case basis, contingent upon the teacher having a requisite number of hours in early childhood and/or child development. Lead teachers must be able to demonstrate competency in the areas of developmentally appropriate programming, curriculum development and daily classroom management.

- 11.02 For multiple classroom sites, the teacher of a second classroom shall hold, at a minimum, an associate degree in early childhood education or early childhood development. Teachers must be able to demonstrate competency in the areas of developmentally appropriate programming, curriculum development and daily classroom management. The Division shall consider degree exemptions for non-public school/coop based providers on a case-by-case basis, contingent upon the teacher having a requisite number of hours in early childhood and/or child development. Non-public school or non-cooperative based ABC programs may not hire teachers with a provisional or initial teacher license.
- 11.03 The paraprofessional shall hold one of the following: an associate degree in early childhood education or child development OR a CDA credential. Paraprofessionals are an integral part of classroom instruction and should be given responsibilities which are commensurate with their education and experience. In general, paraprofessionals should be able to assist with classroom activities, interaction, supervision and observation.
- 11.04 Programs replacing a teacher or paraprofessional during the year—including those taking an indefinite leave of absence—shall consult with DCCECE on specific qualifications needed.
- 11.05 An ABC program coordinator or site director without teaching responsibilities shall meet the minimum licensing requirements for a center director AND complete Director's Orientation within a reasonable time period, subject to the availability of training. The coordinator or director will preferably have some experience in early childhood.
- 11.06 Caregivers in an infant/toddler ABC room shall hold a minimum of a CDA credential in infant/toddler care.
- 11.07 Staff members not qualifying under Sections 11.01-11.02 may work in an ABC program under an approved SQP. DCCECE will approve these plans on a case-by-case basis and shall monitor the plan to ensure adequate progress is being made. Programs shall file a SQP with DCCECE within fifteen (15) days of the date of hire and shall submit progress reports on January 30 and July 30 annually. Programs hiring staff members not meeting minimum qualifications without an approved SQP shall be subject to termination from the ABC program.
- 11.08 While adhering to the necessary qualifications, ABC programs should also strive to maintain an ethnically diverse staff appropriate to child enrollment.
- 11.09 Between July 1 and June 30 each year, All ABC teachers and aides shall participate in a minimum of thirty (30) hours of staff development on topics pertinent to early childhood education and approved by DCCECE. Persons who are obtaining an early childhood degree may count college course hours pertinent to early childhood education toward the required hours of staff development. Programs should multiply semester hours by 5 to obtain the number of semester hours counted towards ABC professional development.

- 11.10 Teachers and paraprofessionals shall be required to receive training in the following areas:
- Arkansas Early Childhood or Infant/Toddler Education Frameworks
 - Pre-K ELLA (Early Literacy Learning in Arkansas)
 - INDEX (Math and Science for Young Children)
 - Social/Emotional Learning in Arkansas
 - Work Sampling Online
 - COPA
 - Deveraux Early Childhood Assessment (DECA)
 - Special Needs, including process, Special Education rules and regulations and IDEA

With the exception of annual Work Sampling training and updates, timeframes for completing such requirements may vary with availability and access to the above trainings. DCCECE or ADE Special Education may mandate additional training subject to needs in various locations.

- 11.11 In addition to the requirements of 11.10, coordinators for each ABC programs shall ensure that all appropriate staff members attend mandatory ABC training (budgets, reporting, assessments, information technology, etc.) provided by DCCECE. Programs with staff members not adhering to these requirements are subject to the terms of a compliance plan as outlined in Section 21.
- 11.12 The ABC program coordinator and all ABC staff shall register with the AECPS Registry. The Registry identification number for each staff shall be entered in COPA.
- 11.13 ABC programs shall establish an employment agreement in writing with all classroom staff. This agreement shall outline working conditions, dates and hours of employment, compensation and fringe benefits. A copy of the public school teacher contract shall satisfy this requirement.

SECTION 12 – STAFFING PATTERNS/CLASSROOM PROGRAMS

- 12.01 Single classroom sites for preschool shall have a teacher qualified under 11.01-11.02. Classrooms with over 10 children must have a paraprofessional qualified under 11.03.
- 12.02 For ABC programs operating infant/toddler classrooms, programs must have one (1) qualified caregiver meeting the requirements of Section 11.6 for either every four children (infants) or seven children (toddlers).
- 12.03 In multi-classroom sites, the following staffing patterns shall be adhered to:

# Classrooms	Lead Teacher (11.01)	Classroom Teacher (11.02)	Paraprofessional (11.03)
1	1	0	1
2	1	1	2
3	1	2	3
4	2	2	4

- 12.04 A classroom which is partitioned in any way may be considered multiple classroom space by DCCECE. Factors to be considered in this decision shall include supervision issues, as well as level of staff qualifications in the classroom areas.

SECTION 13 – PROGRAM STANDARDS

- 13.01 All early childhood programs funded by ABC monies shall be developmentally appropriate and individualized to meet the needs of each student enrolled. The following references shall be utilized to determine developmental appropriateness:
- *Developmentally Appropriate Practice in Early Childhood Programs*, Revised Edition, Edited by Sue Bredekamp and Carol Copple, © 2004 by NAEYC
 - *From Neurons to Neighborhoods: The Science of Early Childhood Development*, Edited by Jack P. Shonkoff, M.D. and Deborah A. Phillips, © 2000 by National Academy of Sciences.
 - Arkansas Early Childhood Frameworks
- 13.02 Programs shall demonstrate that the classroom arrangement satisfies "substantial portion of the day" as defined by the environmental rating scales. If used, room dividers shall be arranged and of sufficient height to prohibit distractions from other classes yet not hinder proper supervision within the classroom.
- 13.03 Each classroom shall be equipped with toys, books and play apparatus to take care of the needs of the total group and to provide each child with a variety of activities through the day. A variety of equipment shall be accessible from low shelves to children of all ages and shall be arranged in learning centers.
- 13.04 The program shall be individualized to meet the needs of each student enrolled. Each curriculum model and the actual classroom practice will be assessed using the applicable environmental rating scale to ensure the model is developmentally appropriate.
- 13.05 The program shall have a written overall curriculum plan which is arranged in thematic units, projects or topics of study and includes goals and objectives related to the following: cultural diversity, social/emotional development, creative/aesthetic learning, cognitive/intellectual learning, physical development and language.
- 13.06 All programs must utilize a curriculum approved by DCCECE. A list of approved curriculum models will be made available by DCCECE on an annual basis. A program wishing to use a curriculum not on the list may request, in writing to DCCECE, consideration of an additional curriculum. Program coordinators shall ensure teachers have adequate training on curriculum.
- 13.07 Children shall participate in a daily schedule that reflects a balance among the following types of activities: indoor/outdoor; quiet/active; individual/small group/large group; gross motor/fine motor; child initiated/teacher initiated.
- 13.08 Routine and transition times throughout the day, such as preparing for mealtime, shall be used as opportunities for incidental learning. Transition times shall be planned to avoid frequent disruption of children's activities and long waits between activities.

13.09 Programs shall maintain an individual child record on site. At a minimum, the record shall contain copies of:

- Birth certificate, hospital birth record or other official verification of birth date
- Documentation of child eligibility
- Completed and dated application form
- Emergency information, including non-parental contact and medical information
- Parental authorization for medical care, daily pick-up and field trips
- Field trip authorization
- Completed Health Form and Immunization record (or proof of current immunizations)
- Record of completed developmental screening
- Samples of child's work
- Teacher and parent observations and summaries of parent-teacher conferences
- Work Sampling Developmental Checklists

Child records or any ABC file containing personal information on families and children shall be kept in a locked file cabinet with access granted only on a need-to-know basis. The child record shall be available for inspection by DCCECE staff. If certain records must be stored off-site, copies shall be made and given to teachers to maintain in a record on-site. In maintaining and updating child and family data, ABC programs shall utilize COPA. Other than those documents required to be retained for licensing purposes, teachers shall give a copy of the child's record to the parent upon completion of or dis-enrollment from the program or forward the record to the child's kindergarten program.

13.10 The arrangement of indoor and outdoor equipment, materials and interest areas for each group shall provide for:

- Accessibility to equipment and materials so that children may select and return them easily
- An orderly, uncluttered atmosphere
- Visual and/or auditory supervision of children in all areas
- Separation of active and quiet play areas
- Traffic patterns that avoid disruption of activities

13.11 At a minimum, developmentally appropriate equipment and materials of sufficient quantity to accommodate a sustained learning environment shall be provided in the following interest areas/learning centers:

- | | |
|---------------------------------|------------------------------|
| 1. Blocks | 5. Discovery/Science Sensory |
| 2. Dramatic Play | 6. Sand/Water Play |
| 3. Stories/Language Development | 7. Manipulative |
| 4. Art | 8. Music |

13.12 Outdoor play shall be used as an extension of the learning activities that occur in the classroom. As such, ABC staff shall participate in this activity. Each ABC classroom shall offer a minimum of 60 minutes of outdoor play daily unless prevented by inclement weather.

- 13.13 The outdoor play area shall be developmentally appropriate and meet the Consumer Product Safety Commission standards for outdoor play areas. The outdoor play area shall provide the following:
- A variety of surfaces
 - An arrangement designed for appropriate flow of activities
 - Climbing and other active play items and structures
 - Open areas for running and games
 - Opportunities for dramatic play
 - Adequate storage for equipment and materials
 - Partial shade
 - Quiet, private spaces
 - A separate outdoor area equipped for infants and toddlers (if applicable)
- 13.14 Provision should be made through program design and networking efforts to ease the transition of children moving from one program or age grouping to another or to public school kindergartens. This provision must include individual needs assessments on each child, lesson plans and specific activities written into the program design. At a minimum, the transition plan shall involve parents and appropriate school district personnel.
- 13.15 ABC programs are required to provide free nutritious meals and snacks for all children enrolled in ABC/ABCSS. Mealtime is an opportunity to engage children in conversation about the day and themselves. Therefore, ABC staff shall participate with the children during this time. Children shall be given an appropriate amount of time for meals and conversation.
- 13.16 Parents or guardians of children qualified as eligible for ABC services shall not be required to pay any fees or provide food or supplies during ABC program hours. This includes enrollment fees, field trip expenses or uniforms.
- 13.17 Electronic mail is a necessary means by which DCCECE communicates vital information to programs. All participating programs must maintain a working e-mail address which is checked daily. Applicable information shall be distributed to classroom staff by the program coordinator.

SECTION 14 – CLASSROOM MANAGEMENT/SPECIAL EDUCATION

- 14.01 No child in ABC shall be dismissed or expelled from the program for behavior without approval from DCCECE.
- 14.02 Discipline shall reflect positive guidance, be consistent and individualized for each child. Such discipline shall be appropriate to the child's level of understanding. Corporal punishment is an unacceptable method of discipline and shall not be used. Programs shall specifically define their approach to handling inappropriate behavior in the ABC parent handbook.

- 14.03 When a child presents with challenging behavior, teaching staff shall follow the standards of NAEYC Accreditation:
- Observe the children, then identify events, activities, interactions and other factors that predict and may contribute to challenging behavior.
 - Rather than focus only on eliminating the behavior, teaching staff shall focus on teaching the child social, communication, and emotional regulation skills and using environmental modifications, activity modifications, adult or peer support and other teaching strategies to support the child's appropriate behavior.
 - Teaching staff shall respond to challenging behavior, including physical aggression, in a manner that:
 - provides safety of the child
 - provides for the safety of others in the classroom
 - is calm
 - is respectful to the child
 - and provides the child with information on acceptable behavior.*(From Accreditation Standards, National Association for the Education of Young Children)*
- 14.04 Teacher-parent discussions regarding a child's behavior shall be held in private and shall focus on working as a team to develop and implement an individualized plan that supports the child's inclusion and success. *(Adapted from NAEYC)* Teachers should request technical assistance from DCCECE on any discipline issues on which they have questions.
- 14.05 If necessary, intervention shall ensure each child has access to professional services, such as referrals to the educational cooperative behavioral specialist, the ADE-funded regional support network for early autism identification, community mental health center and a private therapist. If a child in question has a disability and is in the process or has been identified under IDEA, the ABC program shall follow state special education rules and regulations governing suspension/expulsion.
- 14.06 If children demonstrate inappropriate behavior, as indicated by the results of the DECA given by ABC staff, the ABC program shall consult with the Early Childhood Special Education program regarding classroom modifications and interventions.
- 14.07 For any ABC child also receiving special education services, appropriate staff from the Education Cooperative or school district shall have access to the child at mutually agreeable times during the program day in order to provide services outlined in the child's IEP.
- 14.08 For any ABC child requiring the intervention services of special education, the ABC program shall collaborate with special education professionals to ensure each party has access to necessary information to provide the appropriate services. Early Education Special Education teachers shall have access to any information pertaining to a child receiving special education that is in the possession of the ABC program that would be necessary for reviewing and evaluating the child's progress in the general education setting. Access to proprietary information on the child shall be on a need-to-know basis.
- 14.09 A child shall not be dismissed from the ABC program due to a lack of toilet training skills. Nor may a program refuse to admit a child because of toilet training issues if the child meets all other age and income eligibility requirements.

- 14.10 ABC programs shall assist children not yet toilet-trained with cooperation and enthusiasm. Programs shall not employ toilet-training techniques which could be construed as punishment or shaming the child. Programs are encouraged to include the parent or guardian in any plan so it may be reinforced at home. Funds from ABC may be used to purchase resources necessary to support toilet training.

SECTION 15 – ASSESSMENT AND SCREENINGS

- 15.01 DCCECE and ADE shall work cooperatively to ensure that the assessments are conducted as required by Act 49 of 2003.
- 15.02 Children in the ABC program shall be assessed annually to provide an indication of each child's progress towards school readiness.
- 15.03 The assessment shall address a child's strengths, progress, and needs and shall serve as a central part of an effective early childhood program. The assessment instrument selected by DCCECE and ADE shall be used for children enrolled in an ABC program.
- 15.04 A comprehensive longitudinal study shall be implemented to evaluate the ABC program to ensure that the program goals are achieved. The study will be designed to use sound research-based evidence to determine whether the programs meet the expected standards. This research shall include children entering the program at ages three (3) and four (4) years and follow the children through completion of the fourth grade benchmark exams. Research results will be provided annually to the Governor and the Senate Interim Committee on Education and the House Interim Committee on Education.
- 15.05 Within forty-five (45) days of entering an ABC program, a child shall receive a routine annual developmental screening to determine individual needs. The program agency shall be responsible for completing the developmental screening. The purpose of screening is to identify developmental delays and/or educational deficiencies. Children so identified shall be referred to Special Education within seven (7) calendar days of the date of screening. Programs shall comply with state and federal laws for Special Needs students.
- 15.06 The developmental screening must include, at a minimum, the following areas: vocabulary, visual-motor integration, language and speech development, fine and gross motor skills, social skills and developmental milestones.
- 15.07 DCCECE will provide a list to programs of all acceptable developmental screening instruments on an annual basis.
- 15.08 Within 45 days of the first day of attendance, every child shall receive an age-appropriate health screening, which includes a hearing and vision test, performed by a licensed physician or physician assistant. Programs should contact DCCECE for information on seeking a waiver under Ark. Code Ann. § 6-18-701 (~~Repl. 1993~~). Programs shall work in partnership with parents to obtain health screening information.

- 15.09 On or before the first day of attendance, parents or guardians shall provide proof that their child is current on all required immunizations or is on an acceptable "catch up" schedule. A waiver from this requirement may be granted from the Arkansas Department of Health under ACA Ark. Code Ann. § 6-18-702 (Repl. 1993).
- 15.10 Every classroom shall be equipped with a computer with high-speed internet access (where available in the state). Each home-based educator shall also have such access to a computer. This equipment is necessary for the timely completion of enrollment data in COPA and assessment data in the Work Sampling System.

SECTION 16 – PARENT AND COMMUNITY INVOLVEMENT

- 16.01 Each program shall have a plan for parent involvement which includes opportunities for parental input into program operation and design. Parent involvement plans shall include a mechanism for parental advice and review of programmatic plans, parent conferences and a method to involve the parent in the child's educational experience.
- 16.02 The program shall have an "open door" policy for parents which encourages visiting and participation in classroom activities. Opportunities for at least two parent-teacher conferences shall be given to parents.
- 16.03 The program shall publish and utilize a parent handbook specifically for ABC program.
- 16.04 Each program shall have a plan for community/school district/educational services cooperative/agency involvement, which includes a description of how cooperation with other service providers who are concerned with the education, welfare, health and safety needs of young children, will be established and maintained. Programs should consider providing opportunities for community representatives to participate in the educational activities of the classroom.

SECTION 17 – TRANSPORTATION

- 17.01 ABC Programs shall be required to comply with all applicable state and federal laws and guidelines (including the National Highway Traffic Safety Administration 's Guidelines for the Safe Transportation of Children in School Buses), as well as Child Care Licensing Standards, regulating the transportation of children.
- 17.02 Offering transportation to and from an ABC program is strictly optional. DCCECE and ADE accept no liability for the transportation of children participating in an ABC program. Program agencies shall be responsible for the actions of their drivers. Drivers are subject to all background checks and exclusionary violations applicable to school district employees having contact with children.
- 17.03 If an ABC program is approved to use the "buddy" system on a bus, the Agency shall NOT pair an ABC child with another child younger than sixth grade.

- 17.04 An ABC child shall NOT be released from the vehicle unless an authorized adult meets the vehicle at a stop or in front of the child's home. Programs shall never release an ABC child from the vehicle alone. After exiting the vehicle, an ABC child shall not cross a street unless accompanied by the authorized adult.

SECTION 18 – OTHER PROGRAM MODELS

- 18.01 Alternate programs may include, but are not limited to, Licensed Child Care Family Homes, PAT and HIPPY. These programs will comply, where applicable, with the regulations herein.
- 18.02 All ABC funded alternate program models will be developmentally appropriate, meet applicable health and safety standards, provide developmental and health screenings and ensure immunizations of the child served.

SECTION 19 – HIPPY REGULATIONS

- 19.01 HIPPY programs shall meet program criteria as outlined in the contractual agreement signed by each site with Arkansas Children's Hospital and HIPPY USA.
- 19.02 Each HIPPY program serving at least 160 families must have one (1) full-time coordinator, holding a minimum of a bachelor's degree in education, social work, sociology, psychology, or related field. Those coordinators without a related degree must obtain at least 12 college course hours in early childhood. Programs with more than 250 children must also have at least one part-time coordinator who holds a minimum of an Associates Degree in early childhood education, social work, psychology or related field. Coordinators shall also meet additional job requirements as described in the HIPPY USA Coordinator job description. HIPPY Coordinators must attend National HIPPY Pre-service Training and receive certification. Regardless of the number of children served, HIPPY Agencies must make provision to ensure all home-based visitors are supervised appropriately by trained staff.
- 19.03 Home Based Educators working 31-40 hours per week may not serve more than 27 families. Minimum requirements for home educators include a high school diploma/GED and a current CDA credential. All new HIPPY home-based educators are required to attend new Home-based Educators training provided by Arkansas State HIPPY.
- 19.04 Hiring of any HIPPY coordinator or home-based educator not meeting the requirements of 19.02-19.03 must be approved by DCCECE through a Staff Qualifications Plan. DCCECE shall monitor such plans to ensure adequate progress is being made. HIPPY Coordinators working under a staff qualifications plan must obtain at least 12 college hours per year.
- 19.05 HIPPY programs must follow the child eligibility requirements found in Section 4. However, the cut-off date for determining age eligibility for children served in HIPPY is December 31 of each year.

19.06 In order to dually enroll a child in an ABC center and HIPPY, a child must meet the ABC income requirements (< 200% FPL) plus possess at least one of the following factors:

- Parents without HS diploma or GED
- Birth weight < 5 pounds, 9 ounces
- Parent is < 18 years of age at child's birth
- Family has a history of substance abuse/addiction
- Eligible for services under IDEA
- Parent has a history of abuse or neglect or is a victim of abuse or neglect
- Child exhibits a demonstrable developmental delay-as identified through an appropriate screening
- Child lives in a single parent household or has parents who are divorced
- Child is a foster child
- Child has incarcerated parent
- Child has parents who cannot read
- Child is homeless
- Child or parent has limited English Proficiency
- Child is in the custody of family member other than mother and father

Whichever program enrolls the child at the later date shall be responsible for verifying eligibility for dual enrollment. Dual enrollment shall not exceed 25% of the program's total ABC enrollment. If the same Agency operates both a center-based and home-visiting program, dual enrollment shall not exceed 25% of the average of both programs' enrollment.

19.07 Center-based and home-visiting programs shall collaborate in providing services to any child qualifying for dual enrollment under 19.06.

19.08 The Arkansas HIPPY Training and Technical Assistance (T and TA) Office will monitor and assist HIPPY programs throughout the state. Annual program site reviews and assessments will be forwarded to DCCECE for consideration of program compliance and funding renewal. The Arkansas HIPPY Office will assist DCCECE with determining program compliance at the local level.

19.09 HIPPY programs shall meet requirements as set forth in Sections 4-9 and 13-16.

19.10 Group meetings should reflect the educational programming standards as set forth in Section 13 and guidelines set forth in the HIPPY model.

19.11 Any enhancements designed to complement the HIPPY curriculum must be approved by the Arkansas HIPPY Office prior to implementation with families.

SECTION 20 – PARENTS AS TEACHERS REGULATIONS

20.01 PAT Programs shall meet program criteria as outlined in PAT Program Implementation and Planning Guide.

20.02 All PAT Coordinators must attend the PAT Institute Training and obtain either a Parent Educator Certificate or an Administrator's Certificate.

20.03 Each program must have a certified Parent Educator, who may also serve as Coordinator.

- 20.04 PAT Parent Educators working on a part-time basis (20 hours per week) should serve 30 and not more than 40 children and their families.
- 20.05 PAT Programs shall operate on a twelve month, year-round basis. Families must be offered twelve personal visits and six parent group meetings.
- 20.06 PAT Programs shall follow the child eligibility requirements found in Section 4.
- 20.07 PAT programs may dually enroll children also participating in a center-based program under the guidelines of 19.06-19.07.
- 20.08 PAT Programs must coordinate services with HIPPPY Programs where both exist in the same community to avoid duplication of services.
- 20.09 PAT Programs shall meet requirements as set forth in Sections 4-7 and 14-16.

SECTION 21 – CHILD CARE FAMILY HOMES

- 21.01 Licensed child care family homes participating in ABC must meet the same requirements as an ABC center, except where listed in this section.
- 21.02 Group size for an ABC classroom in a CCFH shall not exceed sixteen (16) children or maximum licensing capacity, whichever is less.
- 21.03 The ABC family home teacher must possess a minimum of a CDA credential and file a Staff Qualifications Plan which outlines a plan to complete a four-year degree in early childhood or child development. For any ABC room with more than 10 children, an additional staff person with a minimum of a CDA credential must also be present.
- 21.04 No SQP shall be approved for an ABC family home teacher to complete a CDA credential or Associate degree. The only SQP that shall be approved for an ABC family home teacher is for a four-year degree in early childhood or child development.
- 21.05 In evaluating the ABC program in a CCFH, the applicable ERS for family homes shall be utilized. Family homes shall be subject to the same guidelines as listed in Section 9.

SECTION 22 – COMPLIANCE

- 22.01 An ABC program found to be out of compliance with any ABC Rule or Regulation shall be placed on a 60-day Compliance Plan. During this probationary period, a program must make all necessary corrections or be subject to termination from the ABC program. Compliance deficiencies may also result in immediate termination from the ABC program, denial of future ABC funds, repayment of funds and exclusion from participation in any DHS programs.

22.02 Issues for a compliance plan may include, but are not limited to:

- Founded licensing or maltreatment complaints
- Violations of minimum licensing standards
- Revocation of Quality Approval status or failing to meet Quality Approval standards
- Financial mismanagement, including use of funds for programs other than ABC
- Failure to operate program in accordance with approved budget or any part of an approved grant application
- Enrolling ineligible children or refusing to enroll an eligible child due to toilet training issues or non-payment of other child care fees
- Habitually late reports or missing information
- Failure to report a change in program status within five working days
- Program deficiencies documented by DCCECE or any authorized representative
- Erroneous or fraudulent billing of DCCECE vouchers or Special Nutrition programs
- Falsification of any document or information
- Hiring of unqualified staff without consultation with DCCECE on a Staff Qualifications Plan.
- Staff members not meeting the requirements of a Staff Qualifications Plan.
- Dismissing or expelling a child from a program without approval from DCCECE

22.03 Any program who submits a falsified document will be subject to immediate termination from the ABC program, repayment of funds and possible referral of program officials and/or responsible employees for criminal prosecution.

22.04 An ABC program may appeal any adverse action taken by DCCECE. Such appeals must be in writing and be received within thirty (30) days of the notice of corrective action. A program wishing to appeal should send a written notice to Attention: DCCECE Division Director, P.O. Box 1437, Slot S-140, Little Rock, AR 72203. The Division Director will make a recommendation to the State Board of Education, which will issue a final ruling.

SECTION 23 – ADDITIONAL REGULATIONS CONCERNING THE USE OF ARKANSAS BETTER CHANCE PROGRAM FUNDS

23.01 Purpose: To assure that public funds are spent in compliance with U.S. Const. Amend. I, which prohibits any state or federal "law respecting an establishment of religion, or prohibiting the free exercise thereof."

23.02 Limitation: This section is not an exhaustive list of criteria to test constitutional sufficiency. The question in every case is whether state funds impermissibly aid a religiously based or affiliated entity in discharging its religious mission. The answer will be controlled by the particular facts of each case.

23.03 Definitions: As used in this Section 23:

23.03.1 "ABC day" means the seven (7) hours beginning with the first ABC activity of the day and includes all activities described in Section 13 of the ABC Program Standards.

23.03.2 "Administrative costs" means:

- (a) Salaries (including fringe)-Director and Assistance Director;
- (b) Salaries-Housekeeping;
- (c) Group Health Insurance;
- (d) Child Care Center liability insurance;
- (e) Pensions;
- (f) Unemployment Taxes;
- (g) Worker's Compensation;
- (h) Accounting Fees;
- (i) Housekeeping Supplies; and
- (j) Criminal Background Checks.

23.03.3 "Professional services" means, without limitation, assessment, screening, instruction, and parent/community engagement activities.

23.03.4 "Religious activities" means, without limitation, religious services, prayer, religious rituals, or religious instruction provided or carried out by or under the authority of the ABC program.

23.03.5 "Secular" means not related to religion.

23.04 Conditions of Participation as an ABC Provider:

23.04.1 ABC programs must admit eligible students without regard to race, gender, national origin, ancestry, color, disability, creed, political affiliation, or religion.

23.04.2 ABC funds must be used exclusively for the following expenses incurred to provide ABC services:

- (a) Professional services (salaries and fringe benefits);
- (b) Assessment and screening tools;
- (c) Instructional materials;
- (d) Transportation to and from ABC programs;

- (e) Staff development;
- (f) Financial assistance for staff working towards a secular degree or credential relating to early childhood education, including but not limited to books, tuition and travel; and
- (g) If ABC funds remain after paying the expenses described in subparagraphs (a)-(f), those funds may be used to:
 - (1) Provide food for ABC students;
 - (2) Pay that portion of administration costs, utilities, or both, attributable to day care operations multiplied by the following fraction: number of ABC students/ total number of day care students.

23.04.3 All ABC instruction and instruction materials must be secular and neutral with respect to religion.

23.04.4 No religious activity may occur during any ABC day.

23.04.5 Each ABC provider that also offers religious activities must maintain documentation that it has informed parents and guardians in writing that no religious activity will be paid or subsidized by public funds or occur in any manner suggesting governmental endorsement of any religion or religious message.

23.04.6 Each ABC provider must annually certify compliance with each requirement of this rule and agree to such unannounced public inspection and investigation as may be necessary to ascertain and monitor the provider's compliance.

Arkansas Better Chance for School Success Programs
Religious Activities
Frequently Asked Questions

The First Amendment outlines broad principles about religion, but does not provide “precise, detailed” guidelines about specific questions that you, as providers, might have. The U.S. Supreme Court has acknowledged the complexity of this issue in *Comm. for Public Education and Religious Liberty vs. Nyquist*, when the justices wrote that “cases arising under [the First Amendment] have presented some of the most perplexing questions to come before [the Supreme] Court.”¹ Because this is a complicated area, some questions and circumstances will have to be considered as they arise, so the following is initial guidance only.

1. **What are the Establishment and Free Exercise Clauses?**

The First Amendment to the U.S. Constitution contains two clauses about religion. The Establishment Clause declares that “Congress shall make no law respecting an establishment of religion.”² The Free Exercise Clause declares that “Congress shall make no law ... prohibiting the free exercise” of religion.³ Both the Establishment and Free Exercise Clauses apply to the states.⁴

Together the Establishment and Free Exercise clauses require governmental neutrality toward religion.⁵ Government aid must be “allocated on the basis of neutral, secular criteria that neither favor nor disfavor religion” and must be “made available to both religious and secular beneficiaries on a nondiscriminatory basis.”⁶

2. **Does the Establishment Clause prohibit all government aid to any church or religious organization?**

No. The U.S. Supreme Court long ago rejected this notion. Government aid must have a non-religious purpose, but that purpose need not be *totally* non-religious. Government aid crosses the line when the *dominant* purpose is religious.⁷ In 1997 the U.S. Supreme Court held that placing public school teachers in church-operated schools where religion is taught does not

¹ *Comm. for Pub. Educ. and Religious Liberty v. Nyquist*, 413 U.S. 756, 760 (1973).

² U.S. CONST. amend I, § 1.

³ *Id.*

⁴ See *Arizona Christian School Tuition Organization v. Winn*, 536 U.S. ___ (2011).

⁵ *Board of Educ. of Kiryas Joel Village School Dist. v. Grumet*, 512 U.S. 687, 696 (1994).

⁶ *Agostini v. Felton*, 521 U.S. 203, 231 (1997).

⁷ *Adland v. Russ*, 307 F.3d 471, 480 (6th Cir. 2002).

violate the Establishment Clause if: 1) the publicly employed teachers do not attempt to teach or impress religion; 2) the government aid is made available to both religious and non-religious beneficiaries on a nondiscriminatory basis; and 3) the government aid is available to all eligible children regardless of their religious beliefs or where they attend school.⁸ Under this line of cases:

bus transportation, textbooks, and tax exemptions all gave aid [to church-sponsored activities] in the sense that religious bodies would otherwise have been forced to find other sources from which to finance these services. Yet all of these forms of governmental assistance have been upheld.⁹

3. What is prohibited?

Governments may not *directly* support religious activities or use government funds to support religious programming. Courts have applied this principle to hold that government funds may not be used to:

- 1) Buy computers that will be used to advance a parochial school's religious mission;¹⁰
- 2) Build, maintain, or repair religious schools;¹¹
- 3) Provide funds to a religious prison program when the funds are used in part for telephone, mailing, computer, copying, and other office costs that ultimately support religious indoctrination;¹² or
- 4) Provide a government building to a Christian nonprofit organization for use as a homeless shelter that provides religious services.¹³

Accordingly, Arkansas Better Chance for School Success ("ABC") Program funds may be used for all of the purposes listed in the proposed addition to the Arkansas Department of Education Rules Governing the Arkansas better Chance Program ("proposed rule"), but not for religious services, religious rituals, or religious instruction provided or carried out as a part of or during an ABC program. That includes buying computers that are used to advance religion, building, maintaining, or repairing a facility used for religious services or instruction, or paying

⁸ *Agostini*, 521 U.S. at 231.

⁹ *Tilton*, 403 U.S. at 697.

¹⁰ *Nyquist* at 762-3, 774.

¹¹ *Tilton* at 683.

¹² *Ams. United for Separation of Church & State v. Prison Fellowship Ministries*, 509 F.3d 406, 418-19, 424-25 (8th Cir. 2007).

¹³ *Cnty. House, Inc. v. City of Boise*, 490 F.3d 1041, 1056-59 (9th Cir. 2007).

for telephone, mailing, computer, copying, and other office costs that support religious indoctrination.

4. Does this mean that children cannot pray or sing religious songs while at a facility that receives ABC funds?

Under the Establishment Clause, religious activities or instruction – including prayer or singing religious songs – organized or sponsored by an ABC provider may not occur during any part of the ABC day.¹⁴ Under the Free Exercise Clause, children may pray or sing religious songs during the ABC day if acting on their own and not under the provider’s instruction or sponsorship.

5. What about organized prayer or bible study during the ABC day?

Religious activities occurring during a government-funded program would amount to government endorsement of religion in violation of the Establishment Clause.¹⁵ As a result, religious activities may not occur during the ABC day.

6. May I extend the ABC day beyond 7 hours to make time for bible study or prayer during the day?

ABC program standards apply to everything that happens during the 7-hour ABC day,¹⁶ including recess, lunch, and rest, and therefore apply to any religious activities that take place during the day. Even if that was not the case, any religious activity would have to be arranged in a way that could not directly or indirectly pressure a child to participate. A policy allowing a child to opt out of a religious activity does not solve the problem, because a child who decided not to participate in prayer time would be conspicuous (especially if there are no other scheduled events) and would be subject to both adult and peer pressures. “[T]he First Amendment prohibits the government from putting children in this difficult position.”¹⁷

¹⁴ The proposed rule defines “ABC Day” as the seven hours beginning with the first ABC activity of the day [including] all activities described in § 13 of the ABC Program Standards.”

¹⁵ See *Board of Educ. of Westside Community Schools v. Mergens*, 496 U.S. 226, 250 (1990).

¹⁶ See § 13 of the ABC PROGRAM RULES.

¹⁷ *Berger v. Rensselaer Cent. School Corp.*, 982 F.2d 1160, 1170 (7th Cir. 1993).

The Free Speech and Free Exercise Clauses protect the private (that is, not supported by public funds) practice of religion, and therefore, protect the right to engage in religious activities before or after the ABC day.¹⁸

7. May ABC providers display religious material on the walls?

Yes. Government aid must be available to both religious and non-religious beneficiaries on a nondiscriminatory basis,¹⁹ and the Free Speech and Free Exercise Clauses forbid conditioning the receipt of public aid on the removal of religious materials from private premises. In practice, this means that government programs exist in churches where the display of religious materials is the norm. However, the Establishment Clause prohibits using such religious material or symbols for religious instruction or observance during as a part of any government-funded program, including ABC.

8. How will the Division of Child Care and Early Childhood Education Enforce the Constitution?

a. Complaints: The Division of Child Care and Early Childhood Education (“DCCECE”) will use existing complaint response procedures to investigate complaints that an ABC provider is conducting religious activities during an ABC day.

b. Monitoring Visits: DCCECE will review Establishment and Free Exercise Clause compliance during regular monitoring visits.

c. Determination of Violation: If the licensing specialist concludes that a violation exists, the specialist will inform the provider before leaving the facility. If the specialist is uncertain about a potential violation, the specialist will contact the Department of Human Services Office of Chief Counsel for guidance in making a compliance decision and communicating compliance status to the provider.

d. Correction: If DCCECE concludes that a violation exists, the provider will be informed and asked for a plan to correct the violation within 30 days. If the violation is not corrected within that time, DCCECE will initiate a formal enforcement action to discontinue public funds for the noncompliant program.

¹⁸ *Id.*

¹⁹ *Agostini*, 521 U.S. at 231.

e. Enforcement Actions: Any enforcement action will have a single purpose: assuring the lawful use of public funds. No enforcement activity can seek to limit anyone's right to practice religion, or any parent's right to choose a child care provider that offers religious instruction and activities.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING NUTRITION AND PHYSICAL ACTIVITY STANDARDS
AND BODY MASS INDEX FOR AGE ASSESSMENT PROTOCOLS IN ARKANSAS
PUBLIC SCHOOLS
August 2007

1.0 PURPOSE

- 1.01 The purpose of these rules is to establish the requirements and procedures for governing nutrition and physical activity standards and body mass index for age assessment protocols in Arkansas Public Schools.

2.0 REGULATORY AUTHORITY

- 2.01 These shall be known as the Arkansas Department of Education Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools.
- 2.02 These regulations are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-16-132, 20-7-133, 20-7-134, 20-7-135 and ~~Acts 201 and 317 of 2007~~ and Act 981 of 2011.

3.0 DEFINITIONS

For the purpose of these rules, the following terms mean:

- ~~3.01 Adult - A licensed or qualified physical education teacher or a classified employee trained and assigned to supervise physical education classes.~~
- 3.02~~1~~ A la² carte - Food items and /or beverages, individually priced, provided by the non-profit school food service program. These items may or may not be part of the reimbursable meal.
- 3.03~~2~~ Arkansas Child Health Advisory Committee - A state level committee that was established by ~~Act 1220 of 2003~~ Ark. Code Ann. § 20-7-133 to develop nutrition and physical activity standards and make policy recommendations to the Arkansas Board of Education and the State Board of Health.
- 3.04~~3~~ Arkansas Consolidated School Improvement Plan (ACSIP) - A plan of action to address deficiencies in student performance that is reviewed annually and monitored at least every two years.

- 3.054 Body Mass Index (BMI) - Weight in pounds divided by height in inches squared multiplied by 703 (metric: weight in kilograms divided by height in meters squared).
- 3.065 BMI for age assessment- Calculating the height and weight as in the definition for BMI and applying the CDC growth charts for age and gender.
- 3.076 BMI for age assessment protocols- A detailed plan designed to describe appropriate procedure for assessment.
- 3.087 Body Mass Index Percentile for Age - An indicator to assess the size and growth patterns of individual children based on the Centers for Disease Control and Prevention's (CDC) BMI-for-age growth charts for boys and girls.
- 3.098 Carpenter's square – An instrument for ensuring a level reading of height.
- ~~3.10 Certificate of completion – A document provided upon completion of BMI assessment training protocol.~~
- 3.419 Child Nutrition Programs - The federal child nutrition programs operated by Arkansas public ~~and charter~~ schools, including public charter schools, which include the National School Lunch Program, the School Breakfast Program, the After School Snack Program, the Special Milk Program and the Summer Feeding Program, as established by the Richard B. Russell National School Lunch Act (42 U.S.C. § 1751 et seq.) and the Child Nutrition Act of 1966 (~~as amended through PL 108-269, July 2, 2004~~) (42 U.S.C. § 1771 et seq.).
- 3.4210 Community Health Nurse Specialist (CHN) – Arkansas Department of Health Nurses located at educational cooperatives.
- 3.4311 Competitive Foods - Foods and beverages sold or made available to students that compete with the school's operation of the National School Lunch Program, School Breakfast Program and/or After School Snack Program, including, but not limited to, food and beverages sold or provided in vending venue (machines, ice chests, cabinets) in school stores or as part of school fundraisers to students on school premises during the declared school day.

Note: The federal definition of Competitive Foods, found in 7 CFR ~~210.12(a)(1)~~ 210.11(a)(1), is any foods sold in competition with the National School Lunch Program to children in food service areas during the lunch periods.

- 3.4412 Confidential - Information marked or intended for a specific person or persons.
- 3.4513 Declared School Day - The official schedule as required for students and staff in a specific Local Education Agency (LEA) location.
- 3.4614 Designee – A person approved or designated by school district.
- 3.4715 Digital Scale or Scale – A digital instrument for measuring weight.
- 3.4816 Elementary School - A campus with a designated Local Education Agency (LEA) number containing any combination of grades ~~pre-kindergarten~~ through sixth grade.
- 3.4917 Foods of Minimal Nutritional Value (FMNV) – The phrase “Foods of Minimal Nutritional Value” refers to the four categories of foods and beverages (soda water, water ices, chewing gum, and certain candies) that are restricted by the United States Department of Agriculture (USDA) under the Child Nutrition Programs. Definitions within the federal regulations concerning the four categories of FMNV are:
- 3.4917.1 Certain Candies - Certain Candies are FMNV according to United States Department of Agriculture (USDA) Regulations, including any processed foods made predominantly from sweeteners or artificial sweeteners with a variety of minor ingredients that characterize the following types:
- 3.4917.1.1 Candy Coated Popcorn - Popcorn that is coated with mixture made predominantly from sugar and corn syrup.
- 3.4917.1.2 Fondant - A product consisting of microscopic-sized sugar crystals that are separated by a thin film of sugar and/or invert sugar in solution such as candy corn or soft mints.
- 3.4917.1.3 Hard Candy - A product made predominantly from sugar (sucrose) and corn syrup ~~that~~ which may be flavored and colored, is characterized by a hard, brittle texture, and includes such items as ~~sour balls, lollipops, fruit balls, candy sticks, starlight mints, after-dinner mints, jaw breakers, sugar wafers, rock candy, cinnamon candies, breath mints and cough drops~~ sour balls, fruit balls, candy sticks, lollipops,

starlight mints, after dinner mints, sugar wafers, rock candy, cinnamon candies, breath mints, jaw breakers and cough drops.

3.4917.1.4 Jellies and Gums - A mixture of carbohydrates ~~that~~ which are combined to form a stable gelatinous system of jellylike character and are generally flavored and colored, and include gum drops, jelly beans, jellied and fruit-flavored slices.

3.4917.1.5 Licorice - A product made predominantly from sugar and corn syrup ~~that~~ which is flavored with an extract made from the licorice root.

3.4917.1.6 Marshmallow Candies - An aerated confection composed ~~of as~~ sugar, corn syrup, invert sugar, 20 percent water, and gelatin or egg white to which flavors and colors may be added.

3.4917.1.7 Spun Candy - A product that is made from sugar that has been boiled at high temperature and spun at a high speed in a special machine.

3.4917.2 Chewing Gum - Chewing gum is a FMNV according to United States Department of Agriculture (USDA) regulations and includes ~~any~~ flavored products from natural or synthetic gums and other ingredients that form an insoluble mass for chewing.

3.4917.3 Soda Water - Soda water is a FMNV according the United States Department of Agriculture (USDA) regulations and ~~includes any carbonated beverage. No product shall be excluded from this definition because it contains discrete nutrients added to the food such as vitamins, minerals, and protein~~ is a class of beverages made by absorbing carbon dioxide in potable water. The amount of carbon dioxide used is not less than that which will be absorbed by the beverage at a pressure of one atmosphere and at a temperature of 60 degrees F. It either contains no alcohol or only such alcohol, not in excess of 0.5 percent by weight of the finished beverage, as is contributed by the flavoring ingredient used. No product is excluded from this definition because it contains artificial sweeteners or discrete nutrients added to the food such as vitamins, minerals and proteins.

3.4917.4 Water Ices - Water ices are FMNV according to United States Department of Agriculture (USDA) regulations and include any frozen, sweetened water and flavored ice with the exception of products that contain fruit or fruit juice.

~~3.20 Fried Food – Foods that are cooked by total or partial immersion into hot oil or other fat, commonly referred to as “deep fat frying” or “pan frying.”~~

~~3.21~~18 Healthy Nutrition Environment - A healthy school nutrition environment gives students consistent, reliable health information and ample opportunity to use it. (Source: United States Department of Agriculture.)

~~3.22~~19 Height – A standing measurement in inches or meters.

~~3.23~~0 High School – Public school(s) having some combination of grades 9-12.

~~3.24~~1 Junior High School - Public school(s) having some combination of grades 7- 9.

~~3.25 Licensed Teacher – An individual who holds a valid Arkansas teaching license with a certification or approval in the subject area to be taught.~~

~~3.26~~2 Local Wellness Policy – A policy required by federal law for public schools participating in a nutrition program authorized by the Richard B. Russell National School Lunch Act (42 U. S. C. 1751 et seq.) or the Child Nutrition Act of 1966 (42 U. S. C. 1771 et seq.)

~~3.27~~3 Middle School - Public school (s) having some combination of grades 5-8.

~~3.28~~4 Physical Activity - Any bodily movement produced by skeletal muscles that results in energy expenditure.

~~3.29~~5 Physical Education - A planned, sequential K-12 curriculum that provide cognitive content and learning experiences in a variety of activity areas including basic movement skills; physical fitness, rhythms, and dance; games team, dual, and individual sports; tumbling and gymnastics; and aquatics.

~~3.30~~26 Private - Not openly or in public.

~~3.31 Recorder – A person who writes down student heights and weights or enters measurements into database.~~

~~3.32~~27 Regular Basis - A regularly repeated or continuing occurrence at a specific school site. For example: every day, or on a particular day each week, or repeated on a defined schedule.

~~3.33~~28 Reimbursable Meal - A meal which meets the United States Department of Agriculture (USDA) criteria for reimbursement for one of the Child Nutrition Programs in Arkansas.

~~3.34~~29 School Events – Any occasion such as field day, holiday, school recognition

activities, end of school events, etc. designated at the discretion of the school administration.

- ~~3.35~~0 School Fundraisers - For purposes of this rule, all food and beverage items sold by school administrators or school classified or certified staff (principals, coaches, teachers, club sponsors, etc.), students or student groups, parents or parent groups, or any other person, company or organization directly associated with the school programs.
- ~~3.36~~1 School Health Index - The *School Health Index* (SHI) is a self-assessment and planning guide designed by the Centers for Disease Control (CDC) to help schools identify strengths and weaknesses of the school's health promotion policies and programs, develop an action plan for improving student health, and involving teachers, parents, students and various members of the community in improving the school's policies and programs.
- ~~3.37~~2 Stadiometer – An instrument for measuring standing height.
- ~~3.38~~3 Student Health Report – A written notice to parents with student's health screening information.
- ~~3.39~~4 School Nurse - Nurses employed by school districts.
- ~~3.40~~35 School Nutrition and Physical Activity Advisory Committee - (SNPAA) A committee operating within each public school district; that shall help raise the awareness of the importance of nutrition and physical activity and shall include members from the school district's governing boards, school administrators, food service personnel, teacher organizations, parents, students and professional groups such as nurses and community members. The SNPAA may also be referred to as the "Wellness Committee."
- ~~3.41~~36 School Site - Any and all locations associated with a Local Education Agency (LEA) number.
- ~~3.42~~37 Vending - Means to sell or give away foods and beverages anywhere at a school site on a regular basis, including but not limited to a classroom, school store or concession stand, or equipment such as heated cabinets, hot or cold vending machines, ice chests coolers, etc.
- ~~3.43~~38 Weight – A measurement in pounds or kilograms.

- 3.4439 Written Refusal – A document to school district requesting a child ~~NOT~~ not be included in assessing BMI.

For the purposes of any protocols developed pursuant to these rules, the following terms mean:

- 3.40 Certificate of Completion – A document provided upon completion of BMI assessment training protocol.
- 3.41 Fried Food – Foods that are cooked by total or partial immersion into hot oil or other fat, commonly referred to as “deep fat frying” or “pan frying.”
- 3.42 Recorder – A person who writes down student heights and weights or enters measurements into a database.

4.0 CHILD HEALTH ADVISORY COMMITTEE

- 4.01 There is created a Child Health Advisory Committee to consist of twenty (20) members.
- 4.02 The Committee will consist of the following eleven (11) members appointed by the Director of the Department of Health:
- 4.02.1 One (1) member to represent the Department of Health;
- 4.02.2 One (1) member to represent the Arkansas Dietetic Association;
- 4.02.3 One (1) member to represent the American Academy of Pediatrics, Arkansas Chapter;
- 4.02.4 One (1) member to represent the Arkansas Academy of Family Practice;
- 4.02.5 One (1) member to represent they Arkansas Association for Health, Physical Education, Recreation and Dance;
- 4.02.6 One (1) member to represent jointly the Arkansas Heart Association, the American Cancer Society, and the American Lung Association;
- 4.02.7 One (1) member to represent the Fay W. Boozman College of Public Health of the University of Arkansas for Medical Sciences;

4.02.8 One (1) member to represent the Arkansas Center for Health Improvement;

4.02.9 One (1) member to represent the Arkansas Advocates for Children and Families;

4.02.10 One (1) member to represent the University of Arkansas Cooperative Extension Service; and

4.02.11 One (1) member to represent the Office of Minority Health and Health Disparities of the Department of Health.

4.03 The Committee will also consist of the following nine (9) members appointed by the Commissioner of Education:

4.03.1 One (1) member to represent the Department of Education;

4.03.2 One (1) member to represent the Arkansas School Food Service Association (now known as the Arkansas School Nutrition Association);

4.03.3 One (1) member to represent the Arkansas School Nurses Association;

4.03.4 One (1) member to represent the Arkansas Association of Educational Administrators;

4.03.5 One (1) member to represent the Arkansas Parent Teacher Association;

4.03.6 One (1) member to represent the Arkansas School Boards Association;

4.03.7 One (1) member to represent the Arkansas Association of School Business Officials;

4.03.8 One (1) member to represent the Arkansas Association for Supervision and Curriculum Development; and

4.03.9 One (1) member who is a classroom teacher.

4.04 Terms of the committee members will be three (3) years.

4.05 If a vacancy occurs, the officer who made the original appointment shall appoint a person who represents the same constituency as the member being replaced.

- 4.06 The committee will elect one (1) of its members to act as chair for a term of one (1) year.
- 4.07 A majority of the members shall constitute a quorum for the transaction of business.
- 4.08 The committee shall meet at least monthly and will make recommendations to the State Board of Education and the State Board of Health consistent with the intent and purpose of these rules and with Ark. Code Ann. §§ 20-7-133, 20-7-134 and 20-7-135.
- 4.09 The committee shall develop nutrition and physical activity standards and policy recommendations with consideration of the following:
- 4.09.1 Foods sold individually in school cafeterias but outside the regulated National School Lunch Program;
- 4.09.2 Competitive foods as defined by the United States Department of Agriculture as the definition is in existence on January 1, 2003, and offered at schools typically through vending machines, student stores, school fundraisers, food carts, or food concessions;
- 4.09.3 The continuing professional development of food service staff;
- 4.09.4 The expenditure of funds derived from competitive food and beverage contracts;
- 4.09.5 Physical education and activity;
- 4.09.6 Systems to ensure the implementation of nutrition and physical activity standards; and
- 4.09.7 The monitoring and evaluating of results and reporting of outcomes.
- 4.10 The committee shall examine the progress of the Arkansas Coordinated School Health Program and make recommendations to the Department of Education and the Department of Health concerning the implementation of the Arkansas Coordinated School Health Program.

5.0 IMPLEMENTATION OF NUTRITION AND PHYSICAL ACTIVITY STANDARDS

- 5.01 After having consulted the Child Health Advisory Committee and the State Board of Health, the State Board of Education shall promulgate appropriate rules and regulations to ensure that nutrition and physical activity standards

and body mass index for age assessment protocols are implemented to provide students with the skills, opportunities, and encouragement to adopt healthy lifestyles.

5.02 Every school district shall:

5.02.1 Prohibit for elementary school students in-school access to vending machines offering food and beverages;

5.02.2 Require schools to include as part of the annual report to parents and the community the amounts and specific sources of funds received and expenditures made from competitive food and beverage contracts;

5.02.3 Beginning with kindergarten and then in even-numbered grades, require schools to include as a part of a student health report to parents a body mass index percentile by age for each student; and

5.02.4 Permit any parent to refuse to have his or her child's body mass index percentile for age assessed and reported, by providing a written refusal to the school.

5.02.5 Students in grades eleven through twelve (11-12) are exempt from any policy or requirement of a public school or the state for measuring or reporting body mass index.

5.03 The Department of Education shall:

5.03.1 Begin the implementation of standards developed by the committee and approved by the Department of Education; and

5.03.2 Annually monitor and evaluate the implementation and effectiveness of the nutrition and physical activity standards.

46.0 SCHOOL NUTRITION AND PHYSICAL ACTIVITY ADVISORY COMMITTEE

6.01 Every school district shall convene a school nutrition and physical activity advisory committee that shall include members from school district governing boards, school administrators, food service personnel, teacher organizations, parents, students, and professional groups such as nurses and community members.

46.042 The school nutrition and physical activity advisory committee will help raise awareness of the importance of nutrition and physical activity and assist in the development of local policies that address issues and goals, including, but not limited to the following:

46.042.1 Assist with the implementation of nutrition and physical activity standards developed by the school nutrition and physical advisory committee with the approval of the Arkansas Department of Education and the State Board of Health;

46.042.2 Integrate nutrition and physical activity into the overall curriculum;

46.042.3 Ensure that professional development for staff includes nutrition and physical activity issues;

46.042.4 Ensure that students receive nutrition education and engage in healthy levels of vigorous physical activity;

46.042.5 Improve the quality of physical education curricula and increasing training of physical education teachers;

46.042.6 Enforce existing physical education requirements; and

46.042.7 Pursue ~~vending~~ contracts that both encourage ~~healthy~~ healthful eating by students and reduce school dependence on profits from the sale of foods of minimal nutritional value.

6.03 Every school district shall begin the implementation of standards developed by the Child Health Advisory Committee with the approval of the Department of Education and the State Board of Health.

6.04 Every school district shall require that goals and objectives for nutrition and physical activity be incorporated into the annual school planning and reporting process.

46.025 The School Nutrition and Physical Activity Advisory Committee shall be structured in a way as to ensure age-appropriate recommendations that are correlated to the current grade configuration of the school district utilizing one of the following options:

46.025.1 Establish a School Nutrition and Physical Activity Advisory Committee at each school in addition to the district committee;

46.025.2 Establish subcommittees of the District Committee, representing the

appropriate age and grade configuration for that school district; ~~and~~ or

~~46.025.3~~ Include representatives from each appropriate grade level group (elementary, middle, junior and senior high) on the membership of the district committee;

~~46.036~~ ~~Beginning with the 2005 school year, at~~ At a minimum, the School Nutrition and Physical Activity Advisory Committee will:

~~46.036.1~~ Annually, assess each school campus, using the School Health Index for Physical Activity, Healthy Eating and a Tobacco-Free Lifestyle using the following modules:

- #1 - School Health Policies and Environment;₂
- #2 - Health Education;₂
- #3 - Physical Education and other Physical Activity Programs;₂
- #4 - Nutrition Services;₂ and
- #8 - Family and Community Involvement Assessment;₂

~~46.036.2~~ Compare the physical education and health education assessment from the School Health Index to the standards defined by the Arkansas Department of Education Physical Education and Health Curriculum Framework;

~~46.036.3~~ Compile the results of the School Health Index and provide a copy to the principal of each school in the district to be included in the individual school improvement plan (ACSIP);

~~46.036.4~~ Provide the annual completed School Health Index assessment results and the physical activity standards comparison to the principal of each school in the district to be included in the district's Arkansas Consolidated School Improvement Plan (ACSIP) and to the local school board;

~~46.036.5~~ Assist the schools in implementing the Arkansas Child Health Advisory Committee recommendations for all foods and beverages sold or served anywhere on the school campus, including all foods and beverages other than those offered as part of reimbursable meals, including a la carte, vending machines, snack bars, fund raisers, school stores, class parties, and other venues that compete with healthy school meals;

46.036.6 Maintain and update annually a written list of recommended locally available, healthier options for food and beverages available for sale to students;

46.036.7 Encourage the use of non-food alternatives for fund-raisers;

46.036.8 Review and make written recommendations to the local school board regarding the components to be included in food and beverage vending contracts; and

46.036.9 Include as part of the district's annual report to parents and the community the amount of funds received and expenditures made from competitive food and beverage contracts.

46.047 The Local Wellness Policy is required under the current version of the Richard B. Russell National School Lunch Act (42 U.S.C.1751 et seq.) or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.).

46.047.1 Not later than the first day of the school year ~~beginning after June 30, 2006~~, each local educational agency participating in a program authorized by the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.) or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.) shall establish a local school wellness policy for schools under the local educational agency that:

46.047.1.1 Includes goals for nutrition education, physical activity, and

other school-based activities that are designed to promote student wellness in a manner that the local educational agency determines is appropriate;

46.047.1.2 Includes nutrition guidelines selected by the local educational agency for all foods available on each school campus under the local educational agency during the school day with the objectives of promoting student health and reducing childhood obesity;

46.047.1.3 Provides an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issues by the Secretary of Agriculture pursuant to subsections (a) and (b) of Section 10 of the Child Nutrition Act (42 U.S.C. 1779) and Sections 9(f)(1) and 17 (a) of the

Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)), as those regulations and guidance apply to public schools;

46.047.1.4 Establishes a plan for measuring implementation of the local wellness policy, including designation of one (1) or more persons within the local educational agency or at each school, as appropriate, charged with the operational responsibility for ensuring that the school meets the local wellness policy; and

46.047.1.5 Involves parents, students, representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy.

6.08 The Department of Education and the Department of Health shall report annually on progress in implementing nutrition and physical education standards to the chairs of the House Interim Committee on Public Health, Welfare, and Labor and the Senate Interim Committee on Public Health, Welfare, and Labor, the House Interim Committee on Education and the Senate Interim Committee on Education.

6.09 The State Board of Education shall submit to the House Interim Committee on Education and the Senate Interim Committee on Education for the committees' review any proposed rules regarding physical education or physical activity standards for grades kindergarten through twelve (K-12).

7.0 PHYSICAL EDUCATION REQUIREMENTS AND STANDARDS

7.01 The physical education curriculum and physical activity requirements for every public school student who is physically fit and able to participate are:

7.01.1 Except as provided in Section 7.01.2 of these rules, for students in kindergarten through grade six (K-6):

7.01.1.1 Sixty (60) minutes of physical education training and instruction each calendar week of the school year; and

7.01.1.2 Ninety (90) minutes of physical activity each calendar week of the school year, which may include without limitation daily recess, physical education instruction in addition to the requirement of Section 7.01.1.1 of these rules, or intramural sports;

7.01.2 For students in grades five through eight (5-8) who attend a public

school organized to teach grades five through eight (5-8) or any combination thereof, sixty (60) minutes of physical education training and instruction each calendar week of the school year or an equivalent amount of time in each school year, with no additional requirement for physical activity; and

7.01.3 For students in grades nine through twelve (9-12) one-half (1/2) unit of physical education as required for high school graduation, with no additional requirement for physical activity.

7.02 Nothing in these rules prohibits:

7.02.1 A public school student's elective enrollment or voluntary participation in physical activity or physical education as a part of public school curriculum or extra-curricular activities; or

7.02.2 A school district's decision to require physical education instruction or physical activity in excess of the amounts identified in Section 7.01 of these rules.

7.03 The physical education training and instruction shall be designed to:

7.03.1 Improve the health of this state's school children;

7.03.2 Increase knowledge about the health benefits of physical activity and exercise;

7.03.3 Develop behavioral and motor skills that promote a lifelong commitment to healthy physical activity;

7.03.4 Promote health-focused activity among children and adolescents; and

7.03.5 Encourage physical activity outside of physical education.

7.04 Suitable modified courses shall be provided for students physically or mentally unable or unfit to take the course or courses prescribed for other pupils.

7.05 A student may be exempted from physical education and physical activity requirements by seeking a waiver from the local school board of directors. The local school board of directors may grant such a waiver based upon the following criteria:

7.05.1 The student must present a statement by the student's attending physician indicating that participation in physical education and

physical activity will jeopardize the student's health or well-being; or

7.05.2 The parent and student must show that attending physical education classes will violate the student's religious beliefs and would not be merely a matter of personal objection. The parent or student must be members of a recognized religious faith that objects to physical education as part of its official doctrine or creed.

7.05.3 The local school board of directors shall encourage a student granted a waiver under Section 7.05 of these rules to take, as an alternative to physical education, appropriate instruction in health education or other instruction in lifestyle modification if an exemption is granted.

7.06 Each school shall develop a physical education program that fits effectively and efficiently into the school's existing organization and into the standards and curriculum frameworks adopted by the State Board of Education, while incorporating the goals of these rules.

7.07 Nothing in Section 7.0 of these rules shall be construed to require any school or school district to hire personnel certified in physical education.

7.08 The State Board of Education shall submit to the House Interim Committee on Education and the Senate Interim Committee on Education for the committees' review any proposed rules regarding physical education or physical activity standards for grades kindergarten through twelve (K-12) developed pursuant to Section 7.0 of these rules that exceed the maximums identified in Section 7.01 of these rules.

7.09 At a minimum, school districts will work with their local School Nutrition and Physical Activity Advisory Committee to:

7.09.1 Encourage participation in extracurricular programs that support physical activity, such as walk-to-school programs, biking clubs, after-school walking etc.;

7.09.2 Encourage the implementation of developmentally appropriate physical activity in after-school childcare programs for participating children;

7.09.3 Promote the reduction of time youth spend engaged in sedentary activities such as watching television and playing video games;

7.09.4 Encourage the development of and participation in family-oriented community-based physical activity programs, and;

7.09.5 Incorporate into the school ACSIP the strategies to be employed to achieve the requirements set forth in section 7.0 of these rules.

7.10 Physical Education Instruction in Grades Kindergarten through Six (K-6):

7.10.1 For grades K-6, physical education classes will have a maximum student to adult ratio of 30:1.

7.10.1.1 At least one of the adults directly supervising the physical education classes must be a licensed physical education teacher or licensed elementary teacher. The licensed physical education teacher or licensed elementary teacher will be responsible for the delivery of physical education instruction.

7.10.1.2 Classified personnel may assist in filling the 30:1 student to adult ratio requirement if they are trained and assigned to supervise physical education classes.

7.11 Physical Education Instruction in Grades Seven through Twelve (7-12): For grades 7-12, physical education instruction must be provided by a licensed physical education teacher with a license that corresponds to the grade levels being taught.

85.0 GENERAL REQUIREMENTS FOR FOOD AND BEVERAGES IN PUBLIC SCHOOLS

85.01 Access to Foods and Beverages in Public Schools

85.01.1 Elementary students will not have access to vended food and beverages anytime, anywhere on school premises during the declared school day.

85.01.2 ~~Effective July 1, 2005, during~~ During the declared school day, an elementary school site may not serve, provide access to, through direct or indirect sales, or use as a reward, any FMNV or competitive food. This includes FMNV and competitive foods given, sold, or provided by school administrators, or staff (principals, coaches, teachers, club sponsors, etc.) students or student groups, parents or parent groups, or

any other person, company or organization associated with the school site. Exceptions to this requirement are listed in ~~5.02~~ Section 8.02 of these rules.

85.01.3 In elementary schools, the Child Nutrition Program may only sell food items in the cafeteria, during meal periods that are already offered as a component of a reimbursable meal during the school year, including extra milk, fresh fruits, vegetables, and/or an extra meal meeting the same requirements of the reimbursable meal. School food service departments shall not sell or give extra servings of desserts, french fries and/or ice cream.

85.01.4 ~~Effective July 1, 2005, during~~ During the declared school day, at middle, junior high and high school sites, schools shall not serve, provide access to, through direct or indirect sales, or use as a reward, any FMNV or competitive food to students anywhere on school premises until ~~30~~ thirty (30) minutes after the last lunch period has ended. This includes FMNV and competitive foods given, sold or provided by school administrators, or staff (principals, coaches, teachers, club sponsors, etc.) students or student groups, parents or parent groups, or any other person, company or organization associated with the school site.

85.01.5 In middle, junior high, and high schools, the Child Nutrition Program may only sell food items in the cafeteria, during meal periods that are already offered as a component of a reimbursable meal during the school year, including extra milk, fresh fruits, vegetables, unsweetened unflavored water, and/or other food/beverage items that meet standards of maximum portion size and/or an extra meal meeting the same requirements of the reimbursable meal.

85.02 Exceptions to Limiting Access to Foods and Beverages in All Schools

85.02.1 Parents Rights - This policy does not restrict what parents may provide for their own child's lunch or snacks. Parents may provide FMNV or candy items for their own child's consumption, but they may not provide restricted items to other children at school.

85.02.2 School Nurses - This policy does not apply to school nurses using FMNVs or candy during the course of providing health care to individual students.

85.02.3 Special Needs Students – This policy does not apply to special needs students whose Individualized Education Program (IEP) plan indicates the use of an FMNV or candy for behavior modification (or

other suitable need).

85.02.4 School Events - Students may be given any food and/or beverage items during the school day for up to nine different events each school year to be determined and approved by school officials. These items may not be given during meal times in the areas where school meals are being served or consumed.

85.02.5 Snacks During the Declared School Day – Snacks may be provided or distributed by the school as part of the planned instructional program, for example, afternoon snack for kindergarten students who eat early lunch. Snacks shall meet the United States Department of Agriculture Child and Adult Care Snack Patterns.

85.02.6 Foods for Instructional Purposes – Foods integrated as a vital part of the instructional program are allowed at any time. Examples include edible manipulatives such as a square of cheese to teach fractions, a nutrition food experience, food production in family and consumer science units, and food science units.

85.03 New or renewed vending contracts for carbonated and sweetened non-carbonated beverages will be restricted to no more than ~~12~~ twelve (12) ounces per vended container. This requirement does not apply to contracts with an effective date on or before August 8, 2005.

69.0 NUTRITION STANDARDS FOR FOODS AND BEVERAGES

69.01 ~~As of July 1, 2005, the~~ The Arkansas Child Health Advisory Committee nutrition standards will apply to all foods and beverages served, sold, or made available to students on elementary, middle, junior high and high school campuses (except the reimbursable school meals, which are governed by United States Department of Agriculture (USDA) federal regulations).

69.02 A list of the maximum portion size restrictions and nutrition standards will be provided to school districts. This list, ~~effective July 1, 2005,~~ will apply to all foods and beverages served, sold, or made available to students during the declared school day at any school site with the exception of reimbursable school meals which have nutrition standards governed by the United States Department of Agriculture (USDA) federal law and regulations.

69.02.1 Prior to each school year, on or before April 1, the updated list of maximum portion sizes and nutrition standards for foods and beverages will be developed by the Arkansas Child Health Advisory Committee and distributed by the Arkansas Department of Education (ADE) via ADE Director's Memo Communication.

- 69.02.2 Compliance will be monitored by the Arkansas Department of Education in addition to the self-monitoring by the Local School Nutrition and Physical Activity Advisory Committee.
- 69.02.3 All FMNV or competitive food beverages sold to students will be restricted to no more than ~~12~~ twelve (12) ounces per vended container. The only exception for a larger portion size will be unsweetened unflavored water.
- 69.02.4 A choice of two (2) fruits and/or 100% fruit juices must be offered for sale at the same time and place whenever competitive foods are sold. Fruits should be fresh whenever possible. Frozen and canned fruits should be packed in natural juice, water, or light syrup.
- 69.02.5 At the point of choice, at least 50% of beverage selections in vending machines, school stores and other sales venues shall be 100% fruit juice, low-fat or fat-free milk, and unflavored unsweetened water.
- 69.02.6 At middle school and high school levels, local leaders are encouraged to implement vending policies that encourage healthy eating by students.
- 69.02.7 ~~Beginning August 8, 2005 any~~ Any modification or revisions of vending contracts in existence prior to August 8, 2005, must be in full compliance with all sections of the Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools as approved by the State Board of Education.
- 69.02.8 Nothing in these rules shall be construed to prohibit or limit the sale or distribution of any food or beverage item through fund raisers by students, teachers, or other groups when the items are sold off the school campus.

710.0 NUTRITION EDUCATION

- 710.01 The Arkansas Department of Education shall promote grade-appropriate nutrition education as part of a broad based integrated health education program that is aligned with the Arkansas Physical Education and Health Education Framework. The Child Nutrition Unit of the Department of Education shall review nutrition standards prior to implementation. Examples of integration into the curriculum include comprehensive health education courses and ~~Workforce~~ Career Education courses which are taught within Family and Consumer Sciences, such as Nutrition and Wellness and/or Foods and Nutrition.

710.02 The Arkansas Department of Education and the Department of ~~Workforce~~ Career Education will provide technical assistance in helping schools integrate health education curricula that will include the nutrition components.

710.03 Implementation of grade-appropriate nutrition education through a comprehensive education program will be included in the school improvement process.

811.0 HEALTHY SCHOOL ENVIRONMENT

811.01 No food or beverage shall be used as rewards for academic, classroom or sport performances and/or activities. For exceptions to this requirement, see ~~section 5.02~~ Section 8.02 of ~~this~~ these rules.

811.02 All school cafeterias and dining areas should reflect healthy nutrition environments.

811.03 Schools should ensure that all students have access to school meals. Schools should not establish policies, class schedules, bus schedules or other barriers that directly or indirectly restrict meal access.

811.04 Drinking water via water fountains or other service receptacle should be available without charge to all students on campus according to Arkansas Department of Health standards.

~~9.0 — PHYSICAL EDUCATION AND PHYSICAL ACTIVITY STANDARDS~~

~~9.01 — Beginning in the school year 2005–2006, at At a minimum, school districts will work with their local School Nutrition and Physical Activity Advisory Committee to:~~

~~9.01.1 Encourage participation in extracurricular programs that support physical activity, e.g., such as walk-to-school programs, biking clubs, after-school walking etc.;~~

~~9.01.2 Encourage the implementation of developmentally appropriate physical activity in after-school childcare programs for participating children;~~

~~9.01.3 Promote the reduction of time youth spend engaged in sedentary activities such as watching television and playing video games;~~

~~9.01.4 Encourage the development of and participation in family-oriented community-based physical activity programs, and;~~

~~9.01.5 Incorporate into the school ACSIP the strategies to be employed to achieve the requirements set forth in section 9.0 of these rules.~~

~~9.02 Beginning in the school year 2006-2007, physical education classes in grades kindergarten through six (K-6) will have a maximum student to adult ratio of 30:1. At least one of the adults supervising, as referenced in this section, must be a licensed or qualified physical education teacher with the responsibility for instruction. Classified personnel may assist in fulfilling this requirement.~~

~~9.03 Beginning in the 2007-2008 school year, the The Arkansas Department of Education will devise and implement standards regarding the amount of instructional time to be devoted to various curriculum components. These standards will ensure that the physical education curriculum and physical activity requirements for every public school student who is physically fit and able to participate shall be:~~

~~9.03.1 Public school students in grades K-6 will receive sixty (60) minutes of scheduled physical education training and instruction, and ninety (90) minutes of physical activity each calendar week of the school year. The physical activity may include additional physical education classes, physical activity during the regular school day through activities such as daily recess periods, walking programs, intramurals and the integration of physical activity into the academic curriculum.~~

~~9.03.2 Public school students who attend a school organized to teach grades five (5) through eight (8), or any combination thereof, shall receive Sixty (60) minutes of physical education each calendar week of the school year or an equivalent amount of time each school year with no additional physical activity requirement.~~

~~9.03.3 Public school students in grades 9-12 shall be required to take one-half ($\frac{1}{2}$) unit of physical education to comply with current Arkansas Standards for Accreditation, as required for graduation, with no additional requirement for physical activity.~~

~~9.03.4 Nothing in this act prohibits a public school student's elective enrollment, voluntary participation, or a voluntary requirement put in~~

~~place by the school district in physical education or physical activity as a part of the public school curriculum or extra-curricular activities.~~

~~9.03.5 A school district's decision to require physical education or physical activity in excess of the amounts required in Sections 9.03.1, 9.03.2, and 9.03.3, shall not be prohibited.~~

~~9.04 Beginning in the 2008-2009 school year, for grades K-6, the district will employ at least one licensed and/or qualified physical education full-time equivalent (FTE) teacher for every 500 students. This licensed and/or qualified physical education teacher will directly supervise physical education instruction.~~

~~9.06 Beginning with the 2012 school year, all personnel teaching physical education in grades K-12 will hold a physical education license appropriate for grade levels being taught.~~

4012.0 SCREENING PROCESS FOR BMI ASSESSMENT

~~4012.01 Beginning in the 2007-2008 school year, all All children in Kindergarten (K),~~

~~grade two (2), grade (4), grade six (6), grade eight (8), and grade ten (10) shall have their height and weight assessed to calculate body mass index for age percentile.~~

~~4012.01.1 This requirement applies to public schools.~~

~~4012.01.2 The responsibility for enforcement of this section rests equally with
each school district.~~

~~4012.01.3 Nothing in ~~this act~~ these rules shall preclude voluntary screening
of
any educational grade or preclude the referral of any child,
regardless of grade, whom the parent, teacher or school nurse feels
should be screened or examined unless the school has received
written refusal from the student's guardian.~~

~~4012.01.4 ~~Follow~~ Each school district shall follow the approved screening process as outlined in the Height and Weight Measurement Training Manual.~~

~~4012.02 Screening equipment shall include but is not limited to:~~

~~4012.02.1 Stadiometer~~

~~40~~12.02.2 Scales for measuring weight

~~40~~12.02.3 Carpenter's square

~~40~~12.03 TRAINING/ASSURANCE

~~40~~12.03.1 The Arkansas Department of Education in conjunction with the Arkansas Department of Health shall develop standards for training school nurses or other school designees to perform body mass index for age assessments.

~~40~~12.03.2 The Department of Health in consultation with the Department of Education shall assign all community health nurses under its supervision to work with schools to assure that body mass index for age assessment protocols are followed by school employees or their designees who conduct body mass index for age assessments and other student health screenings.

~~40~~12.04 REPORTING

~~40~~12.04.1 Beginning with kindergarten and then in even numbered grades, schools will be required to include, as a part of a student health report to parents, a body mass index percentile by age for each student in a private and confidential manner.

~~40~~.05 ~~EXEMPTIONS~~

~~40.05.1 Students in grades eleven (11) through twelve (12) shall be exempt from any policy or requirement of a public school or the state for measuring or reporting body mass index.~~

~~40.05.2 Parents who refuse to have their child participate in the body mass index percentile for age assessed and reported, must provide written documentation of the refusal to the school.~~

Public Comment Period #2 – Physical Activity and Nutrition Standards

SECOND PUBLIC COMMENT PERIOD – COMMENT MATRIX

Date	Respondent	Comment	ADE Response
10/15/11	Jada Walker, Chairperson Child Health Advisory Committee	<p>The proposed changes, specifically the deletion of 9.04 and 9.06, are inconsistent with that which has been well established as safe, appropriate promotion of physical activity in children. Accepting these proposed changes potentially jeopardizes the safety and welfare of Arkansas's public and charter school students. CHAC further recommends that the Board of Education solicit the opinion and judgment of the following organizations to provide clarity to the rules before further action:</p> <ul style="list-style-type: none"> • AR Academy of Family Practice • AR Academy of Pediatrics • AR Advocates for Children and Families • AR Association for Health, Physical Education, Recreation & Dance • AR Association for Supervision and Curriculum Development • AR Association of Educational Administrators • AR Association of School Business Officials • AR Center for Health Improvement • AR Department of Health • AR Dietetic Association • AR Heart Association • AR Parent Teacher Association • AR School Boards Association • AR School Food Service Association • AR School Nurses Association • Classroom Teachers • Department of Education • Fay W. Boozman College of Public Health (UAMS) • Office of Minority Health & Health Disparities • U of A Cooperative Extension 	<ul style="list-style-type: none"> • Comments considered. The proposed changes to the existing rule were necessary to bring the rules into compliance with existing Arkansas statutory law. Neither the State Board of Education nor the Arkansas Department of Education has the authority to promulgate rules that are in conflict with Arkansas law. • Physical education requirements are set forth by the General Assembly in Ark. Code Ann. § 6-16-132. Those physical education requirements are set forth verbatim in Section 7.0 of the proposed rules. Ark. Code Ann. § 6-16-132(e) states, "[n]othing in this section shall be construed to require any school or school district to hire personnel certified in physical education." The language from that subsection is now found at Section 7.07 of the proposed rules. • Despite the language of Ark. Code Ann. § 6-16-132(e), former Sections 9.04 and 9.06 required, or would have required, schools or school districts to hire personnel certified in physical education. • Given this apparent conflict, the Arkansas Department of Education proposes that the rules be modified to meet the requirements of the law while respecting the excellent work performed to date by the Child Health Advisory Committee. That is why proposed Sections 7.10 and 7.11 have been added to the rule. • Section 7.10 pertains to K-6 settings and requires that physical education classes be taught either by a licensed physical education teacher or by a licensed elementary teacher. In either case, a licensed teacher will be responsible for the delivery of physical education instruction to K-6 students. • Section 7.11 pertains to 7-12 settings and is consistent with the requirements that have been listed in the Standards for Accreditation for several years. Because school districts have previously met those requirements, the rule will not require the hiring of any new staff certified in physical education at the secondary level. • We respectfully but strongly disagree with the assertion that the proposed rules will potentially jeopardize the safety and welfare of Arkansas's public and charter school students. The only substantive change in the rule is that it no longer requires elementary schools to hire additional physical education teachers who are licensed in the elementary grade levels being taught. A licensed physical education teacher at any grade level may still provide physical education instruction to elementary school students. Absent

Public Comment Period #2 – Physical Activity and Nutrition Standards

			<p>a licensed physical education teacher for elementary grades, the physical education instruction will be provided by licensed elementary teachers who are able to provide adequate instruction in any elementary subject. Apart from this change concerning licensure, the following substantive portions of the rule remain unchanged:</p> <ul style="list-style-type: none"> ○ Physical Education Requirements; ○ Physical Activity Requirements; ○ General Requirements for Food and Beverages in Public Schools; ○ Nutrition Standards for Foods and Beverages; ○ Nutrition Education; ○ Healthy School Environments; and ○ Screening Processes for BMI Assessments. <ul style="list-style-type: none"> • We appreciate your suggestion that the ADE seek the advice of each of the individual organizations listed in your letter. We note that each of the individual organizations listed in your letter is represented by the Child Health Advisory Committee. The State Board of Education first put these proposed rules out for public comment in June 2011. Over the past six months, Arkansas Department of Education staff received and reviewed several written public comments, conducted two separate public comment periods, conducted two separate public hearings, and met with several individuals from the entities listed in your letter. The Arkansas Department of Education has also consulted the Child Health Advisory Committee and the State Board of Health. We are confident that we have received the full benefit of the comments offered by these entities.
10/25/11	JF Walker, UAMS	Would like the rule to maintain the requirement for certified physical education teachers	<ul style="list-style-type: none"> • Comment considered. Please see the response listed above concerning the use of certified physical education teachers.
11/ 7/2011	Marc Sloan, Art Teacher/PBIS Coordinator, Westside Consolidated School District	<p>As you consider changes to the Physical Education standards please take into account some ambiguous language regarding physical activity and recess. In section 9.03.1 it states that, in addition to the sixty (60) minutes of physical education, students are required to receive ninety (90) minutes of physical activity. This part is clear enough but the means by which a school is to administer this ninety (90) minutes of physical activity leaves the door open to many questions that I think are not intended by the committee.</p> <p>Please help clarify the intent of the following in section 9.03.1:</p> <p style="text-align: center;">The physical activity may include additional physical education classes, physical activity during the regular</p>	<ul style="list-style-type: none"> • Comment considered. The language referenced by your comment now appears in Section 7.01.1.2 of the proposed rules. The referenced language is taken verbatim from Ark. Code Ann. § 6-16-132(b)(1)(A)(i)(b). The General Assembly expressly stated that daily recess periods may be counted toward the ninety (90) minute weekly physical activity requirement. The law does not appear to require that physical activity be integrated into the academic curriculum. It appears that the General Assembly intended to allow schools and school districts flexibility in determining how to comply with the ninety (90) minute requirement. The question of whether physical activity is integrated into the curriculum or whether the time is academic or non-academic, appears to be left to the discretion of local school districts.

Public Comment Period #2 – Physical Activity and Nutrition Standards

		<p>school day through activities such as daily recess periods, walking programs, intramurals and the integration of physical activity into the academic curriculum.</p> <p>For instance, is it the intent of the standard to take the term recess, which was not defined in section 3.0 and has traditionally meant free play and not academic, and make it synonymous with a form of physical activity that is integrated into the curriculum?</p> <p>If this is the case, the term physical activity can then be inserted into the schedule rather than recess and schools do not have to count the time teachers oversee <i>this physical activity</i> as duty because it is considered academic, when in fact, it is still just recess or non-structured, non-academic time.</p> <p>It appears that many districts across the state are taking this approach and if this is not the intent of the physical activity standard, I think this section needs some more scrutiny.</p>	
First Comment Period	Various	<p>The State Board should be aware that during the first comment period, which lasted from June 13 until July 16, 2011, the Arkansas Department of Education received several public comments concerning the first version of the rules.</p> <p>The Arkansas Department of Education received comments in opposition to the rule from the following individuals:</p> <ul style="list-style-type: none"> • Blake Talbot (opposed removal of existing requirement for certified physical education teachers); • Juanita Casey (contended that performing BMI on 10th graders is unrealistic and that the state should spend money on giving students memberships to their local YMCAs and activity centers); • Cherish Holt (P.E. should be taught by a licensed P.E. teacher); • Connie Gaines (P.E. should be taught by licensed P.E. teachers); • Johnathan Sutherland (P.E. should be taught by licensed P.E. teachers); • Ken Endris (Maintain the requirement for having qualified or licensed P.E. teachers work directly in the delivery of 	<ul style="list-style-type: none"> • The ADE considered each of the public comments it received during the initial public comment period. Most of the comments in opposition to the rule contended that the requirement that school districts should hire licensed P.E. teachers who are licensed at the particular grade levels being taught should be maintained. As noted above, that requirement would place the rule in apparent conflict with Arkansas statutory law. • The ADE did revise the rules, however, to make it clear that only licensed teachers would be responsible for P.E. instruction. At the secondary level, only licensed P.E. instructors would be responsible for instruction. In the elementary grades licensed elementary instructors or licensed P.E. instructors would be responsible for instruction.

Public Comment Period #2 – Physical Activity and Nutrition Standards

		<p>instruction);</p> <ul style="list-style-type: none"> • Carl Gaines (certified teachers should provide physical education instruction); • Carole Garner, Child Health Advisory Committee (same concerns as noted by Ms. Jada Walker (above). • Diane Walters (certified teachers should provide physical education instruction); • Cathryn Gaines (certified P.E. teachers should teach P.E.); • Shellie Hanna (certified P.E. teachers should teach P.E.); • Dr. Joe Thompson (the initial recommendations of the Child Health Advisory Committee with regard to licensed physical education teachers should be maintained and that the State Board has such authority); • Dan Burroughs (P.E. should only be taught by certified P.E. teachers); • Vickie McKinney (P.E. should be taught by licensed physical education teachers); • Judy Cox (P.E. should be taught by licensed P.E. teachers); • Keta Turner (P.E. should be taught by licensed P.E. teachers); • Teresa Johnson (P.E. should be taught by licensed P.E. teachers); • Lindsay Robinson (P.E. should be taught by licensed P.E. teachers); • Nita Copeland (there should be an additional public comment period and P.E. should be taught by licensed P.E. teachers). • Dr. Judy Harrison (P.E. should be taught by licensed P.E. teachers); • Dr. Stephen Burks (P.E. should be taught by licensed P.E. teachers); 	
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Public Comment Period #2 – Physical Activity and Nutrition Standards

		<ul style="list-style-type: none">• Dr. Donnie Lee (P.E. should be taught by licensed P.E. teachers); <p>The Arkansas Department of Education received comments in support of the rule from the following individuals:</p> <ul style="list-style-type: none">• Mike Mertens (Arkansas Association of Educational Administrators (generally supports the proposed removal of Section 9.06 and recommended other minor wording changes)• Dr. Kim Wilbanks (existing requirements would have presented a financial hardship by requiring the hiring of additional certified teachers who would not have assigned duties or very limited duties).• Belinda Shook (the current rule conflicts with state law; elementary teachers should be allowed to teach all elementary subjects. P.E. should be no different). <p>The Arkansas Department of Education received general comments from the following individual:</p> <ul style="list-style-type: none">• Tammy Tucker (typographical error in Section 7.10.2)	
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**SUMMARY OF PROPOSED CHANGES TO THE ARKANSAS DEPARTMENT
OF EDUCATION RULES GOVERNING NUTRITION AND PHYSICAL
ACTIVITY STANDARDS AND BODY MASS INDEX FOR AGE ASSESSMENT
PROTOCOLS IN ARKANSAS PUBLIC SCHOOLS
(AFTER FIRST COMMENT PERIOD)**

4.03.6: Added representative from the Arkansas School Boards Association to be in compliance with applicable law. The representative from the Arkansas School Boards Association was unintentionally omitted from the first draft of the rule.

7.01.2: Added an “or” on the fourth line of the subsection.

7.10: Added section to clarify that for grades K-6, physical education classes will have a maximum student-adult ratio of 30:1. The section also clarified that licensed elementary teachers or licensed physical education teachers would be responsible for physical education instruction in elementary school.

7.11: Added section to clarify that physical education instruction in grades 7-12 must be provided by a licensed physical education instructor. The physical education instructor must hold a license that corresponds to the grade levels being taught.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING HIGHLY QUALIFIED TEACHERS
PROMULGATED PURSUANT TO
THE NO CHILD LEFT BEHIND ACT OF 2001**

1.0 REGULATORY AUTHORITY

- 1.01** These shall be known as the Arkansas Department of Education Rules Governing Highly Qualified Teachers and promulgated pursuant to the No Child Left Behind Act of 2001, 20 U.S.C. § 6301 et seq. (2002).
- 1.02** ~~These~~ The State Board of Education enacts these rules ~~are enacted~~ pursuant to ~~the its~~ authority ~~of the State Board of Education under~~ as set forth in Ark. Code Ann. § 6-11-105 and Ark. Code Ann. § 25-15-201 et seq.

2.0 PURPOSE

- 2.01** The purpose of these rules is to establish definitions and procedures used to designate teachers as highly qualified in the core academic subject areas pursuant to the No Child Left Behind Act of 2001.

3.0 DEFINITIONS

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

- 3.01 Act (NCLB)** – the No Child Left Behind Act of 2001, 20 U.S.C. § 6301 et seq. (2002)
- 3.01.1** NCLB requires Highly Qualified Teacher (HQT) designation for those teachers-of-record in core academic classes employed in AR public schools.
- 3.02 Appropriate state teaching license** – any of the following is considered an acceptable license with regard to Arkansas’s highly qualified teacher provisions.
- 3.02.1** Arkansas Initial teaching license
- 3.02.2** Arkansas Standard or Advanced teaching license
- 3.02.3** Arkansas Provisional teaching license held by teachers enrolled in and progressing towards successful completion of a state approved non-traditional licensure program
- 3.02.4** Arkansas Professional Teaching permit
- 3.02.5** Any Arkansas license issued for teachers who have completed all requirements except an *Arkansas History* course for Standard licensure through reciprocity
- 3.02.6** Arkansas Provisional Professional Teaching License.
- 3.03 ARHOUSSE (Single Subject) - Arkansas High Objective Uniform State Standard of Evaluation** - criteria survey used to determine whether a veteran teacher demonstrates competence in the core academic subject area(s) he or she teaches, when required in the definition of a highly qualified teacher.
- 3.03.1** The ARHOUSSE survey of criteria for single subject is hereby incorporated in these rules as referenced in the attached Appendix A!

- 3.04 ARHOUSSE (Multi-Subject)** - criteria survey used to determine level of content knowledge for teachers in Special Education, Alternative Learning Environments and/or Juvenile Detention/Residential Centers who teach multiple subjects and are pursuing Highly Qualified Teacher status in Arkansas.
- 3.04.1** The Middle Childhood Multi-Subject ARHOUSSE criteria survey is hereby incorporated in these rules as referenced in the attached Appendix B.
- 3.04.2** The Secondary Grades Multi-Subject ARHOUSSE criteria survey is hereby incorporated in these rules as referenced in the attached Appendix C.
- 3.05 Core Academic Subject Areas** - English, Reading or Language Arts, Mathematics, Science, Foreign Language, Social Studies, Music, and Art.
- 3.06 Early Childhood (Elementary) grade levels** – grade K through grade 6.
- 3.07 Highly Qualified Teacher (HQT)** – a teacher who holds at least a Bachelor’s Degree, holds an appropriate state teaching license, and has demonstrated subject area competence in each of the core academic subjects in which the teacher teaches. When used with respect to a new or veteran Arkansas public early childhood, middle childhood or secondary school teacher HQT means as follows:
- 3.07.1 For New Teachers (teachers ~~new to~~ entering the profession after July 1, 2002)**
- 3.07.1.1** A highly qualified **new early childhood** teacher is a teacher who possesses or exhibits each of the following:
- 3.07.1.1.1** ~~Have-Has~~ at least a Bachelor’s Degree,
- 3.07.1.1.2** Holds an appropriate state teaching license,
- 3.07.1.1.3** Demonstrates subject area competence by having passed the **current** Arkansas Early Childhood **licensure test** or Educational Testing Service (ETS) Early Childhood: Content Knowledge (Praxis II #022) or Education of Young Children (Praxis II #021) or Praxis II #011 Elementary Education: Curriculum, Instruction and Assessment, or Praxis II #012 Elementary Education: Content Area Exercises, or Praxis II #014 Elementary Education: Content Knowledge, or Praxis II #016 Elementary Education: Curriculum, Instruction and Assessment K-5, or Praxis II #020 Early Childhood Education, or other content exam taken and passed in another state which was accepted as demonstration of content knowledge for a teaching license in that state and is acceptable through reciprocity for an Arkansas teaching license.
- 3.07.1.2** A highly qualified **new middle childhood or secondary** teacher is a teacher who possesses or exhibits each of the following:
- 3.07.1.2.1** ~~Have-Has~~ at least a Bachelor’s Degree,
- 3.07.1.2.2** Holds an appropriate state teaching license,
- 3.07.1.2.3** Demonstrates subject area competence by:
- 3.07.1.2.3.1** passing the ~~state licensure ETS-Praxis II content~~ appropriate state-mandated content-area assessment(s) in the area the teacher teaches or other content exam taken and passed in another state which was accepted as demonstration of content knowledge for a teaching license in that state and is acceptable through reciprocity for an Arkansas teaching license, or

- 3.07.1.2.3.2 having an undergraduate major in the area the teacher teaches, or
- 3.07.1.2.3.3 having coursework equivalent to an undergraduate major (24 hours) in the area the teacher teaches, or
- 3.07.1.2.3.4 having a graduate degree in the area the teacher teaches, or
- 3.07.1.2.3.5 having National Board Certification in the area the teacher teaches.

3.07.2 For Veteran Teachers (teachers ~~not new to~~ entering the profession before July 1, 2002)

3.07.2.1 A highly qualified **veteran early childhood** teacher is a teacher who possesses or exhibits each of the following:

- 3.07.2.1.1 ~~Have-Has~~ at least a Bachelor's Degree,
- 3.07.2.1.2 Holds an appropriate state teaching license,
- 3.07.2.1.3 Demonstrates subject area competency by:
 - 3.07.2.1.3.1 having passed the current Arkansas Early Childhood licensure test or Educational Testing Service (ETS) Early Childhood: Content Knowledge (Praxis II #022) or Education of Young Children (Praxis II # 021) or Praxis II #011 Elementary Education: Curriculum, Instruction and Assessment, or Praxis II #012 Elementary Education: Content Area Exercises, or Praxis II #014 Elementary Education: Content Knowledge, or Praxis II #016 Elementary Education: Curriculum, Instruction and Assessment K-5, or Praxis II #020 Early Childhood Education, or other content exam taken and passed in another state which was accepted as demonstration of content knowledge for a teaching license in that state and is acceptable through reciprocity for an Arkansas teaching license, or
 - 3.07.2.1.3.2 accumulating at least 100 points on ARHOUSSE.

3.07.2.2 A highly qualified **veteran middle childhood or secondary** teacher is a teacher who possesses or exhibits each of the following:

- 3.07.2.2.1 ~~Have-Has~~ at least a Bachelor's Degree,
- 3.07.2.2.2 Holds an Initial or Standard Arkansas appropriate state teaching license ~~or have completed all requirements except Arkansas History for Standard Licensure through reciprocity,~~
- 3.07.2.2.3 Demonstrates subject area competence by:
 - 3.07.2.2.3.1 passing the ~~state licensure ETS Praxis II content~~ appropriate state-mandated content-area assessment(s) in the area the teacher teaches, or other content exam taken and passed in another state which was accepted as demonstration of content knowledge for a teaching license in that state and is acceptable through reciprocity for an Arkansas teaching license, or
 - 3.07.2.2.3.2 having an undergraduate major in the area the teacher teaches or
 - 3.07.2.2.3.3 having coursework equivalent to an undergraduate major (24 credit hours) in the area the teacher teaches, or

3.07.2.2.3.4 having a graduate degree in the area the teacher teaches, or

3.07.2.2.3.5 having National Board Certification in the area the teacher teaches, or

3.07.2.2.3.6 accumulating at least 100 points on ARHOUSSE.

3.07.3 The requirement of holding an appropriate state teaching license (as per section 3.06) is waived for teachers of charter schools that have been granted a waiver of licensure requirements by the Arkansas State Board of Education.

3.08 Highly Qualified Teacher, Multi-Subject - a teacher in Special Education, Alternative Learning Environments and/or Juvenile Detention/Residential Centers who teaches multiple subjects may establish Highly Qualified status by demonstrating content knowledge in each of the areas he or she teaches using the Multi-Subject ARHOUSSE criteria survey, in addition to meeting the license and degree requirements for HQT in Arkansas.

3.08.1 These teachers in middle childhood grades may use the Multi-Subject Highly Qualified Teacher Designation Form for Middle Childhood grades, hereby incorporated in these rules as referenced in the attached Appendix B

3.08.2 These teachers in secondary grades may use Multi-Subject Highly Qualified Teacher Designation Form for Secondary grades, hereby incorporated in these rules as referenced in the attached Appendix C.

3.09 Middle Childhood grade levels – grades 4 through 8.

3.10 New Teacher (~~a teacher new to the profession~~) – a licensed teacher employed by an Arkansas public school after the beginning of the 2002-2003 school year, who was not previously employed as a licensed teacher in any public or private school.

3.11 Non-traditional licensure programs – the instructional licensure program administered by the Arkansas Department of Education, whose participants hold a minimum of a baccalaureate degree (and passed the appropriate state-mandated assessments) and are allowed to teach in an Arkansas school via a Non-Traditional Provisional license, or other such programs approved by the Department of Education. Participants are engaged with intensive supervision and mentoring while receiving high-quality, sustained, intensive classroom-focused professional development.

3.12 Professional Teaching Permit (PTP) – teaching credential that allows working professionals who participate in PTP training, to be employed as teacher-of-record for a secondary content area class or classes in their area of expertise.

3.13 Provisional Professional Teaching License (PPTL) – a three-year provisional license issued to an experienced professional for the purpose of teaching on a part-time or full-time basis as teacher-of-record in an Arkansas public school.

3.14 Secondary grades – grades 7 through 12.

3.15 Teacher of Record – An individual who has been assigned lead responsibility for a student's learning in a subject/course with aligned performance measures.

3.164 Title I District, School or Program – A district, school or program that receives funds under Title I, Part A of the No Child Left Behind Act of 2001.

3.175 Veteran Teacher (a teacher ~~not new to~~ entering the profession before July 1, 2002) – a licensed teacher who was previously employed as a licensed teacher in any public or private school before the beginning of the 2002-2003 school year.

4.0 HIGHLY QUALIFIED REQUIREMENTS

4.01 All newly hired teachers who teach in core academic subject area(s) in Title I schools or programs must be highly qualified on the date of hire.

4.02 All classes in the core academic subject areas shall be taught by a highly qualified teacher as defined in these rules.

5.0 HIGHLY QUALIFIED REPORTING

5.01 By October 15 of each school year, all public charter schools and school districts shall report in their Cycle 2 report the number and percentage of classes in the core academic subject areas being taught by teachers meeting the definition of a highly qualified teacher as defined in this rule, and required by the Arkansas Department of Education (ADE).

5.02 The ADE shall review the data required in 5.01. To the extent a school district has not met the requirements of these rules, the ADE will take appropriate action to work with that district as required under the Act (NCLB).

5.03 Schools and districts shall give notice to parents and care givers regarding teacher quality and highly qualified teachers as required by the Act (NCLB).

Appendix A
Arkansas Department of Education
Highly Qualified Teacher Designation Form (SINGLE SUBJECT)

A highly qualified teacher (HQT) must have at least a bachelor's degree; must be appropriately licensed to teach; and must demonstrate content knowledge in the subject area. This form may be used by any Arkansas teacher for whichever HQT status is being sought.

Teacher Name _____ Date _____

School _____ School District _____

Choose level of HQT status being sought.

☐ Early Childhood/Elementary-K-6

☐ Middle Childhood/Grades 4-8

☐ Secondary/Grades 7-12

If applicable choose the subject area.

☐ English

☐ Reading or Language Arts

☐ Mathematics

☐ Science: (Specify subject _____)

☐ Art

☐ Social Studies: (Specify subject _____)

☐ Music

☐ Foreign Language: (Specify language _____)

1) BACHELOR'S DEGREE (Provide the appropriate information and documentation.)

Degree _____ Date Awarded _____ Institution _____

2) ARKANSAS TEACHING LICENSE (Check one and provide the appropriate information.)

☐ INITIAL

☐ NTLP PROVISIONAL

☐ PROFESSIONAL TEACHING PERMIT **OR** PPTL

☐ STANDARD

☐ RECIPROCITY PROVISIONAL (all requirements completed except AR History course)

Area _____ Level _____ Expiration date: _____

3) DEMONSTRATION OF CONTENT KNOWLEDGE IN THE SUBJECT OR AREA? (Check A or B or C, and provide the appropriate information and documentation.)

3.A. ☐ I passed the Praxis Content Knowledge assessment, or licensure content test in other state.

Assessment _____ Passing Score _____ Date taken _____

OR

3.B. ☐ I am a Middle School or Secondary teacher and I have a major, or coursework equivalent to a major (24 credit hours), or graduate degree, or National Board Certification in the area. (Explain)

OR

3.C. ☐ I am a Veteran teacher and I have accumulated >100 points in this area on the ARHOUSSE criteria survey. Score = _____ (Attach a copy of the ARHOUSSE form.)

4) Are you HQT (i.e., do you have all of 1, 2, and 3 above)? Yes _____ No _____

If you do not meet **all three criteria** (1, 2, & 3 above) you cannot be designated as highly qualified in this area at this time.

As appropriate, and in conjunction with the school/district administrator the teacher is to develop, maintain and adhere to a written plan for becoming Highly Qualified in this area by the end of this school year.

Teacher's signature _____

Date _____

School District Administrator's name _____

School District Administrator's signature _____

Date _____

TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.

ARHOUSSE - Arkansas High Objective Uniform State Standard of Evaluation

To demonstrate subject area content knowledge a teacher must accumulate at least 100 points in the selected area.
This may be done by any teacher for whichever HQT status is being sought.

Teacher Name _____

Date _____

School _____ School District _____

NOTE: CONTENT KNOWLEDGE ONLY

Choose level of HQT status being sought. If applicable choose the content area.

☐ Early Childhood/Elementary, K-6

☐ Middle Childhood, Grades 4-8

☐ Secondary, Grades 7-12

☐ English

☐ Reading or Language Arts

☐ Mathematics

☐ Science: (Specify subject _____)

☐ Art

☐ Social Studies: (Specify subject _____)

☐ Music

☐ Foreign Language: (Specify language _____)

The following evidence must be in the **content area indicated above**.

Points

National Teacher Exam Content Area Assessment(s) for this content area (e.g., Praxis # 010) or other non-Praxis non-licensure Content test (Describe)	50 points	
NBPTS Certification for this content area (including Elementary)	100 pts	
Content test taken for licensure in another state (describe)	100 pts	
Years of teaching experience in this subject area within the last ten years (10 pts/year)	# of years _____ (50 pts max)	
Content-based Professional Development - according to the school's Prof. Dev. Plan (1 pt/hr up to 8 pts/year)	# of years _____ (40 pts max)	

The following must **NOT HAVE BEEN USED ABOVE** under Professional Development.

College/University Coursework in the content area List coursework _____ _____ _____ _____	# credit hours _____ 3 pts per credit hour	
Served in an administrative capacity in the content area, e.g., Dept. chair, ACSIP chair, Lead teacher, etc. Describe: _____ _____ _____	# of years served _____ 10 pts per year (30 pts max)	
Documented Committee service in local (LEA) curriculum development in this content area in the last five years Describe: _____ _____ _____	# of activities _____ 5 pts per activity (25 pts max)	
Documented Committee service in state or national curriculum development in this content area in the last five years Describe: _____ _____	# of activities _____ 10 pts per activity (30 pts max)	

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Textbook adoption committee service in this content area over the last five years Describe: _____ _____ _____ _____	# of committees _____ 15 pts per committee (30 pts max)	
Papers published in refereed journals in this content area in the last five years Describe: _____ _____ _____ _____	# of papers _____ 10 pts per paper (30 pts max)	
Presentations made at content-area or specialty-area association conferences in the last five years Describe: _____ _____ _____ _____	# of pres'ns _____ 10 pts per pres'n (30 pts max)	
Conferences attended in this content area in the last five years Describe: _____ _____ _____ _____	# of conferences _____ 5 pts per conference (15 pts max)	
Service as a Pathwise Mentor in this content area	# of years served _____ 10 pts per year (30 pts max)	
Participation in Arkansas Leadership Academy Individual or Team Institute	20 pts per academy	
Participation in ELLA Curriculum Training – Year Long	20 pts per year	
Participation in Arkansas Mathematics and Science Professional Development Institute – Year Long	20 pts per year	
Participation in Effective Literacy, Literacy Lab, Reading First, ete Curriculum Training, or some similar activity – Year Long (describe) _____ _____	1 point per hour up to 20 points per year	
	Total	

Teacher's signature_____
Date_____
School District Administrator_____
School District Administrator's signature_____
Date

TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.

Appendix B
Arkansas Department of Education
Highly Qualified Teacher Designation Form (MULTI-SUBJECT, for Middle Childhood grades)

A highly qualified teacher (HQT) must have at least a bachelor's degree; must be appropriately licensed to teach; and must demonstrate content knowledge in the subject area(s). The Multi-Subject HOUSSE form (to designate content knowledge) may ONLY be used by teachers in Alternative Learning Environments, Juvenile Detention/Residential Centers, or Special Education, who teach two or more subjects and seek Highly Qualified Teacher status as a Multi-Subject HQT.

Teacher Name _____ Date _____

School _____ School District _____

Choose level of HQT status being sought.

☐ Middle Childhood/Grades 4-8

Indicate Instructional Class

☐ Alternative Learning Environment

☐ Special Education

☐ JDC, Residential

Choose the content areas.

☐ English

☐ Reading or Language Arts

☐ Mathematics

☐ Science: (Specify subject _____)

☐ Art

☐ Social Studies: (Specify subject _____)

☐ Music

☐ Foreign Language: (Specify language _____)

1) BACHELOR'S DEGREE (Provide the appropriate information and documentation.)

Degree _____ Date Awarded _____ Institution _____

2) ARKANSAS TEACHING LICENSE (Check one and provide the appropriate information.)

☐ INITIAL

☐ NTLP PROVISIONAL

☐ ~~NTL~~ PROFESSIONAL TEACHING PERMIT **OR** PPTL

☐ STANDARD

☐ RECIPROCITY PROVISIONAL (all requirements completed except AR History course)

Area _____ Level _____ Expiration date: _____

3) DEMONSTRATION OF CONTENT KNOWLEDGE AS A MULTI-SUBJECT TEACHER? (Check A or B, and provide the appropriate information and documentation.)

3.A. ☐ I passed the Praxis II: Middle School Content Knowledge (#20146), Praxis II: Middle School Multiple Subjects (#5141), or other appropriate state-mandated content-area assessment, or Multi-Subject licensure content test in other state.

Assessment _____

Passing Score _____

Date taken _____

OR

3.B. ☐ I am a Veteran teacher and I have accumulated >100 points on the **Multi-Subject ARHOUSSE** criteria survey with a minimum of 50 points in each content area. (Attach a copy of the Multi-Subject ARHOUSSE form.)

4) Are you HQT (i.e., do you have all of 1, 2, and 3 above)? Yes _____ No _____

If you do not meet **all three criteria** (1, 2, & 3 above) you cannot be designated as highly qualified in these areas at this time. As appropriate, and in conjunction with the school/district administrator the teacher is to develop, maintain and adhere to a written plan for becoming Highly Qualified in this area by the end of this school year.

Teacher's signature _____

Date _____

School District Administrator's name _____

School District Administrator's signature _____

Date _____

TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.

**Multi-Subject Arkansas' High Objective Uniform State Standard of Evaluation (MS-ARHOUSSE)
for Middle Childhood grades**

To establish Highly Qualified status as a Multi-Subject teacher a teacher must be teaching in one of the Instructional Classes listed below, and be teaching two or more of the content areas listed below. To demonstrate content knowledge via Multi-Subject ARHOUSSE a minimum of 50 points is required per content area taught.

Teacher Name _____

Date _____

School _____ School District _____

Indicate level of HQT status being sought. <input type="radio"/> Middle Childhood/Grades 4-8	Indicate the content areas to be considered for this HQT designation. <input type="radio"/> English <input type="radio"/> Reading / Language Arts <input type="radio"/> Math <input type="radio"/> Science: (subject _____) <input type="radio"/> Art <input type="radio"/> Social Studies: (subject _____) <input type="radio"/> Music <input type="radio"/> Foreign Language: (subject _____)
Indicate Instructional Class <input type="radio"/> Alternative Learning Environment <input type="radio"/> Special Education <input type="radio"/> JDC, Residential, Other	

The following would demonstrate content knowledge for Multi-Subject HQT criteria in full. **Points**

Praxis II: Middle School Content Knowledge (#20146), Praxis II: Middle School Multiple Subjects (#5141), or other appropriate state-mandated content-area assessment	100 points	
Multi-Subject content test taken for licensure in another state (describe)	100 points	

To demonstrate content knowledge by individual subject, the following evidence must be in the content areas indicated above.

A teacher must accumulate a minimum of 50 points in each core content subject area that they are teaching.

Content Area 1: _____ College/University Coursework in the content area(s): List coursework _____ _____ _____	# credit hours: X 3 points	
NBTS Certification for this content area	100 points	
Content Based Professional Development or Content Knowledge Activities: (Please use the AR HOUSSE to see examples of appropriate activities, committee service, textbook adoption, presentations, conferences, articles written, etc.) Describe Activity and use Point Value from Single Subject AR-HOUSSE form: _____ _____ _____	Prof. Dev. Points 1 pt/hr up to 8 pts/year 40 pts max	
Teaching Experience in this content area: Describe: _____ _____ _____	10 pts per yr 25 points maximum	
Must be a minimum of 50 points CONTENT AREA 1 Total Points: _____		

Content Area 2: _____ College/University Coursework in the content area(s): List coursework _____ _____ _____	# credit hours: X 3 points	
NBTS Certification for this content area	100 points	
Content Based Professional Development or Content Knowledge Activities: (Please use the AR HOUSSE to see examples of appropriate activities, committee service, textbook adoption, presentations, conferences, articles written, etc.) Describe Activity and use Point Value from Single Subject AR-HOUSSE form: _____ _____ _____	Prof. Dev. Points 1 pt/hr up to 8 pts/year 40 pts max	
Teaching Experience in this content area: Describe: _____ _____	10 pts per yr 25 points maximum	
Must be a minimum of 50 points CONTENT AREA 2 Total Points: _____		
Content Area 3: _____ College/University Coursework in the content area(s): List coursework _____ _____ _____	# credit hours: X 3 points	
NBTS Certification for this content area	100 points	
Content Based Professional Development or Content Knowledge Activities: (Please use the AR HOUSSE to see examples of appropriate activities, committee service, textbook adoption, presentations, conferences, articles written, etc.) Describe Activity and use Point Value from Single Subject AR-HOUSSE form: _____ _____ _____	Prof. Dev. Points 1 pt/hr up to 8 pts/year 40 pts max	
Teaching Experience in this content area: Describe: _____ _____	10 pts per yr 25 points maximum	
Must be a minimum of 50 points CONTENT AREA 3 Total Points: _____		

Duplicate form as needed to add additional content areas.

Teacher's signature _____	Date _____
School District Administrator's name _____	Date _____
School District Administrator's signature _____	Date _____

TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.

Appendix C
Arkansas Department of Education
Highly Qualified Teacher Designation Form (MULTI-SUBJECT, for Secondary grades)

A highly qualified teacher (HQT) must have at least a bachelor's degree; must be appropriately licensed to teach; and must demonstrate content knowledge in the subject area(s). The Multi-Subject HQT form (to designate content knowledge) may ONLY be used by teachers in Alternative Learning Environments, Juvenile Detention/Residential Centers, or Special Education, who teach two or more subjects and seek Highly Qualified Teacher status as a Multi-Subject HQT.

Teacher Name _____ Date _____

School _____ School District _____

Choose level of HQT status being sought.

☐ Secondary/Grades 7-12

Indicate Instructional Class

- ☐ Alternative Learning Environment
☐ Special Education
☐ JDC, Residential

Choose the content areas.

- ☐ English
☐ Reading or Language Arts
☐ Mathematics
☐ Science: (Specify subject _____)
☐ Art
☐ Social Studies: (Specify subject _____)
☐ Music
☐ Foreign Language: (Specify language _____)

1) BACHELOR'S DEGREE (Provide the appropriate information and documentation.)

Degree _____ Date Awarded _____ Institution _____

2) ARKANSAS TEACHING LICENSE (Check one and provide the appropriate information.)

- ☐ INITIAL ☐ NTLP PROVISIONAL ☐ ~~NTL~~ PROFESSIONAL TEACHING PERMIT **OR** PPTL
☐ STANDARD ☐ RECIPROCITY PROVISIONAL (all requirements completed except AR History course)

Area _____ Level _____ Expiration date: _____

3) DEMONSTRATION OF CONTENT KNOWLEDGE IN THE SUBJECT OR AREA? (Provide the appropriate information and documentation.)

- ☐ I am an Alternative Learning Environment teacher and I have accumulated >100 points in each of the designated areas on the Secondary-grades Multi-Subject ARHQSSE criteria survey.
☐ I am a Special Education teacher and I have accumulated >100 points in each of the designated areas on the Secondary-grades Multi-Subject ARHQSSE criteria survey.

4) Are you HQT (i.e., do you have all of 1, 2, and 3 above)? Yes _____ No _____

If you do not meet **all three criteria** (1, 2, & 3 above) you cannot be designated as highly qualified in this area at this time. **IN CONJUNCTION WITH YOUR SCHOOL/DISTRICT ADMINISTRATOR YOU ARE TO DEVELOP, MAINTAIN AND ADHERE TO A WRITTEN PLAN FOR BECOMING HIGHLY QUALIFIED IN THESE AREAS BY THE END OF THIS SCHOOL YEAR.**

Teacher's signature

Date

School or District Administrator's name

School or District Administrator's signature

Date

TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.

Multi-Subject Arkansas High Objective Uniform State Standard of Evaluation (MS-ARHOUSSE) for Secondary grades

To establish Highly Qualified status as a Multi-Subject teacher a teacher must be teaching in one of the Instructional Classes listed below, and be teaching two or more of the content areas listed below. To demonstrate content knowledge via Multi-Subject ARHOUSSE a minimum of 100 points is required per content area taught.

Teacher Name _____

Date _____

School _____ School District _____

Indicate level of HQT status being sought. <input type="radio"/> Secondary/Grades 7-12	Indicate the content areas to be considered for this HQT designation. <input type="radio"/> English <input type="radio"/> Reading / Language Arts <input type="radio"/> Math <input type="radio"/> Science: (subject _____) <input type="radio"/> Art <input type="radio"/> Social Studies: (subject _____) <input type="radio"/> Music <input type="radio"/> Foreign Language: (subject _____)
Indicate Instructional Class <input type="radio"/> Alternative Learning Environment <input type="radio"/> Special Education <input type="radio"/> JDC, Residential, Other	

NOTE: CONTENT KNOWLEDGE ONLY USE MULTIPLE SHEETS AS NECESSARY

Subject (from page 1) _____

The following evidence must be in the **content area indicated above.**

Points

Praxis II Middle School: Content Knowledge test (#0146) , <u>Praxis II: Middle School Multiple Subjects (#5141)</u> , or other appropriate state-mandated content-area assessment if the subject area above is Math, Science, English or Social Studies	25 points	
National Teacher Exam Content Area Assessment(s) for this content area (e.g., Praxis # 010) or other non-Praxis non-licensure Content test (Describe.) CLEP Exams in content area	50 points	
NBPTS Certification in this content area	100 pts	
Content test in this area taken for licensure in another state. (Describe)	100 pts	
Years of teaching experience in this subject area within the last ten years (10 pts/year)	# of years _____ (50 pts max)	
Content-based Professional Development - according to the school's Prof. Dev. Plan (1 pt/hr up to 8 pts/year)	# of years _____ (40 pts max)	

The following, if used, must **NOT HAVE BEEN USED ABOVE** under Professional Development.

College/University Coursework in the content area List coursework _____ _____	# credit hours _____ 3 pts per credit hour	
Served in an administrative capacity in the content area, e.g., Dept. chair, ACSIP chair, Lead teacher, etc. Describe: _____ _____	# of years served _____ 10 pts per year (30 pts max)	
Documented Committee service in local (LEA) or Education Service Co-operatives curriculum development in this content area in the last five years Describe: _____ _____	# of activities _____ 5 pts per activity (25 pts max)	

MS-HOUSSE Subject area (from page 1) _____

Documented Committee service in state or national curriculum development in this content area in the last five years Describe: _____ _____	# of activities _____ 10 pts per activity (30 pts max)	
Textbook adoption committee service in this content area over the last five years Describe: _____ _____	# of committees _____ 15 pts per committee (30 pts max)	
Papers published in refereed journals in this content area in the last five years Describe: _____ _____	# of papers _____ 10 pts per paper (30 pts max)	
Presentations made at content-area or specialty-area association conferences in the last five years Describe: _____ _____	# of pres'ns _____ 10 pts per pres'n (30 pts max)	
Conferences attended on line or teleconferences, webcast professional development, CIV workshops, project based authentic learning lessons developed in this content area in the last five years Describe: _____ _____	# of conferences _____ 5 pts per conference (15 pts max)	
Service as a Pathwise Mentor or Subject Area Mentor Participant, Peer review of content specific experience in this content area . _____	# yrs served _____ 10 pts per year (30 pts max)	
Participation in a content-specific Arkansas Leadership Academy Individual or Team Institute, or other content specific experience training, etc. _____ _____	20 pts per academy	
Participation in SIM, etc. Curriculum Training – Year Long	20 pts per year	
Participation in Arkansas Mathematics and Science Professional Development Institute – Year Long, Participation in Core Content Competency Based Assessment Circles, Formative Assessment Training and application throughout the year in content area, etc. _____	20 pts per year	
Participation in Effective Literacy, Literacy Lab, Reading First, IDEAs Portal, Web Quest, Teacher-2-Teacher Initiatives, Academic Academies, etc. or similar curriculum training – Year Long (Describe.) _____	1 point per hour up to 20 points per year	
	Total	

Sec. MS-HOUSSE page 2 of 2

Teacher's signature

Date

School District Administrator's name

Date

School District Administrator's signature

Date

TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.

Public Comments: Rules Governing Highly Qualified Teachers – November-December 2011

Date, Name, Affiliation	Section & Comment	Resolution
<p>Tripp Walter, Staff Attorney, Arkansas Public School Resource Center December 21, 2011</p>	3.03.1 – Add period at end of sentence.	Comment accepted.
	3.07.1.1.1, 3.07.2.1.1, and 3.07.2.2.1 – Change “Have” to “Has”.	Comment accepted.
	3.07.1.1.2, 3.07.2.1.2, and 3.07.2.2.2 – Change “Hold to Holds”.	Comment accepted.
	3.07.1.1.3, 3.07.2.1.3, 3.07.2.2.3 – Change “Demonstrate to Demonstrates”.	Comment accepted.
	5.01 – Add comma between “year” and “all”.	Comment accepted.
	AR HOUSSE form, page 2: Spell out “presentations” instead of “pres’ns” in graph.	Comment considered. The word is abbreviated for spacing purposes.
	AR HOUSSE form, page 2: Why are Ella, Elf, and Reading First the only trainings that can generate points up to 20 points per year?	Comment considered and accepted in part. The named trainings are not the only ones allowable; the existing form includes the word “etc.” indicating that other trainings are potentially allowable. To reduce confusion, the language has been revised to add the phrase “or some similar activity”.
	AR HOUSSE form, page 2: Why is Cognitively Guided Instruction not listed or Instructional Facilitator Training or other initiatives like SREB’s High Schools That Work or other long term systemic professional development programs?	Comment considered. The form specifically allows content-based professional development in general and does not exclude professional development programs that are not named on the form.

Public Comments: Rules Governing Highly Qualified Teachers – November-December 2011

Tripp Walter, Staff Attorney, Arkansas Public School Resource Center December 21, 2011 (continued)	AR HOUSSE form, page 2: Defining only certain PD initiatives is limiting. There should be another chart that allows districts to define other systematic programs that would provide the same level of training.	Comment considered. The form specifically allows content-based professional development in general and does not exclude professional development programs that are not named on the form.
	AR HOUSSE form, page 2: Recommendation to add an option on the chart: "Content Based Professional Development or Content Knowledge Activities as defined and provided by the School District."	Comment considered. Similar language is already on the form.
	MS-ARHOUSSE form, page 2: Add additional area to read: "Contact Based Professional Development or Content Knowledge Activities as defined and provided by the School District."	Comment considered. Similar language is already on the form.

SUMMARY OF PROPOSED CHANGES TO THE
ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
HIGHLY QUALIFIED TEACHERS PURSUANT TO THE NO CHILD LEFT BEHIND ACT OF 2001

Grammatical, technical, and stylistic corrections have been made to sections **1.02, 3.02.2, 3.07.1, 3.07.1.2.3.1, 3.07.2, 3.07.2.2.3.1, 3.10, and 3.17.**

Section **3.02.6** has been added to reflect changes made by Act 1178 of 2011.

Section **3.07.2.2.2** has been revised to simplify the language and allow for changes made by Act 1178 of 2011.

Section **3.13** has been added to reflect changes made by Act 1178 of 2011.

Section **3.15** has been added to reflect changes anticipated to be made to implement the Teacher Excellence and Support System, per Act 1209 of 2011.

Appendix **A**, page 1; Appendix **B**, page 1; and Appendix **C**, page 1; have been amended to reflect the new PPTL license created by Act 1178 of 2011.

Appendix **B**, pages 1 and 2; and Appendix **C**, page 2; have been revised to correct an incorrect Praxis test identification number.

CHANGES MADE AFTER PUBLIC COMMENT

Grammatical, technical, and stylistic corrections have been made to sections **3.03.1, 3.0.7.1.1 3.0.7.1.2, 3.0.7.2.1, 3.07.2.2, 5.01, Pages 1 & 3 of Appendix A, Page 1 of Appendix B, and Pages 1 & 3 of Appendix C.**

Arkansas Department of Education
Rules Governing Professional Development
~~October 2009~~

1.0 Regulatory Authority

- 1.01 These Rules shall be known as the Arkansas Department of Education ~~(ADE)~~ Rules Governing Professional Development.
- 1.02 The State Board of Education (SBE) ~~promulgated~~ enacts these Rules pursuant to its authority as set forth in ~~Act 1185 of 2009, Act 2095 of 2005, Act 2318 of 2005, Act 2007 of 2005, Act 1183 of 2005, §28 of Act 2131 of 2005, Act 496 of 2009, Act 605 of 2009, Act 1309 of 2009, Ark. Code Ann. §§ 6-5-405, 6-10-122, 6-10-123, 6-11-105, 6-15-1004, 6-15-1703, 6-17-704, and Ark. Code Ann. § 6-15-201 et seq. 6-17-701 et seq., 6-20-2204, 6-20-2305, 6-61-133, and 25-15-201 et seq.~~

2.0 Purposes

- 2.01 ~~To~~ It is the purpose of these Rules to develop a high quality professional development system for all educators administrators, teachers, and certified instructional support personnel.
- 2.02 ~~Professional~~ The purpose of professional development is to improve knowledge and skills in order to facilitate individual, team, school-wide, and district-wide improvements designed to ensure that all students demonstrate proficiency on the state academic standards for the purpose of increasing student achievement.

3.0 Definitions

- 3.01 Professional Development—a coordinated set of planned learning activities that ~~are based on research, are:~~
- 3.01.1 Improve the knowledge, skills, and effectiveness of teachers;
- 3.01.2 Address the knowledge and skills of administrators and paraprofessionals concerning effective instructional strategies, methods, and skills;
- 3.01.3 Lead to improved student academic achievement; and
- 3.01.4 Are research-based, standards-based, and continuous.
- 3.02 Educator – any individual holding a license issued by the State Board of Education, specifically including without limitation teachers, administrators, library media specialists, and counselors.

~~Certified Instructional Support Personnel—individuals other than~~

~~classroom teachers or administrators who support teaching and learning through direct contact with students, such as media specialists and counselors.~~

- 3.03 Arkansas On-line Professional Development Initiative—is a partnership between the ADE and the Arkansas Educational Television Network (AETN) to provide on-line programs, courses, and workshops through the AETN.
- 3.04 Arkansas Comprehensive School Improvement Plan (ACSIP)—a plan developed by a local school team based on an analysis of student performance data and other relevant data that provides a plan of action to address deficiencies in student performance and any academic achievement gap as evidenced in the Arkansas Comprehensive Assessment Program as defined in ADE rules on the grade-level benchmark assessments, end of course exams, high school literacy exam, and other appropriate assessment data.
- 3.05 Learning Teams—a group of educators who meet regularly as a team to identify essential and valued student learning, develop common formative assessments, analyze current levels of achievement, set achievement goals, share strategies, and then create lessons to improve upon those levels.
- 3.06 Study Groups - a group of educators who meet to learn, implement, and reflect on research-based techniques in a focus area(s). Members read and discuss current research, examine and reflect on effective instruction, or examine student work.
- 3.07 Professional Development Plan - outlines the professional development program of activities for a district, school, or ~~individual educator~~ that is based on student data and is aligned to the ACSIP.
- 3.08 Approved Professional Development Provider - means any organization which provides content for professional development credit, whether delivered in a face-to-face, televised or internet or electronic mode of delivery, whose content has been approved by the ADE to meet the annual professional development credit requirements imposed upon ~~educators—licensed teachers and administrators~~ by Arkansas Statutes and ADE Rules. The term “Approved Professional Development Provider” does not apply to an Arkansas public school district which provides a professional development program solely to its own personnel or to an Education Cooperative which provides professional development to districts/schools. The term “Approved Professional Development Provider” does not apply to professional development programs provided by ~~employees of the Arkansas Department of Education, Arkansas Department of Workforce-Career Education, and the or Arkansas Department of Human Services Division of Child Care and Early Childhood Education~~ which provide professional development statewide.

- 3.09 Mentoring/coaching – means increasing capacity for coaching and mentoring others to assist in growth of instructional skills and effectiveness of colleagues.
- 3.10 One professional development day is equal to six (6) hours of professional development credit.
- 3.11 Professional Development Program (“Program”) means a course of instruction intended to provide content which fulfills the requirement for professional development credit for educators ~~teachers and administrators licensed by the ADE.~~
- 3.12 Illness – means disorder of health of an educator or an educator’s immediate family (to include a spouse, child, parent, or other relative living in the same household as the educator) ~~(Ark. Code Ann. § 6-17-1202).~~
- 3.13 ADE – means the Arkansas Department of Education.

4.0 Time Requirements

- 4.01 ~~Beginning with the 2005-2006 school year and each school year thereafter, all certified employees of Arkansas public schools~~ All educators shall complete sixty (60) hours of approved professional development each year.
- 4.02 The 60-hours professional development requirement must be fulfilled between July 1 and June 30 or June 1 and May 31 as approved by the local district. The local district shall document the district’s option.
- 4.03 The sixty (60) hours of required professional development shall include:
 - 4.03.1 Technology
At least six (6) hours shall be in the area of educational technology.
 - 4.03.2 Arkansas History
~~Pursuant to Act 2095 of 2005~~ For each teacher who provides instruction in Arkansas history, the sixty (60) hour professional development requirement shall include two (2) hours of training in Arkansas history. It is the responsibility of the school district to provide this training or make it available through other providers.
 - 4.03.3 Parent Involvement
~~Pursuant to Ark. Code Ann. §6-15-1703 each~~ Each teacher shall be required to have ~~no less than two (2)~~ or more hours of professional development designed to enhance understanding of effective parental involvement strategies.

~~Pursuant to §6-15-1703 each~~ Each administrator shall be required to

have ~~no less than three (3) or more~~ hours of professional development designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parent participation.

No more than once every five (5) years, an educator may substitute for this parent involvement requirement no more than two (2) hours of the training required under section 4.18.

4.03.4 Administrator

For each administrator, the sixty (60) hour professional development requirement shall include training in data disaggregation, instructional leadership, and fiscal management.

4.03.4.1 This training may include without limitation the Initial Tier 1 (twelve (12) hours) and Tier 2 (four (4) hours) training required for superintendents and district designees by ADE's Rules Governing the Arkansas Financial Accounting and Reporting System and Annual Training Requirements.

4.03.5 Arkansas Scholarship Lottery Act

~~Pursuant to Act 605 of 2009 each~~ Each superintendent, assistant superintendent, grades 7-12 principal, grades 7-12 assistant principal and grades 7-12 guidance counselor shall be required to participate in professional development on the availability of, eligibility requirements for, and the process of applying for state-supported student financial assistance. These educators shall:

4.03.05.1 Participate in a three-hour course ~~during the calendar year 2009, or within the first year of employment; and-~~

4.03.05.2 Complete a one-hour course annually.

4.04 College Courses

~~Pursuant to Act 1183 of 2005 a~~ A three-hour undergraduate or graduate-level college credit course from an accredited college or university counts as fifteen (15) hours of professional development, if the college credit:

4.04.1 is related to and enhances the ~~teacher's~~ educator's knowledge of the subject area in which the ~~teacher-educator~~ is currently employed-teaching;

4.04.2 is part of the requirement for the ~~teacher~~ educator to obtain additional certification in a subject matter that has been designated by the ADE as having a critical shortage of ~~teachers~~ educators; or

4.04.3 is otherwise approved by the ADE as a graduate level course eligible for professional development credit. No more ~~that~~than half of the required 60-hours of professional development time may be met through college credit hours.

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

4.04.5 Nothing in this section 4.04 shall prevent or restrict a school district from requiring additional in-service training.

4.05 Advanced Placement

~~Pursuant to Act 2131 of 2005, each~~ Each hour of approved training received by ~~certified personnel-educators~~ related to teaching an advance placement class for a subject covered by the College Board and Educational Testing Service shall count as professional development up to a maximum of thirty (30) hours.

4.06 Approved professional development activities, which occur during the instructional day or outside the ~~employee's~~educator's annual contract days may apply toward the 60-hour minimum professional development requirement.

4.07 ~~Certified employees~~Educators in positions not directly related to instructional activities shall be responsible for completing sixty (60) hours of professional development each year. However, the focus of their professional development may be prorated among those areas specifically related to their job assignment as approved by the district.

4.08 Any ~~employee-educator~~ who misses any part of regularly scheduled professional development activities for any reason (such as sickness) must make up that time in other approved professional development activities so that the 60 required hours of professional development are earned during the approved timeframe required under Section 4.02 of these Rules, **except as provided in section 4.08.1.**

4.08.1 ~~Pursuant to Act 1309 of 2009 if~~ If the educator is absent because of illness of the educator or the educator's immediate family, the educator shall be allowed to make up the hours missed during the remainder of the current school year or succeeding school year. The educator may earn the professional development hours through Arkansas IDEAS, on-line professional development.

4.09 Any ~~certified person-educator~~ who provides approved professional development may count two (2) hours professional development credit for each one (1) hour of time spent in presenting professional development content.

- 4.10 ~~Beginning in the 2005-2006 school year, sixty~~ Sixty (60) approved professional development hours annually ~~will be~~ are required to renew a ~~teacher or administrator license issued by the State Board of Education in order to maintain a valid teaching license.~~
- 4.11 ~~Beginning in the 2005-2006 school year, those teachers~~ Those educators who have not maintained a ~~teaching~~ license but who wish to renew their license shall be required to meet the conditions of the Rules Governing the Requirements and Procedures for Renewing a Standard/Advanced Arkansas Teaching License.
- 4.12 Adult Education
~~Pursuant to Act 2007 of 2005 certified personnel~~ Educators working solely part time in one of the following settings shall be required to obtain thirty (30) hours of professional development.
- 4.12.01 Adult basic education;
 - 4.12.02 General adult education;
 - 4.12.03 English as a second language for adults; and
 - 4.12.04 General Educational Development Test examiners.
- 4.13 ~~Beginning in the 2005-2006 school year, thirty~~ Thirty (30) approved professional development hours annually will be required to renew a ~~teacher~~ license for those ~~certified personnel~~ educators working solely part time in a setting described in Section 4.12 of these rules.
- 4.14 ~~Beginning with the 2005-2006 school year, a teacher~~ An educator meeting the criteria of Section 4.12 of these rules who has not maintained a current ~~teaching~~ license but who wishes to renew his or her license shall be required to meet the conditions of the Rules Governing the Requirements and Procedures for Renewing a Standard/Advanced Arkansas Teaching License.
- 4.15 All Institutions of Higher Education will be required to maintain documentation for ~~its~~ employees who wish to meet the professional development hours to maintain a ~~teaching and/or administrative~~ license according to, and in compliance with this Rule.
- 4.16 At least once every three (3) years, each person employed as a coach shall obtain training in recognition and management of the following events or conditions that may be encountered by a student during athletic training and physical activities:
- 4.16.1 A concussion, dehydration, or other health emergency;
 - 4.16.2 An environmental issue that threatens the health or safety of students; and
 - 4.16.3 A communicable disease.

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

4.17 Beginning with the 2012-2013 school year, all educators shall obtain, at least once every five (5) years, two (2) or more hours of in-service training in teen suicide awareness and prevention.

4.17.1 Up to two (2) hours of in-service training, no more than once every five (5) years, may be obtained by self-review of suitable suicide prevention materials approved by ADE.

4.18 All educators shall obtain, within twelve (12) months of initial licensure and within twelve (12) months of any subsequent renewal of a license, up to two (2) hours of training in:

4.18.1 Recognizing the signs and symptoms of child maltreatment;

4.18.2 The legal requirements of the Child Maltreatment Act, Ark. Code Ann. § 12-18-101 et seq., and the duties of mandated reporters under the Act;

4.18.3 Methods for managing disclosures regarding child victims; and

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

4.19 The training required in section 4.18 shall be based on curriculum approved by the Arkansas Child Abuse/Rape/Domestic Violence Commission and may be obtained in-person or online.

5.0 Professional Development Criteria

5.01 Professional development is the means by which educators acquire or enhance the knowledge, skills, and expectations necessary to increase student learning and must meet the following criteria. All approved professional development shall be aligned to the following Standards developed by the National Staff Development Council:

5.01.1 Context Standards

Requires skillful school and school district leaders who guide continuous instructional improvement;

Organizes educators into learning communities whose goals are aligned with those of the school and school district; and

Requires resources to support educator learning and collaboration.

5.01.2 Process Standards

Uses disaggregated student data to determine educator learning priorities, monitors progress, and help sustain continuous improvements;
 Uses multiple sources of information to guide educator improvement and demonstrate its impact;
 Prepares educators to apply research to decision making;
 Uses learning strategies appropriate to the intended goal;
 Applies knowledge about human learning and change; and
 Provides educators with the knowledge and skills to collaborate.

5.01.3 Content Standards

Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments and hold high expectations for their academic achievement;
 Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately; ~~and~~
 Provides educators with knowledge and skill to involve families and other stakeholders appropriately;
Provides educators with knowledge and skills needed to teach students with disabilities, including without limitation autism; and
Provides educators with knowledge and skills needed to teach culturally and linguistically diverse students.

5.02 Approved professional development activities shall relate to the following focus areas:

- 5.02.01 Content (K-12);
- 5.02.02 Instructional strategies;
- 5.02.03 Assessment/data;
- 5.02.04 Advocacy/leadership/fiscal management;
- 5.02.05 Systemic change process;
- 5.02.06 Standards, frameworks, and curriculum alignment;
- 5.02.07 Supervision;
- 5.02.08 Mentoring/coaching;
- 5.02.09 Education technology;
- 5.02.10 Principles of learning/developmental stages;
- 5.02.11 Cognitive research;
- 5.02.12 Parent involvement/academic planning & scholarship;
- 5.02.13 Building a collaborative learning community; and
- 5.02.14 Student health and wellness, which may include but not limited to appropriate training for anticipated rescuers in the use of
 - 5.02.14.1 automated external defibrillator; or
 - 5.02.14.2 cardiopulmonary resuscitation.

- 5.03 All approved professional development, whether designed for the ~~individual~~ educator, school or district, shall be based on the improvement of student achievement on State assessments and increasing student achievement and academic performance.
- 5.04 Approved professional development takes on many forms and may be earned in the following ways:
- 5.04.01 Conferences/workshops/institutes
 - 5.04.02 Mentoring/peer coaching;
 - 5.04.03 Study groups/learning teams;
 - 5.04.04 National Board for Professional Teaching Standards Certification;
 - 5.04.05 Distance learning/on-line opportunities;
 - 5.04.06 Internships;
 - 5.04.07 State/district/school programs;
 - 5.04.08 College/university course work;
 - 5.04.09 Action research; or
 - 5.04.10 Individually-guided as noted in ~~the~~ an educator's individual professional development plan.
- 5.05 ~~Pursuant to Act 1185 of 2005 and Act 1309 of 2009 an~~ An individual educator may be entitled to up to twelve (12) hours of professional development credit approved by the district/school which may be applied toward the sixty (60) hour professional development requirement for that time period at the beginning of each school year which is used to plan and prepare curriculum or develop other instructional material provided:
- 5.05.01 The time is spent in his/her instructional classroom, office or media center at the public school;
 - 5.05.02 The time is prior to the first student teacher interaction day of the school year; and
 - 5.05.03 The time is spent in the focus areas listed in Section 5.02 of these Rules, and may include but are not limited to the following:
 - 5.05.03.1 Grade level and/or vertical team planning to integrate subject areas;
 - 5.05.03.2 Team work to analyze student data;
 - 5.05.03.3 Team work to develop academic improvement plans (AIP) or individual educational programs (IEP);
 - 5.05.03.4 Developing assessments for learning (formative assessments);
 - 5.05.03.5 Professional book studies;

- 5.05.03.6 Developing student-centered units tied to the State academic standards and student learning expectations;
 - 5.05.03.7 Developing intervention strategies to support remediation;
 - 5.05.03.8 Developing and/or revising the Arkansas Comprehensive School Improvement Plan (ACSIP);
 - 5.05.03.9 Developing and/or revising curricula maps and/or pacing guides;
 - 5.05.03.10 Pursuing study as noted in individual professional development plan; and
 - 5.05.03.11 Arkansas IDEAS, on-line professional development, related to ACSIP or the educator's professional growth plan.
- 5.05.04 No professional development credit shall be given for activities under Section 5.05 of these Rules unless those activities meet the criteria and standard requirements set out in Sections 5.02 of these Rules. Specific activities which do not qualify include ~~but are not limited to~~ without limitation:
- 5.05.04.1 Making and putting up bulletin boards;
 - 5.05.04.2 Clerical work associated with documents such as ACSIP, AIP and IEPs; and
 - 5.05.04.3 Administrative faculty or team administrative meetings.
 - 5.05.04.4 ~~Certified public school personnel~~ Educators who meet the requirements of Sections 5.02 and 5.05 of these Rules shall be entitled to earn one (1) hour of professional development for each hour of approved preparation, not to exceed twelve (12) hours.
- 5.06 ~~Pursuant to Act 2318 of 2005 there~~ There is created the Arkansas Online Professional Development Initiative. Requirements for the initiative include:
- 5.06.1 All professional development delivered by technology shall be aligned to the required focus areas listed in Section 5.02 of these Rules.
 - 5.06.2 The ADE shall determine the content and approve all professional development delivered through the Arkansas On-line Professional Development Initiative that counts toward the required sixty (60) hours.

- 5.06.3 The ADE shall select courses/products, which are research-based and are available from sources, with expertise in technology delivered professional development courses.
- 5.06.4 Courses shall align with the Southern Regional Education Board Multi-State Online Professional Development Standards.
- 5.06.5 Online professional development courses shall include online registration, course evaluation, and attendance and completion documents.

6.0 Professional Development Plan

All school districts, schools and ~~certified personnel~~ educators shall develop and implement a professional development plan.

- 6.01 The district and school plan shall be included in the ACSIP.
- 6.02 Individual educator plans (~~certified personnel~~) shall support the district and/or school plans.
- 6.03 Teachers, administrators, and ~~classified school employees~~ paraprofessionals shall be involved in the design, implementation and evaluation of their respective professional development offerings under the plan.
- 6.04 School Improvement
 - 6.04.1 ~~Beginning with the 2006-2007 school year, the~~ ADE may require specific professional development programs for the district or the school designated in school improvement or academic distress.
 - 6.04.2 These requirements may become part of the district or school school improvement plan.
 - 6.04.3 In order to receive professional development credit, the district or school ~~certified personnel~~ educators shall participate in, complete, and pass the assessment for the professional development requirements included in the district or school improvement plan.

7.0 Approval Process

- 7.01 ~~Beginning with the 2006-2007 school year, all~~ All professional development programs must be approved by the Arkansas Department of Education in order to receive credit toward the 60-hour requirement.
- 7.02 At least thirty (30) days before a program is offered to ~~teachers and/or administrators~~ educators, the professional development provider shall provide a

detailed description of the entire program including staff qualifications to the ADE in an electronic format prescribed by ADE.

- 7.03 The ADE shall promptly review the content of the program for compliance with all applicable statutes and department rules to determine if any or all of the program content shall be deemed to provide professional development credit and shall establish the time period the professional development provider is approved to offer the program.
- 7.04 Upon notification by the ADE of approval of the program (or a part or parts thereof) for professional development credit, the professional development provider may enroll participants in the program and offer the program for professional development credit for the set time period.
- 7.05 The program provider shall be responsible for the preparation and dissemination of proof of completion of the program (or parts thereof) to all attendees. All such proofs, or copies thereof, shall be submitted by the attendees who are employed by an Arkansas school district to the superintendent of the district.
- 7.06 Each school district shall maintain all documents for its employees which reflect completion of professional development programs, whether such programs were provided by an outside organization or by the district itself.
- 7.07 Each school district shall report the amount of all professional development programs completed by its employees to the ADE at the time and in the manner specified by the ADE.
- 7.08 The ADE shall monitor all school districts, and all ~~licensed teachers and administrators~~ educators to whom these Rules apply, for compliance with these requirements, and shall administer appropriate sanctions specified in statute and Rule to any district, ~~teacher and/or educator administrator~~ whom it finds to be in noncompliance.
- 7.09 District and School Providers
School and district professional development plans shall be included in the ACSIP and shall be reviewed annually by the school/district and the ADE.
 - 7.09.1 The ACSIP will include an assurance statement that each ~~faculty/administrator~~ educator in the school/district shall have an individual professional development plan that has been developed in cooperation and collaboration with the ~~employee~~ educator and the school and/or district.

These individual plans shall include:

- 7.09.1.1 Six (6) hours of technology, two (2) hours of parent involvement and two (2) hours of Arkansas History as

~~defined in Act 2095 of 2005~~ may be selected ~~at the discretion of the employee~~ with approval of the district.

7.09.1.2 Up to twelve (12) hours may be selected ~~at the discretion of the employee~~ with the approval of the district in keeping with the identified needs of student data as defined in the ACSIP plan or the employees' educator's individual professional development plan.

8.00 Funding
Professional Development Funding provided under ~~Act 59 of the Second Extraordinary Session of 2003~~ Ark. Code Ann. § 6-20-2305 must be directed to activities that meet ~~The~~ the conditions described in these Rules and shall not be used for any other purpose unless otherwise allowed by law or rule.

9.00 Monitoring/Evaluation

9.01 Regular monitoring activities of the professional development requirements within these Rules shall occur when the superintendent of the school district provides written assurance to the Commissioner of Education as required by law. However, the ADE may directly monitor the professional development activities of any school or school district to determine compliance with the professional development requirements.

9.02 The criteria for evaluating the impact of professional development shall be the improvement of student achievement on State criterion-referenced assessments, State norm-referenced assessments, other related indicators as defined by ACTAAP and the evaluations of the professional development offerings. These data shall be used to revise ACSIP and the district, school and individual professional development plans associated with the local improvement plan.

Public Comments: Rules Governing Professional Development – December 2011 – January 2012

Date, Name, Affiliation	Section & Comment	Resolution
Mr. Ron Harder Arkansas School Boards Association January 6, 2012	1.02 – 6-15-703 should be 1703.	Comment accepted.
	1.02 – Since 6-20-2204 deals with the Tier I PD, I would add it to the list.	Comment accepted.
	4.03.4 – The new language for Tier I training doesn't specify the number of required hours. Since 6-20-2204 specifies the number of hours required and since the other Rule entries for required PD give specific hours to match the statutory requirements, the 12 and 4 hour requirements should be added.	Comment accepted.
	4.04 – ASBA has put a lot of stock into 6-15-1004(c)(3) and believes it gives a district the right to not count college hours as part of the district's 60 hour PD requirement. In short the district own the 60 hours. Part of our logic is that a teacher may want to take a college course, but that doesn't mean it's where the district needs for that teacher to be receiving their PD. That's especially true during the implementation of Common Core and teacher evaluations. Please consider adding a 4.04.5 that incorporates (c)(3).	Comment accepted.
	4.08 – Since this gives an extended timeline for making up missed PD hours, I would add, "except as provided in 4.08.1".	Comment accepted.

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<p>Mr. Ron Harder Arkansas School Boards Association January 6, 2012 (continued)</p>	<p>4.01 & 4.10 – I would love to see 4.01 and 4.10 amended to acknowledge 4.08.1. The fundamental issue is to provide the legal means for a teacher who has legitimate reasons for missing the required 60 hours (car accident, cancer treatment, etc.) to be able to make up that missed PD and still retain their license. As long as the Rules adhere to the rigidity of 60 hours or else, we miss allowing for reality.</p> <p>To the extent that these rules serve as a listing of all required PD, shouldn't external defibrillator PD be included? I know it is mentioned in 5.02.14, but that's a listing of what qualifies for PD which includes other items (autism and diversity) that don't have any specific PD requirements. I think the entry could be laid out similar to 4.16.</p> <p>7.09 –It seems like 7.09.1 and .2 should be deleted (they are such a small parcel of what is required) and an additional sentence added to 7.09 stating that the ACSIP shall be aligned to the requirements of these Rules and the teachers' individual improvement plans. Once Act 1209 takes effect, you could add that to the list of what the ACSIP has to include.</p>	<p>Comment considered. Section 4.08.1 does not reduce the required number of hours, it only allows an educator to complete those hours over an extended period of time when necessary due to illness. For this reason, the Department does not believe it would be appropriate to add references to 4.08.1 in 4.01 or 4.10.</p> <p>Comment considered. Section 4.0 generally deals with mandated professional development areas, while section 5.0 deals with all permissible areas. The Department is unaware of any mandate in statute or rule requiring educators as a whole (or any significant subset) to receive AED training. Therefore, because this training is permissive and not mandatory, the Department believes it better to leave the language unchanged.</p> <p>Comment considered. The Department believes professional development plans should continue to be incorporated in each school and district's ACSIP. Therefore, the Department prefers to leave the language unchanged.</p>
<p>Dr. Bobbi Davis, Director of Finance Services Arkansas Public School Resource Center January 12, 2012</p>	<p>3.08 – The delivery methods for professional development need to be delivered in person or by some electronic means, such as distance learning, tape, DVD, webinar, internet, television or broadcast. The current rule language is too narrowly defined.</p>	<p>Comment accepted.</p>

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<p>Dr. Bobbi Davis, Director of Finance Services Arkansas Public School Resource Center January 12, 2012 (continued)</p>	<p>4.03.4 – Tier I and Tier II training are not required for all administrators. The language proposed is confusing and needs to be deleted. Language then could be added that merely states that Tier I and Tier II training will count toward meeting the required sixty hour professional development requirement.</p> <p>5.02 – The list of approved activities has never included “fiscal management” training. Since current law requires fiscal management training, it seems that would be a separate category of approved activities. If “fiscal management” is to be included under “leadership,” the words “fiscal management” need to be added to the list under 5.02.04 so that educators know how to code their documentation forms.</p>	<p>Comment accepted in part. The language regarding Tier I and II training has been moved to a new section, 4.03.4.1, to make the language more clear.</p> <p>Comment accepted in part. “Fiscal management” has been added with the “advocacy/leadership” line.</p>
<p>Mr. Mike Mertens, Assistant Executive Director Arkansas Association of Educational Administrators January 12, 2012</p>	<p>4.03.4 – A separate sentence should be added saying that Tier I for superintendents, asst. superintendents and business managers (only those that are required to have Tier I training) are part of the 60 hours. Either that or delete the language.</p>	<p>Comment accepted in part. The language regarding Tier I and II training has been moved to a new section, 4.03.4.1, to make the language more clear.</p>
<p>Mr. Richard Snodgrass Little Rock Central High School Math Department January 12, 2012</p>	<p>I am fairly new to the teaching profession. I’m in my fourth year teaching mathematics here at Central HS in Little Rock. I retired from a position working as the IT Director at a large company here in Little Rock and decided to spend a few years in the education system. There is so much corruption and waste in education I’m still a little bit in culture shock over what I’ve seen. The “professional development”</p>	<p>Comment considered. Although the Department may establish general requirements for professional development, local districts have authority under law to determine what specific programs are offered to or required for district employees. It should be noted that when the teacher evaluation system created by Act 1209 of 2011 is fully implemented, professional development requirements will be directly tied to teacher evaluations. These comments will be forwarded to the appropriate ADE district monitoring personnel for review.</p>

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<p>Mr. Richard Snodgrass Little Rock Central High School Math Department January 12, 2012 (continued)</p>	<p>requirements have simply ushered in another layer of corruption and waste. Teachers spend sixty hours sitting through endless meetings and lectures when we could be preparing for our children. School district insiders funnel millions of dollars of “training” money to cronies who invent stupid, untested theories about how to reach kids and most of the “trainers” I have seen couldn’t last ten minutes in my classroom as a teacher. NONE of the “training” we are offered is based on our evaluations. In all of my years in private business, I assigned a lot of training classes. All of it was based entirely on evaluations, all of it was monitored and I always expected results from it. Nothing in this insane education system is even remotely close to my experience in real world business. Here in LRSD where I work, we waste millions of dollars on high paid training professionals and an entire building including support staff. These people closely monitor our hours to insure that only district approved (translation: only money funneled to their cronies) courses are counted towards our license requirements. Nearly all of the valuable information I have seen that is available to me will not even be counted by the district, even though the state will approve it.</p>	
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<p>Ms. Amy Snodgrass Little Rock Central High School Science Department January 13, 2012</p>	<p>I am in my twenty-seventh year of teaching, twenty-two of those years teaching in Arkansas. I can remember when the professional development hours were increased to 60 hours—and I’m still wondering why this was deemed necessary. All that increased through this requirement was more endless meetings presented by local special interests, trying to get me to ‘bring my students to them’ and support their programs, or out of state ‘experts’ touting their undocumented ‘research’ as the panacea of educational reform. I see thousands of taxpayer dollars paying for these programs, and paying for teachers to sit through them, all for no purpose other than to ‘gain my required 60 hours of PD’. This is an ENORMOUS waste of public funds! Furthermore, I will address the AP program requirements. I am required to periodically gain ‘training’ to recertify to teach AP Environmental Science. The first time I went, this was important. The last two times I’ve been, (once in state, once out of state) I have been bored to tears by a presenter who was no more knowledgeable than me, simply to renew my certification! This, too, was a waste of money. Why not save those funds for teachers who’s student’s test scores might indicate they NEED to have the training? In addition, my school district, LRSD, no longer accepts the AP readings as PD, although thankfully the state still does. PLEASE, PLEASE, PLEASE CONTINUE TO ACCEPT AP READINGS AS PD, AS THEY CONTINUE TO BE THE ONLY QUALITY PD</p>	<p>Comment considered. Although the Department may establish general requirements for professional development, local districts have authority under law to determine what specific programs are offered to or required for district employees. For example, as mentioned in the comment, college courses and AP training are accepted by the state for licensure purposes, but a local district may choose to contractually require employees to undergo other professional development instead. It should be noted that when the teacher evaluation system created by Act 1209 of 2011 is fully implemented, professional development requirements will be directly tied to teacher evaluations. These comments will be forwarded to the appropriate ADE district monitoring personnel for review.</p>
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	<p>OFFERED ANYWHERE BY ANYONE!</p> <p>Speaking about the PD bureaucracy here in Little Rock, I am constantly in awe at what counts toward professional development...and what doesn't. If it comes through our district, no matter how inane, it counts. If it is something outside of the district, it's treated as trash. For example, why shouldn't a college course or AP readings count as PD? Why should I have to rush through preparing for my students at the beginning of the year (one day) while I spend endless hours (a week!) in meetings that do nothing for the kids; but simply provides a job for some PD director? Why am I required to do PD outside my teaching subject simply because there are not enough people teaching it to justify 'training' in my field? Or why should I have to 'choose' to attend 5-12 programs where I am told that I can adjust the middle school lessons being presented to my high school students—isn't that the presenter's job—when nothing else is offered for me? Why should I, a certified state professional, be encouraged to 'bring my students' to people/programs which are not lead by 'certified' teachers, and sitting through this plea counts toward my 60 hours of professional development? How are these 'field trips' linked back to state standards—or are these trips yet another area of wasted funds, a day that a student was not in a classroom lead by a 'state certified' instructor, ultimately creating more educational gaps! When students are out on</p>	
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	<p>these ‘fun’ trips they miss school lessons, creating gaps in their knowledge and making the continuance of learning harder for them. Perhaps these field trips are another associated area to look at, if our goal is ultimately to serve student achievement? Perhaps these trips need to be ‘accredited’ somehow, and show testable outcomes of success on state standards in order to be ‘state approved’? How else can we justify removing students from the school learning environment? Just a thought.</p> <p>In short, requiring 60 hours of PD is an expensive drain on limited funds. It is not making better teachers, it is lining the pockets of individuals using teachers as a captive audience to pitch their programs—which often results in missed school instruction days for students who then attend those programs and thereby miss classroom instruction! This detrimental requirement is in drastic need of reform.</p>	
<p>Mr. Matthew B. Miller Administrator, Administrative Rules Review, Bureau of Legislative Research January 17, 2012</p>	<p>3.01 – What is the source of this definition of professional development?</p> <p>3.02 – Are all these “educators” classified employees? Are all classified employees licensed?</p>	<p>Comment considered. This definition of professional development is a combination of Ark. Code Ann. § 6-20-2305(b)(5)(B), as amended by Act 1209 of 2011, and Ark. Code Ann. § 6-17-704.</p> <p>Comment considered. Classified employees are those public school employees holding a position that does not require a license issued by the State Board of Education. For the purpose of this rule, “educator” is intended to include every individual holding a license issued by the State Board of Education.</p>

Public Comments: Rules Governing Professional Development – December 2011 – January 2012

<p>Mr. Matthew B. Miller Administrator, Administrative Rules Review, Bureau of Legislative Research January 17, 2012 (continued)</p>	<p>3.12 – The summary states that this change is implementing Act 1215, but this language wasn't in the act.</p> <p>4.03.3 – What is the authority for having 5 years in the “substitution” language? That’s not in the statute.</p> <p>4.04.1 and 2 – The statute that creates this language says “teacher”, not “educator”.</p> <p>4.05 – Is this language statutory?</p> <p>4.10 – Is the 60 hour requirement for professional development established by statute or rule?</p> <p>4.17 – The statute that this language is based on has “in-service” before “training”.</p>	<p>Comment considered. The summary is incorrect, the language is quoted from Ark. Code Ann. § 6-17-1202(2).</p> <p>Comment considered. Ark. Code Ann. § 6-61-133(c), as amended by Act 1236 of 2011, requires training in child maltreatment reporting within twelve months of the renewal of an educator’s license; licenses are renewed every five years, which is the reason for using five years in this language. Ark. Code Ann. § 6-15-1703(a), as amended by Act 1002 of 2011, requires all teachers and administrators to have parental involvement training annually. The five-year limit on substitution is necessary to ensure that all educators will receive both types of training as required by both statutes.</p> <p>Comment considered. The meaning is the same, but these rules use the term “educator” throughout to provide consistency and avoid confusion. The existing statutes and rules use a variety of different terms that vary little if any in meaning.</p> <p>Comment considered. The specific allowance in this section is not contained in statute. Ark. Code Ann. § 6-17-704(g) grants the Department general authority to determine what types of professional development are permissible.</p> <p>Comment considered. The 60-hour requirement is established by rule pursuant to Ark. Code Ann. § 6-15-1004(c)(1)(C).</p> <p>Comment accepted. The term “in-service” will be added.</p>
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Public Comments: Rules Governing Professional Development – December 2011 – January 2012

<p>Mr. Matthew B. Miller Administrator, Administrative Rules Review, Bureau of Legislative Research January 17, 2012 (continued)</p>	<p>4.18 – The statute says this training can be in-person or online.</p> <p>6.03 – Why was “paraprofessionals” added here?</p> <p>7.02 – Is this section statutory?</p> <p>7.09.1.1 and 1.2 – Why was “at the discretion of the employee” deleted in these sections?</p>	<p>Comment accepted. The phrase “and may be obtained in-person or online” will be added.</p> <p>Comment considered. “Paraprofessionals” is the term used in Ark. Code Ann. § 6-20-2305(b)(5)(B), as amended by Act 1209 of 2011, and is a more precise description.</p> <p>Comment considered. The Department’s authority to approve professional development programs is statutory, per Ark. Code Ann. § 6-17-704(e)(1), (f)(2) & (g).</p> <p>Comment considered. Ark. Code Ann. §§ 6-17-704(f) and 6-17-2806(a)(1), (3), & (4)(B), per Act 1209 of 2011, limit an educator’s discretion in choosing professional development opportunities. The existing language in 7.09.1.1 and 7.09.1.2 is not compatible with the revisions made by Act 1209.</p>
<p>Mr. Tripp Walter Staff Attorney, Arkansas Public School Resource Center January 17, 2012</p>	<p>3.08 – The delivery methods for professional development need to be delivered in person or by some electronic means, such as distance learning, tape, DVD, webinar, internet, television broadcast. Current rule language is too narrowly defined.</p> <p>4.03.4 – Tier I and Tier II training are not required for all administrators. The language proposed is confusing. This language regarding Tier I and Tier II needs to be deleted. Language then could be added that merely states that Tier I and Tier II training will count toward meeting the required sixty hour professional development training.</p>	<p>Comment accepted.</p> <p>Comment accepted in part. The language regarding Tier I and II training has been moved to a new section, 4.03.4.1, to make the language more clear.</p>

Public Comments: Rules Governing Professional Development – December 2011 – January 2012

<p>Mr. Tripp Walter Staff Attorney, Arkansas Public School Resource Center January 17, 2012 (continued)</p>	<p>5.02 – The list of approved activities has never included “fiscal management” training. Since current law required fiscal management training, it seems that would be a separate category of approved activities.</p> <p>5.02.4 – If “fiscal management” is to be included under “leadership”, the words “fiscal management” need to be added to the list so that educators know how to code their documentation forms.</p>	<p>Comment accepted in part. “Fiscal management” has been added with the “advocacy/leadership” line.</p> <p>Comment accepted.</p>
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SUMMARY OF PROPOSED CHANGES TO THE
ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
PROFESSIONAL DEVELOPMENT

Grammatical and stylistic changes that do not change the substantive meaning have been made to sections **1.01, 1.02, 3.08, 3.13, 4.03.3, 4.04.3, 4.15, 5.05.4, and 6.03.**

Outdated references to dates and acts have been deleted in sections **4.01, 4.03.2, 4.03.3, 4.03.5, 4.04, 4.05, 4.08.1, 4.10, 4.11, 4.12, 4.13, 4.14, 5.05, 5.06, 6.04, 7.01, and 7.09.1.1.**

Sections **2.01, 3.02, 3.07, 3.08, 3.11, 4.01, 4.04.1, 4.04.2, 4.05, 4.06, 4.07, 4.08, 4.09, 4.11, 4.12, 4.13, 4.14, 5.03, 5.04.10, 5.05, 5.05.4.4, 6.0, 6.02, 6.04.3, 7.02, 7.08, 7.09.1, and 7.09.1.2** have been amended so that one term, “educators”, is used throughout the rule instead of the differing terms used in the current rules.

Sections **2.02** and **3.04** have been amended to make them consistent with the provisions of the Department’s Rules Governing Student Special Needs Funding.

Sections **3.01, 7.09.1.1, and 7.09.1.2** have been amended to reflect changes made by Act 1209 of 2011.

Section **3.12** has been amended to directly quote Ark. Code Ann. § 6-17-1202(2).

Section **4.03.4** has been modified to articulate all of the training currently required of administrators by other rules.

Section **4.03.3** has been amended and new sections **4.18** and **4.19** added to implement the changes made by Act 1236 of 2011.

New section **4.16** has been added to implement the changes made by Act 1214 of 2011.

New section **4.17** has been added to implement the changes made by Act 770 of 2011.

Section **5.01.3** has been amended to reflect changes made by Acts 1146 and 1150 of 2011.

Section **7.02** has been amended to reflect the Department’s electronic submission process for approval of professional development.

The Department’s Rules and Regulations Governing Attendance at Instructional Professional Development Sessions Toward Fulfillment of the Five (5) Days of Required Staff Development are recommended to be repealed, as they are outdated and have been superseded by the Rules Governing Professional Development.

SUMMARY OF PROPOSED CHANGES TO THE
ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
PROFESSIONAL DEVELOPMENT

CHANGES MADE AFTER PUBLIC COMMENT PERIOD:

Section **1.02** has been amended to correct a reference to Ark. Code Ann. § 6-15-1703 and to add a reference to § 6-20-2204.

Grammatical and stylistic changes that do not change the substantive meaning have been made to sections **3.08**, **4.03.4**, **4.08**, and **4.17**.

Section **4.03.3** has been revised to reduce the number of hours which may be substituted from three (3) to two (2), to match the allowance of two hours of training in section 4.18.

New section **4.04.5** has been added to quote language from Ark. Code Ann. § 6-15-1004(c)(3), as requested in public comment.

Section **4.18** has been clarified to hold that the required training should be “up to” two (2) hours, instead of a minimum of two hours, since the statute does not specify a minimum amount of time for training.

Section **4.19** has been clarified to add the statutory provision that training may be in-person or online.

Section **5.02** has been amended to clarify which focus areas include data, fiscal management, and academic planning/scholarships. This change is made to give clarity for educators to know how to classify the professional development they take.

**~~ARKANSAS DEPARTMENT OF EDUCATION
RULES AND REGULATIONS GOVERNING ATTENDANCE
AT INSTRUCTIONAL PROFESSIONAL DEVELOPMENT SESSIONS
TOWARD FULFILLMENT OF THE FIVE (5) DAYS
OF REQUIRED STAFF DEVELOPMENT~~**

~~1.00 REGULATORY AUTHORITY~~

- ~~1.00 These regulations shall be known as Arkansas Department of Education Regulations Governing Attendance at Certified Instructional Professional Development Sessions.~~
- ~~1.02 These regulations are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. 6-17-702, as amended by Act 663 of 1995.~~

~~2.00 PURPOSE~~

- ~~2.01 The purpose of these regulations is to establish the criteria under which teachers may count attendance at approved certified professional instructional staff development sessions as a part of the staff development requirement of the district.~~
- ~~2.02 A further purpose is to clarify the procedures whereby the professional organization may certify teachers' attendance during the approved sessions.~~

~~3.00 DEFINITIONS~~

- ~~3.01 "Instructional Staff Development Sessions" as used in these regulations refer to any professional development sessions conducted by bona fide professional organizations within the State of Arkansas that focus on instruction, curriculum, alternative assessment methods, or sessions related to Act 236 of 1991.~~
- ~~3.02 "Restructuring mandated by Act 236 of 1991" as used in these regulations refers to any staff development programs designed by the local school or school district for the purpose of meeting state and national educational goals.~~
- ~~3.03 Bona fide professional organization is any professional organization which holds annual meetings to provide professional development activities for teachers, administrators, organizations, and policy makers.~~

~~4.00 CERTIFICATION PROCESS FOR CERTIFIED INSTRUCTIONAL STAFF DEVELOPMENT SESSIONS~~

- ~~4.01 At least 30 days prior to announcing the sessions, the bona fide professional organization shall present a detailed description of the instructional staff development sessions to be considered as part of the staff development requirements to the Assistant Director for Planning and Curriculum. Approval may be granted by an internal committee of the Arkansas Department of Education.~~
- ~~4.02 The Assistant Director for Planning and Curriculum shall determine the sessions which qualify as staff development and shall inform the professional organization promptly.~~
- ~~4.03 Topics for certification will be compatible with the concerns of Act 236, such as: instructional strategies, learner outcomes, interdisciplinary teaching, alternate forms of assessment, teaching in the content areas, curriculum development, teaming and leadership, site-based decision-making and classroom management.~~
- ~~4.04 One hour of attendance at an instructional staff development session of the professional organization will be equivalent to one hour of staff development credit by the local school district. The professional organization shall certify each teacher's hours of attendance and the specific session attended by mail to the district following the approval session.~~

~~5.00 CERTIFICATION PROCESS FOR LOCAL SCHOOL DISTRICTS~~

- ~~5.01 The teacher shall submit a formal request to the Administrator of the school to attend the instructional staff development session at least 30 calendar days in advance of the meeting.~~
- ~~5.02 The school district cannot require a teacher to take personal leave for attendance at an approved instructional staff development session.~~
- ~~5.03 Local school employees may not refuse to attend district or school staff development sessions designed to implement restructuring mandated by Act 236 of 1991 even if credit has already been received for attendance at other professional meetings.~~
- ~~5.04 Attendance at these staff development sessions does not relieve the teacher of their contractual obligations.~~