



**DIVISION OF ELEMENTARY  
& SECONDARY EDUCATION**

## **Act 1240 Waiver Request**

|                               |                                  |
|-------------------------------|----------------------------------|
| <b>District:</b>              | <b>Hope School District</b>      |
| <b>LEA Number:</b>            | 2903                             |
| <b>Superintendent:</b>        | Dr. Jonathan Crossley            |
| <b>Email:</b>                 | jonathan.crossley@hpsdistict.org |
| <b>Contact for Waiver:</b>    | Portia Jones                     |
| <b>Contact Email:</b>         | portia.jones@hpsdistrict.org     |
| <b>Contact Phone:</b>         | (870) 722-2700                   |
| <b>Date Received by DESE:</b> |                                  |

**The following documents must be submitted with the waiver request:**

- 1. Board resolution approving the waiver request**
- 2. Evidence of stakeholder involvement, including teachers and student families**

## Waiver Request #1

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| <b>Topic:</b>  | ACT 1240 Waiver Request  |
| <b>Standards/Statutes/Rules:</b>                           | Standards/Statutes/Rules: DESE Rules Governing Class Size A.C.A. 6-17-812 "Compensation for teaching more than the maximum number of students permitted."<br>Arkansas Standards for Accreditation 1-A.6<br>Standard for Accreditation 1-A.5 (Class size) |
| <b>Duration Requested:</b>                                 | Fall 2022 Semester   |
| <b>Name of Open-Enrollment Charter Holding the Waiver</b>  | NA   |
| <b>Schools, Grades or Classes the Wavier Will Apply To</b> | William Jefferson Clinton Primary School; Grades K-4   |
| <b>PURPOSE OF THE WAIVER (Must check at least one)</b>     | <input type="checkbox"/> Enhance Student Learning Opportunities<br><input type="checkbox"/> Promote Innovation<br><input checked="" type="checkbox"/> Increase Equitable Access to Effective Teachers  |

- 1. Provide a DETAILED RATIONALE explaining how the waiver will enhance student learning opportunities, promote innovation, or increase equitable access to effective teachers. Include information about the problem or obstacle, if any, the waiver will help the district overcome.**

The Hope School District is seeking an ACT 1240 waiver in order to participate in the residency model administered through Southern Arkansas University, Magnolia (IHE). By partnering with Southern Arkansas University, Magnolia and participating in the Arkansas Teacher residency Model, the Hope School District will increase our capacity to recruit and retain highly effective teachers while addressing the current teacher shortage issues.

With the approval of this waiver request, the Hope School District will partner with Southern Arkansas University, Magnolia (IHE) to place interns at William Jefferson Elementary School. The interns/residents have been vetted extensively by the Southern Arkansas University, Magnolia (IHE) to ensure they are day-one-ready. The highly qualified master/lead teacher will be a teacher of record and work directly with the interns/residents providing support and feedback through coaching, modeling and observation. There will be one master/lead teacher per intern/resident. Interns/residents and master/lead teachers will be compensated (interns/residents will be compensated at the rate of a first year licensed teacher master/Lead teacher will be compensated with an annual stipend of \$2,000 broken down into \$1,000 increments). This is a partnership between the district and IHE that will necessitate a continued cadence of communication to "Grow Your Own".

In order to provide a more focused, hands-on experience, the interns/residents and the master/lead teacher will be provided multiple layers of support from school, district and university. Additional time will be scheduled for the intern/resident and master/lead teacher to discuss content, instructional strategies, student data, unit planning and other related topics.

The Residency Model is a model of internship which strengthens and grows not only the intern's/resident's instructional practice, but also the district's qualified teacher pool, the Master/Lead teacher's leadership capacity and the partnership between school districts and higher education.

**2. Provide a detailed explanation of how the services being waived will be provided for students.**

Currently, we do not have any applicants for many of the positions we have open. Allowing us to enter a contract with an intern/resident candidate ensures that our students have the most qualified person we can find for the position. Students will have the benefit of being in a classroom with an intern/resident who is consistently supported and monitored. A highly collaborative team will be created as the mentor and interns plan, practice and reflect together. We feel confident that having a resident is a better solution to our teacher shortage than a substitute teacher since they have an educational philosophy and understand the importance of student engagement and core instruction.

Furthermore, Southern Arkansas University, Magnolia (IHE) has determined that each of these applicants (Interns/residents) have met required grades in all pedagogy/content areas, each is free of dispositions from fieldwork classes, and has the recommendation from the Southern Arkansas University, Magnolia (IHE) for the position

**3. Provide a detailed explanation of how the district will monitor and evaluate the effectiveness of the waiver.**

Students will have the benefit of being in a classroom with an intern/resident who is consistently supported and monitored by an instructional team, administrators and partnering Southern Arkansas University, Magnolia (IHE). The Hope School District will monitor the effectiveness of the residency model through multiple sources of data including but not limited to:

- Regular and timely feedback from the master/lead teacher, university supervisor, and other administration
- Student achievement data both formative and summative assessments, observations, walk throughs,
- Surveys from students, parents and educators
- Educator data from LEA Insights

## Memorandum of Understanding: Teacher of Record Support Role

This Memorandum of Understanding (MOU) details the mutual understanding between **Southern Arkansas University (SAU)** and the **partner schools** where College of Education and Human Performance (CEHP) candidates are employed by a partner school district and placed in that same school for their student teaching experience.

A *partner school* is a school district that agrees to work with the SAU CEHP to build mutually beneficial relationships that provide placement sites and supervisory assistance for candidates enrolled in the SAU Educator Preparation Program (EPP). The MOU was created and agreed upon by members of the SAU Teacher Education Faculty, the Admissions Field Experience and Licensure Office, and school partners. This document is revised as necessary to reflect changes in SAU policy, Arkansas Division of Elementary and Secondary Education (DESE) guidelines, or the needs of partner schools. This MOU will remain in effect until revised or terminated, which can be initiated by either party by providing notice to the other.

### Mission

Candidates in undergraduate Elementary Education (K-6), Middle Childhood Education (4-8), Secondary Education (7 – 12), and Broad Range Education (K-12), if eligible, will have the option to complete their licensure program as a teacher of record support role. This track allows partner districts to apply for an ACT 1240 class size waiver through the Arkansas Division of Elementary and Secondary Education (DESE) with a LEAD teacher as the main support for student teacher candidates. As well, the partner district will have extra support in place, and SAU will provide a site coordinator to support the candidates. Candidates should have a classroom schedule reflective of their intended licensure area and be provided with a LEAD mentor teacher by the district to provide additional support and development throughout the experience. The mentor will provide equivalent support to that of a cooperating teacher assigned in conventional student teacher placements. Please visit this [link](#) to review teacher of support policies, procedures, and requirements.

### University Responsibilities

The SAU CEHP is committed to collaborating with partner schools to create optimum learning opportunities for K-12 students and for its educator preparation candidates. To this end, and in support of the candidate(s), SAU faculty will:

- Provide trained supervisors to work with partner school mentors and personnel.
- Be available to mentors, candidates, and schools to solve problems as they arise.



- Provide information, support, and professional assistance (professional development opportunities such as seminars, workshops, meetings, etc.) related to school, university, DESE and other educational initiatives.
- Mentor candidates through multiple observations and provide feedback on coursework to help candidates improve in content and pedagogical knowledge, skills, and dispositions.
- Communicate, at minimum, once per week with candidates and mentors regarding the candidate's knowledge, skills, and dispositions.

### **District Responsibilities**

School administrators and the SAU Director of Field Experience will recommend and/or approve the selection of mentors, considering the guidelines stated in this agreement below.

SAU CEHP candidates should be treated as professionals and, likewise, are expected to follow all rules and regulations established by the school district. The school district has the responsibility to ensure that candidates are aware of all rules and regulations. To this end, and in support of the candidate(s), the district partner(s) will:

- Assign a LEAD mentor teacher to work directly with the candidate daily.
- Schedule a common planning period for the candidate and their mentor.
- When available, assign an instructional facilitator and/or curriculum specialist to spend time weekly with the candidate.
- Allow the candidate to attend all professional development that a new teacher would attend during their first year of teaching.
- Provide additional training and/or support as deemed necessary by SAU and/or school district administrators.
- Assigned mentor will communicate regularly with the SAU Site Coordinator regarding the candidate's knowledge, skills, and dispositions.

## Selection of Mentor Teachers

Selection of all mentor teachers is a shared responsibility of the partner school official(s) and the SAU Director of Field Experience. The following are guidelines for making selections of mentor teachers for student teaching. Partner school officials are encouraged to select mentor teachers who demonstrate best practices in serving diverse student populations and who can provide substantive and regular formative observation feedback. Mentors should:

- Possess a bachelor's degree or above and teaches in the area of licensure. Have a LEAD teacher designation, be in a LEAD teacher program, or have the equivalent of this designation.
- Established agreement between the designated school administrator and the Director of Field Experience that the teacher can assume the responsibilities of a collaborating teacher.
- Has clearly demonstrated the ability to be an effective teacher and classroom manager.
- Completed a minimum of three years of teaching experience in the candidates' licensure area.
- Is a willing participant in the student teaching experience.
- Has a positive attitude toward his or her present teaching position and the teaching profession.
- Demonstrates continual professional growth and strong content knowledge base.
- Voluntarily works in collaborative situations as a team member.
- Be fully trained in the TESS-Teacher Excellence and Support System.
- Have received at least an overall proficient rating on their latest TESS performance review.
- Be actively engaged in school and professional communities (e.g., serve on committees, assume leadership roles, serve on ACSIP teams, etc.)
- Agree to provide SAU supervisors and candidate with feedback on a regular basis.

- Be able to complete an orientation seminar (via face to face, webinar or view via recordings provided) at the beginning of the semester.

### **Qualifications of Site Coordinator**

The Director of Field Experience, Chair of Teacher Education, and District patterns will work together to select a qualified site coordinator for the employed candidate. The below criteria will be considered when making the selection.

- Possess a minimum of a master's degree and be a content area and pedagogy expert.
- Hold a current teaching or administration license.
- Completed a minimum of five years of teaching experience in a content licensure area.
- Be fully trained in the TESS-Teacher Excellent and Support System.
- Has a positive attitude toward the teaching profession in general and continuous professional growth.
- Voluntarily works in collaborative situations as a team member.
- Agree to provide SAU Interns, student teachers, Department Chair, and Director of Field Experience with feedback on a regular basis.

### **University's responsibility for supervised clinical field experience**

In addition to the responsibilities listed in this agreement, for those who mentor initial teacher licensure candidates during their supervised clinical practice (Student Teaching), the SAU CEHP will:

- Assist the collaborating teaching and candidate on the completion and submission of assignments and assessments.
- Provide a \$100 stipend to each mentor who has a semester long candidate placement. *Please note: The documents necessary to process the stipend payment must be submitted in a timely manner.*



**Acknowledgement**

Southern Arkansas University Admissions Field Experience and Licensure along with partnering district agree to the above provisions in the MOU.

Hope  
School District

Ashlea Stewart  
Partner School Administrator

Jami B. Bayl  
SAU Director of Admission, Field  
Experience and Licensure

Wm. J. Clinton Primary  
School Name (if applicable)

7/28/22  
Date

1-21-22  
Date



**Agenda**  
**Stakeholder Meeting**  
**July 26, 2022**

**Staffing**

**Act 1240**

**Purpose**  
**Process**

**Agenda**  
**Stakeholder Meeting**  
**Act 1240**  
**July 26, 2022**

**Sign-in Sheet**

Name:

Position/Relationship

|                  |                               |
|------------------|-------------------------------|
| Virginia Moore   | Instructional Facilitator     |
| Synda Cole       | 4 <sup>th</sup> grade teacher |
| Destiny Oller    | Parent                        |
| Amber Williamson | Parent                        |
| Caplan           | Teacher                       |
| Nendi Marlar     | Parent                        |
| Samira Cheatham  | Parent                        |
| Ashlee Stewart   | Principal                     |
| Rebin Townsend   | Asst. Principal               |
| Pam Stone        | Assistant Principal           |
|                  |                               |
|                  |                               |

**CERTIFIED COPY OF THE RESOLUTION OF THE BOARD OF EDUCATION  
OF HOPE SCHOOL DISTRICT OF HEMPSTEAD COUNTY ADOPTED AT  
THE BOARD'S REGULAR MEETING OF JULY 14, 2022**

**Regarding Obtaining a Waiver for Class Size for the 2022-23 School Year**

**Whereas**, the Board of Education of the Hope School District met in regular session on July 14, 2022, at 5:30 p.m. at the Hope School District Administration Building in Hope, Arkansas; and,

**Whereas**, Superintendent Jonathan Crossley has recommended that the Board authorize Hope School District Administration to seek a waiver regarding class size from the Arkansas Department of Education, Division of Elementary and Secondary Education ("DESE"); and,

**Whereas**, the purpose of the waiver is to allow HSD to participate with the level 3 residency model and utilize one or more interns in classrooms during the 2022-23 school year; and,

**Whereas**, Dr. Crossley's proposal is to designate one or more instructional facilitators as teachers of record in order to assist the assigned interns, working in concern with Southern Arkansas University.

**Now therefore, be it resolved that we, the Hope School Board,**

1. authorize HSD Administration to seek a waiver of Standard for Accreditation 1-A.5, Ark. Code Ann. § 6-17-812(a)(2) and the Rules Governing Class Size and Teaching Load (Section 3.00 only) from DESE in order to participate with the level 3 residency model; and
2. authorize HSD Administration to take any other action necessary to obtain the aforementioned waiver.

ADOPTED THIS THE 14TH DAY OF JULY, 2022

  
\_\_\_\_\_  
BOARD PRESIDENT

**CERTIFICATION**

The undersigned, Kathryn Dickinson, Secretary of the Board of Education of Hope School District of Hempstead County, Arkansas, hereby certifies that the above and foregoing resolution was considered and adopted by said board at its regular meeting of July 14, 2022.

Kathryn Dickinson

Kathryn Dickinson, Secretary