



Act 1240 District Waiver Request Extension

District:	Fordyce
LEA Number:	2002
Superintendent:	Dr. Judy Hubbell
Email:	hubbellj@fordyceschools.org
Contact for Waiver:	Karen Eoff
Contact Email:	Karen.eoff@searkcoop.com
Contact Phone:	870-723-2074
Date Received by DESE:	

The following documents must be submitted with the waiver request:

1. School Board Resolution approving the waiver request
2. Evidence of stakeholder involvement, including teachers and student families

Waiver Extension Request #1

Topic:	Teacher Licensure
Standards/Statutes/Rules:	Ark. Code Ann §6-15-1004 Qualified teachers in every public classroom Ark. Code Ann §6-17-309 Certification to teach grade or subject matter Ark. Code Ann §6-17-401 Teacher Licensure Requirement Ark. Code Ann §6-17-902 Definition (definition of a teacher as licensed) Ark. Code Ann §6-17-908 Teacher Salary Fund Ark. Code Ann §6-17-919 Warrants void without valid certification Standard 4-D.1 Teacher licensure requirement of Arkansas Law Standard 4-F.1 Teacher licensure requirement of Arkansas Law Section 7 of Ark. Dept. of Education rules governing education licensure
Duration Requested:	Five Year Waivers 2022-2027
Name of Open-Enrollment Charter Holding the Waiver	Ark. Code Ann §6-15-1004, Ark. Code Ann §6-17-309, Ark. Code Ann §6-17-401, Ark. Code Ann §6-17-902, Ark. Code Ann §6-17-919, Standard 4-D.1, Held by Ark. Arts Academy Ark. Code Ann §6-17-908 & Standard 4-F.1, Held by Ark. Virtual Academy Section 7 of Ark. Dept. of Education rules governing education licensure, Held by Ark. Connections Academy

Schools, Grades or Classes the Waiver Will Apply To	K-12

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.

Fordyce joined the Southeast Co-op on June 1, 2019 because we are close in proximity and have attributes similar to the other districts served by the Southeast Co-op.

Fordyce School District recognizes that a highly qualified teacher in each classroom is the single most important factor influencing student learning. Fordyce School District's greatest desire is to hire a fully licensed highly qualified teacher for each open position that exists in the district. However, the demand for fully licensed highly qualified teachers far exceeds the number of licensed teachers in our Co-op area. The Fordyce School District has had 13 openings since 2018 that we could not find licensed teachers to fill regardless of how many recruitment activities we conducted. We have hired 13 Act 1240 teachers and one of the college graduates hired has completed a licensure program and now holds an Arkansas Teaching License. We have one teacher in the ABCTE Alternate Pathway. Several more of our Act 1240 teachers are in the process of finishing their requirements for licensure with most just needing to pass a Praxis exam. When Act 1240 teachers are hired in our district they are put on a 1240 Teacher Licensure Plan and must meet the specified requirements toward licensure to be rehired.

I want to share with you just one example of how an Act 1240 teacher has enhanced our students' learning opportunities. Niki Shaddock had been a dental hygienist in Fordyce for over 15 years. She wanted a career change. However, she could not tolerate loss of income while she went back to school to become a teacher. We had an opening for a high school biology and chemistry teacher which is historically one of our very hardest positions to fill. We could not find a licensed teacher for this position and we hired Niki under the Act 1240 waivers beginning with the 2020-2021 school year. Niki has been a faculty leader and motivator from the start. She is the science team lead for the high school. The kids love her! She consistently performs at a high academic level. Her informal and formal evaluations are great. The SEARK Co-op specialists constantly sing her praises for utilizing innovative best practices. Her students are actively engaged and attentive to the learning. She rarely has discipline issues. Her positive attitude is contagious to all. She has already completed the MAT program and when she passes the Praxis test she will be a fully licensed teacher that we hope will stay with us until she retires.

The University of Arkansas at Monticello (UAM) has provided/produced only 58 student teachers from fall 2016 to spring 2021. UAM supplies the majority of traditionally trained teachers to our Co-op area schools. Southeast Co-op schools have had 430 open positions from 2016-2021 for which no licensed teacher could be recruited to fill the position. As you can see the number of vacant teaching positions far exceeds the number of teachers graduating from teacher education programs. We have a severe teacher shortage in our Co-op area and do not have enough licensed teachers to fill our open positions. When we cannot find a licensed teacher to fill a vacant teaching position we

then try to recruit a capable college graduate, preferably from our area and preferably with eighteen hours of college coursework in the area they will be teaching.

The Act 1240 teacher's principal evaluates the teacher using TESS, does classroom walk through observations and provides feedback to ensure that the teacher is using appropriate teaching strategies and has appropriate classroom management. The teachers are assigned a buddy teacher close in physical proximity to their building by the district who assists them with procedures, questions, and district information. The teachers are also provided a mentor (as much as possible in a small district) that teaches the same subject area. This mentor observes each teacher monthly and provides the Act 1240 teacher feedback. Act 1240 teachers (Year I, II, and III) observe veteran teachers at least once a month and reflect on the practices they observe. The district content specialists from Elbow to Elbow Consulting, the district K-2 math and literacy specialist, and the Co-op content specialists, model engaging lessons, instructional strategies, and observe the Act 1240 teachers and provide feedback. The teachers are encouraged to attend the Praxis tutoring sessions provided by the ADE and Southeast Co-op. The teachers are given time off to take their Praxis exams. The principals meet with the teachers each semester to review their progress toward licensure. The Act 1240 teachers are active members of a PLC team. In the first year of teaching, the Act 1240 teachers are shielded from committee assignments and sponsorships of clubs to protect their learning time. The district recognizes that the Act 1240 teachers must be supported in the journey toward licensure otherwise the journey becomes overwhelming! It is often stated that the first year of teaching is the hardest so you can imagine what it is like with the added requirements of obtaining a license through an alternate route.

We understand that this avenue for growing our own qualified teachers is a hard journey for both the college graduates and the administrators and teachers that support the Act 1240 teachers' journey. However, this innovative approach to growing our own teachers works in our area. We have produced far more licensed teachers in our Co-op area than our preferred route of teacher education programs.

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

Student learning opportunities are enhanced when Fordyce School District utilizes Act 1240 teachers instead of long term substitutes in our classrooms for vacancies we cannot fill. When we place highly capable college graduates in a classroom, enroll them in the three-year Novice Teacher Program at Southeast Co-op, assign them a buddy teacher and a mentor at their school, provide daily support, outline the three-year timeline to obtaining a teacher licensure, and support each Act 1240 teacher on their journey to licensure, we enhance student learning. This approach provides a more qualified and committed teacher in the classroom than a long term substitute could ever provide. The Act 1240 teacher is vested in completing a licensure program. The Act 1240 teacher is vested in the learning gains of the students they teach. The Act 1240 teachers are vested in our community. Our "Grow Our Own" teachers come from our communities. This program puts educators in the classroom that know the reality the students experience at home. The relationship between the teacher and student is incredibly important to student outcomes. Teachers who know their students' lived reality can support them in academic learning strategies/structures and emotional support systems needed to ensure their students' success.

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

In our four year report summary to the State Board of Education on July 8, 2021 the following data was shared. Of the 237, Act 1240 teachers hired thru May 2020 in our Co-op area, 131 teachers have become licensed teachers in Arkansas. Seventy one percent of these teachers are still teaching in a Co-op school district. As compared to education major teachers, 61 of the 237 were ranked above average teachers, 155 of the 237 were ranked average teachers as compared to education major teachers and only 9% or 21 were ranked below average teachers as compared to education major teachers. The Act1240 teachers bring content knowledge and real world work experiences to their students.

The effectiveness of the waiver can be shown by the following. We have filled all of the district's open positions posted on our website. We have printed and placed a copy of the Arkansas License of the Act 1240 teachers who have acquired a license. We have buddy/mentor teacher assignment documentation utilized by the facilitators, building administration, and the district administrative staff. The principals have documented observations of the teachers. We have school business leave records for Praxis prep sessions and time off to take the Praxis exams. We have sign-in sheets of the administrator's meetings to review the teachers progress toward licensure. We have documentation of the district stipend schedule list showing sponsoring of a club or extracurricular activity.

4. Describe how the waiver has ensured success in the school or district over the past five years. Provide data or evidence to support your answer.

The grow your own teacher program provided for us by Act 1240 waivers is working for Fordyce School District. We will hire fully licensed teachers if we can find them for every classroom. However, we just do not have enough licensed teachers in our area to do that each year. Because of the ACT1240 waiver, Fordyce School District has been able to begin school for the past five years with all positions filled, as allowed by the waiver, thus providing our students with teachers that have completed a Bachelor's degree, are committed to the district and are committed to earning their Arkansas Teaching License versus a long term substitute who may not feel the same commitment to the district and students. Also, the waiver has allowed the district to impact the teacher shortage in our area as noted by the one ACT1240 hired that has already completed the requirements to earn an Arkansas license while being employed by our district. We have several other teachers that are near the end of their journey to licensure and lack only passing a Praxis test, or completing an alternate program. We have one teacher completing the ABCTE program by the American Board.

From 2016-2021 the Southeast Co-op schools had 430 open positions that we could not recruit a licensed teacher to fill regardless of how hard we recruited. In our Co-op area we have grown 169 teachers that now have a license. Please continue to give our students the opportunity and access to have a highly qualified college graduate who wants to complete a teacher licensure program and become a fully licensed teacher in our classroom during this shortage time. These teachers are enhancing the student learning opportunities of our students and we are adding to the licensed teacher pool yearly in our area. We will continue to recruit and fill any open position with a fully licensed teacher if we can find them! However, the demand exceeds the supply so please continue to let us grow our own teachers by continuing our waivers for five years.

Waiver Extension Request #2

Topic:	Teacher Licensure (Library Media Program & Library Media Specialists)	
Standards/Statutes/Rules:	Ark. Code Ann §6-17-309 Certification to teach grade or subject matter	

Duration Requested:	July 1, 2022 Through June 30, 2027	
Name of Open-Enrollment Charter Holding the Waiver	Ark. Code Ann §6-25-103, Held by Ark. Virtual Academy Ark. Code Ann §6-25-104, Held by Ark. Connections Academy	
Schools, Grades or Classes the Waiver Will Apply To	K-12	

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.

Because of our severe teacher shortage in the Southeast Co-op area we must be creative and innovative in recruiting possible library media specialists when an opening does occur. We do not have many openings in this area. Once a teacher becomes a library media specialist they usually stay in this position until retirement or move out of our area. To fill the position, we basically have to “Grow Our Own” when one of our media specialists informs us of retirement or moving out of our area. Even when we advertise the position on our website, Co-op website, AAEA Job Board, and social media we have no candidates. However, we have learned to be creative and innovative in our Co-op area. We follow the examples of Dr. Billy Adams at Lakeside, Linda Tullos of McGehee, Dr. Nick Hill of Dewitt, and Kristi Ridgell at Dermott.

When we have no applicants, we start looking for someone already in our system or in our community with a degree that has expressed a love for reading, literature, and wants to inspire students to read. Many of our experienced staff members are not willing to return to school to acquire this rigorous program of study and incur the expense involved. Dr. Adams recruited a career coach to work for the Lakeside School District. This career coach inspired her students to set goals, and to read great literature. The career coach wanted to become a teacher. Because of her strong learning attributes, the career coach was accepted in the MAT program at the University of Southern Mississippi. While finishing her masters of education degree in library media the teacher was hired as the library media specialist for the Lakeside Middle School on an Act 1240 waiver. This teacher quickly went to work passing all of the required tests and is now licensed in library media. What a success story this has turned out to be. The teacher is creative, dedicated, and has found her calling. Because she is so creative she has inspired students to love to read! She hosts Saturday morning book clubs at the public library and has virtual book talks posted on her library webpage. She is willing to team up with any teacher in the school district to promote reading and critical thinking in or out of school. She is creative in her approaches and has become a driving force in her school district and community to develop a culture for reading. By her sheer determination, inspiration, and creativity she is developing a culture of reading and a community of readers in a disadvantaged area.

We will seek to hire a fully licensed library media specialist when we have an opening. We will only use this waiver when we have exhausted all avenues of creative, innovative recruitment and have no licensed applicants. However, the library media specialists are almost impossible to find in our area of the state without our “Grow Our Own” program you have provided us with these waivers. Please continue our waiver extension for library media specialists. We will not abuse this much appreciated route to providing a stable workforce for our school district.

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

Student learning opportunities are enhanced when we recruit and utilize an Act 1240 teacher who has a passion and a desire to motivate students to read great literature, think critically, make the school library a learning hub for homework and provide a safe and nurturing climate for students. Please do not force us to go back to using long term subs in our library media center when we have a vacancy we cannot fill. When we place a highly capable college graduate in a library media center, enroll them in the three year Novice Teacher Program at Southeast Co-op, assign them a buddy teacher at their school, outline the three year timeline to obtaining a licensure, and support, support, support them on their journey to licensure--we enhance student learning! This approach provides a more qualified teacher in the library media center than a long term substitute can ever provide. First of all, we look for passion to be a library media specialist. The teacher is then vested in completing a licensure program. The Act 1240 teacher is vested in the reading gains and critical thinking of all their students that enter the door of the library media center. The Act 1240 teacher is vested in their community. Our "Grow Our Own" teachers come from our communities. This program puts educators in the classroom that know the reality the students experience at home. The relationship between the teacher and student is incredibly important to student outcomes. Teachers who know their students' lived reality can support them in academic learning strategies/structures and emotional support systems needed to ensure their students success. We only pick teachers for library media specialists that have the passion we describe and want to share their passion for reading with students.

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

The principal will evaluate the library media specialist using the TESS Model and the rubric for library media specialist. The principal will do walk-throughs to ensure that the program fosters critical thinking, instills confidence in reading in multiple formats, and provides a safe and nurturing climate for all. The principal will ensure that the library media specialist partners with all teachers to provide print and digital materials to meet the diverse needs of the students. The principal will ensure that the school library is a hub for supporting students and staff in our quest to improve the reading scores of all our students.

4. Describe how the waiver has ensured success in the school or district over the past five years. Provide data or evidence to support your answer.

We have only used the library media waivers four times in our Co-op area since the waivers were granted. All four times the waivers have been used have been extremely successful. Some of the indicators of success include: the library/media center becoming the beehive/learning hub of the school, an increase in books read and tests proficient in the Accelerated Reading Program, observation of an increase in critical thinking skills used in the classroom, an increase in the number of books being checked in and out of the library/media center, an increase in the number of students with accounts/usage for digital libraries, an increase in numbers of teachers scheduling research/collaboration sessions with the library media specialists in the library/media center.

Dewitt used the waiver for a library media specialist when they absolutely could not recruit a licensed library media specialist for the small rural campus of Gillett with a town population of 763. The Act 1240 teacher recruited exceeded all expectations. The teacher had a love of teaching and learning, and READING! The teacher was passionate about sharing her knowledge and passionate about kids. The teacher received Talents Unlimited training to develop the students creative and critical thinking skills. Because of the teacher's intense desire for every student to read on grade level she also was trained to provide literacy interventions during unscheduled time. Due to a declining population, Gillett Elementary was closed at the end of the 2020-2021 school

year. The teacher was so outstanding, hardworking, and passionate about helping students learn that the district moved the teacher to an opening teaching art at Dewitt Elementary School. Passion for helping students learn is the magic ingredient she possesses and she is doing an excellent job now as an art teacher.

The Dermott School District advertised on local and state websites and social media for a library media specialist and had **not one** licensed applicant for the position. None of the current faculty were interested in returning to school to acquire the license. The district did receive two applicants that had a degree and were very interested in becoming a library media specialist. Both Act 1240 candidates agreed that if hired they would return to school to complete a library media program of study and take the required Praxis exams. After intensive interviews a candidate was chosen. The Act 1240 teacher has completed all coursework for the Master of Teaching Program (MAT) at UAM and only needs to pass his Praxis exam to be able to finish a license. He can then move into a Library Media Program of Study. The district only used the library waiver when no licensed applicant could be found.

Let me share McGehee's real life example of what we must go through when an opening for a Library Media Specialist occurs. Kathryn Chastain moved to McGehee in 2020 due to marriage to the director of the McGehee Boys and Girls Club. She has a Bachelor of Arts degree in Christian Ministry. She has a **passion** for working with youth. When the high school library paraprofessional position became available Mrs. Chastain applied for the position. Mrs. Chastain was hired and quickly displayed exemplary skill in her daily work. She was so outstanding that it was difficult for people to distinguish between the library media specialist and the library media paraprofessional. Mrs. Chastain transformed the library into an area that was welcoming, inviting, and a place where students wanted to be!

McGehee School District has been in a construction project and a grade reconfiguration to create a middle school concept that would house 6th, 7th, and 8th grade students in the new Conner Middle School. When construction was completed the district advertised for a Conner Middle School Library Media Specialist. The district had **no** licensed applicants regardless of recruitment ads posted on social media and websites far and near.

When McGehee could not find a licensed applicant to fill this position they turned to the "Grow Our Own Model." Mrs. Chastain was hired under the Act 1240 Library Media Waivers. She agreed to return to school for an additional degree or to complete an additional program of study. However, Mrs. Chastain met the requirements for an Arkansas Ancillary License and agreed to enroll and complete a Library Media Program at the University of Mississippi.

Now for the rest of this success story! Mrs. Chastain has implemented STEM Fridays where students participate in STEM activities in the library every other Friday. Mrs. Chastain has reinvigorated the Accelerated Reading program with a series of monthly challenges. The October Challenge was Harry Potter themed and students earned points in order to catch the Golden Snitch. Starting November 1, the challenge will be "Which Was Better Book vs Movie." There will be 30 different book/movie combinations set up like a basketball tournament bracket. The library/media center has become a bee hive of activity and it starts with this teacher's **passion** for helping students read.

The final example of usage of the Library Media waivers is the Lakeside School District Act 1240 teacher described in detail in question one. This is a young Act 1240 teacher deeply rooted in the community. This teacher is not only impacting the school library media program but also impacting the reading program in the community. This teacher will probably be in the district until

she retires. A high starting salary schedule is not the issue with this teacher! The issue is she now has the opportunity to make a difference in the lives of her students and her community.

Fordyce

Rotary Club Outline July 14, 2021

1. Redbug Re-cap—District is fully accredited New
2. Jaquez and Carson
3. Scholarships
4. Rocket Team
5. Band-Xavier Broughton—marching band to show band
6. Great people in place
 - a. Building principals
 - b. Counselors
 - c. Coaches
 - i. Football—Tim Rodgers, Mitchell Musgrove, Anthony Socia, Tommy Tidwell, Ross Rogers, and Anthony Hammonds—road to stadium
 - ii. Basketball—gym floor
 1. Stan Jones
 2. Brandon Jones-Anthony Hammonds
 3. Captain Smead
 4. Becca Cash
 5. Anthony Hammonds
 - iii. Baseball
 1. Mitchell Musgrove
 - a. Tommy Tidwell
 - b. Ross Rogers
 - iv. Softball—Becca Cash-Anthony Hammonds
 - v. Track
 - vi. Powerlifting-Anthony Socia
 - vii. Shooting sports
 - viii. Golf and Tennis
7. Academics-PLC's and lead teachers
8. **1240 waivers**
9. Tammie Works: Director of Child Nutrition-second breakfast and afterschool snacks
 - a. Venita McMillan-Cafeteria Manager
10. Finances good—healthy ending balance-\$310K
11. Covid plan updates
12. Incentive pay for employees who are vaccinated. One time \$200 incentive payment.
13. ESSER money-elementary playground, signage on the campus, repairing covered walkway—new buses have arrived
14. Libraries—updated—\$71,000 to update elementary library.
15. New Hires—Samantha Evans—FHS counselor's secretary
 - a. Seth Stephens—STEM, E-sports, and Rocket Team
 - b. Gary Gamble-ALE and mentorship

Sign-In Sheet
Rotary Club, Fordyce Arkansas
July 14, 2021

<u>NAME</u>	<u>POSITION</u>
1. DUSZY RHODE	
2. BENNY ROAK	
3. SKIP MILTON	
4. Patrick Milton	
5. B.D. HARGETT, Jr	
6. JOHN B. MEADOR	
7. DUANE W. BREWER	
8. Mike Inammul	
9. John Sumner	
10. Tiffany Nutt	
11. TERRY THACKER	
12.	
13.	
14.	
15.	
16.	
17.	

SURVEY
1240 WAIVERS
FORDYCE ROTARY CLUB
July 14, 2021

- 1. The Fordyce School District [FSD] has great difficulty finding certified teachers. One way we have addressed this problem is by "growing our own." By that we mean, that we encourage promising students to major in education in college and come back to Fordyce to teach. Hannah Sturgis, Ross Rogers, and Tommy Tidwell are examples of "growing our own." Do you think this is an effective method for obtaining certified teachers? Please answer "yes" or "no" and briefly explain your answer.**

Yes - To insure long term employment with FSD

- 2. We have found that hiring long-term substitute teachers is not an effective way to educate our children. They tend to regard such a situation as temporary and do not usually seek certification. Do you think long-term substitute teachers are effective? Please answer "yes" or "no" and briefly explain your answer.**

- 3. Do you believe that the FSD should continue to seek teachers with 1240 waivers? Please answer "yes" or "no" and briefly explain your answer.**

Yes

SURVEY
1240 WAIVERS
FORDYCE ROTARY CLUB
July 14, 2021

- 1. The Fordyce School District [FSD] has great difficulty finding certified teachers. One way we have addressed this problem is by "growing our own." By that we mean, that we encourage promising students to major in education in college and come back to Fordyce to teach. Hannah Sturgis, Ross Rogers, and Tommy Tidwell are examples of "growing our own." Do you think this is an effective method for obtaining certified teachers? Please answer "yes" or "no" and briefly explain your answer.**

Yes. People who grow up in a community, they are more involved in that school and community. They have a sense of pride in the school and the community.

- 2. We have found that hiring long-term substitute teachers is not an effective way to educate our children. They tend to regard such a situation as temporary and do not usually seek certification. Do you think long-term substitute teachers are effective? Please answer "yes" or "no" and briefly explain your answer.**

No. They are not as involved with the community. They don't have the investment in the community that they need.

- 3. Do you believe that the FSD should continue to seek teachers with 1240 waivers? Please answer "yes" or "no" and briefly explain your answer.**

Yes. The people who apply for these waivers are invested in the school and community. They place a personal stake in the success of the school.

SURVEY
1240 WAIVERS
FORDYCE ROTARY CLUB
July 14, 2021

1. The Fordyce School District [FSD] has great difficulty finding certified teachers. One way we have addressed this problem is by "growing our own." By that we mean, that we encourage promising students to major in education in college and come back to Fordyce to teach. Hannah Sturgis, Ross Rogers, and Tommy Tidwell are examples of "growing our own." Do you think this is an effective method for obtaining certified teachers? Please answer "yes" or "no" and briefly explain your answer.

Yes, I would hope that high school counselors look for kids to push into education. The three above are all excellent choices and come from good families.

2. We have found that hiring long-term substitute teachers is not an effective way to educate our children. They tend to regard such a situation as temporary and do not usually seek certification. Do you think long-term substitute teachers are effective? Please answer "yes" or "no" and briefly explain your answer.

No, Not sure they put alot into it unless they are retired teachers

3. Do you believe that the FSD should continue to seek teachers with 1240 waivers? Please answer "yes" or "no" and briefly explain your answer.

Yes, There is proof at FHS that it works.

SURVEY
1240 WAIVERS
FORDYCE ROTARY CLUB
July 14, 2021

1. The Fordyce School District [FSD] has great difficulty finding certified teachers. One way we have addressed this problem is by "growing our own." By that we mean, that we encourage promising students to major in education in college and come back to Fordyce to teach. Hannah Sturgis, Ross Rogers, and Tommy Tidwell are examples of "growing our own." Do you think this is an effective method for obtaining certified teachers? Please answer "yes" or "no" and briefly explain your answer.

Yes, they will have hometown pride & put that in the classroom.

2. We have found that hiring long-term substitute teachers is not an effective way to educate our children. They tend to regard such a situation as temporary and do not usually seek certification. Do you think long-term substitute teachers are effective? Please answer "yes" or "no" and briefly explain your answer.

No, I don't feel like they would put their whole self into it

3. Do you believe that the FSD should continue to seek teachers with 1240 waivers? Please answer "yes" or "no" and briefly explain your answer.

Yes, it's a great way to make a teacher to someone who ~~would not~~ would not otherwise apply.

SURVEY
1240 WAIVERS
FORDYCE ROTARY CLUB
July 14, 2021

- 1. The Fordyce School District [FSD] has great difficulty finding certified teachers. One way we have addressed this problem is by "growing our own." By that we mean, that we encourage promising students to major in education in college and come back to Fordyce to teach. Hannah Sturgis, Ross Rogers, and Tommy Tidwell are examples of "growing our own." Do you think this is an effective method for obtaining certified teachers? Please answer "yes" or "no" and briefly explain your answer.**

YES - THEY KNOW FORDYCE AND TRADITIONS IN A SMALL TOWN WHO ALREADY ARE FAMILIAR WITH THE FAMILIES AND THEIR BACKGROUNDS

- 2. We have found that hiring long-term substitute teachers is not an effective way to educate our children. They tend to regard such a situation as temporary and do not usually seek certification. Do you think long-term substitute teachers are effective? Please answer "yes" or "no" and briefly explain your answer.**

NO - THERE IS NO REAL INCENTIVE TO DO THE WORK TO BECOME CERTIFIED AND MAY NOT BE DEDICATED ENOUGH TO BE EFFECTIVE

- 3. Do you believe that the FSD should continue to seek teachers with 1240 waivers? Please answer "yes" or "no" and briefly explain your answer.**

I DON'T HAVE A PROBLEM WITH THE WAIVER PROBLEM AS LONG AS THE ADMINISTRATIVE PERSONNEL ARE FULLY VET FOR QUALIFICATIONS AND WOULD ETHIC

SURVEY
1240 WAIVERS
FORDYCE ROTARY CLUB
July 14, 2021

- 1. The Fordyce School District [FSD] has great difficulty finding certified teachers. One way we have addressed this problem is by "growing our own." By that we mean, that we encourage promising students to major in education in college and come back to Fordyce to teach. Hannah Sturgis, Ross Rogers, and Tommy Tidwell are examples of "growing our own." Do you think this is an effective method for obtaining certified teachers? Please answer "yes" or "no" and briefly explain your answer.**

YES. WITH TEACHERS BECOMING MORE IN DEMAND IT MAKES SMALL TOWNS DIFFICULT TO COMPLETE.

- 2. We have found that hiring long-term substitute teachers is not an effective way to educate our children. They tend to regard such a situation as temporary and do not usually seek certification. Do you think long-term substitute teachers are effective? Please answer "yes" or "no" and briefly explain your answer.**

NO.

- 3. Do you believe that the FSD should continue to seek teachers with 1240 waivers? Please answer "yes" or "no" and briefly explain your answer.**

YES. THE "GROW OUR OWN" PROJECT WILL BE NECESSARY TO CONTINUE TO EXCEL.

SURVEY
1240 WAIVERS
FORDYCE ROTARY CLUB
July 14, 2021

1. The Fordyce School District [FSD] has great difficulty finding certified teachers. One way we have addressed this problem is by "growing our own." By that we mean, that we encourage promising students to major in education in college and come back to Fordyce to teach. Hannah Sturgis, Ross Rogers, and Tommy Tidwell are examples of "growing our own." Do you think this is an effective method for obtaining certified teachers? Please answer "yes" or "no" and briefly explain your answer.

yes. This is an excellent way of keeping young people in the community. They already know the system + the community + fit in well.

2. We have found that hiring long-term substitute teachers is not an effective way to educate our children. They tend to regard such a situation as temporary and do not usually seek certification. Do you think long-term substitute teachers are effective? Please answer "yes" or "no" and briefly explain your answer.

no. Most don't want to stay here + we need continuity.

3. Do you believe that the FSD should continue to seek teachers with 1240 waivers? Please answer "yes" or "no" and briefly explain your answer.

yes. Small schools need this to provide the best education for our students.

SURVEY
1240 WAIVERS
FORDYCE ROTARY CLUB
July 14, 2021

- 1. The Fordyce School District [FSD] has great difficulty finding certified teachers. One way we have addressed this problem is by "growing our own." By that we mean, that we encourage promising students to major in education in college and come back to Fordyce to teach. Hannah Sturgis, Ross Rogers, and Tommy Tidwell are examples of "growing our own." Do you think this is an effective method for obtaining certified teachers? Please answer "yes" or "no" and briefly explain your answer.**

Yes. It is highly likely that individuals from the area will stay longer in that area & usually go above & beyond because they deeply care about the community.

- 2. We have found that hiring long-term substitute teachers is not an effective way to educate our children. They tend to regard such a situation as temporary and do not usually seek certification. Do you think long-term substitute teachers are effective? Please answer "yes" or "no" and briefly explain your answer.**

No. They do not have adequate training and commitment to educate our children.

- 3. Do you believe that the FSD should continue to seek teachers with 1240 waivers? Please answer "yes" or "no" and briefly explain your answer.**

Yes. They provide a practical-application view.

TERRY THACKER

**SURVEY
1240 WAIVERS
FORDYCE ROTARY CLUB
July 14, 2021**

- 1. The Fordyce School District [FSD] has great difficulty finding certified teachers. One way we have addressed this problem is by "growing our own." By that we mean, that we encourage promising students to major in education in college and come back to Fordyce to teach. Hannah Sturgis, Ross Rogers, and Tommy Tidwell are examples of "growing our own." Do you think this is an effective method for obtaining certified teachers? Please answer "yes" or "no" and briefly explain your answer.**

Absolutely! It Gives Hometown Students An opportunity to teach in their own schools.

- 2. We have found that hiring long-term substitute teachers is not an effective way to educate our children. They tend to regard such a situation as temporary and do not usually seek certification. Do you think long-term substitute teachers are effective? Please answer "yes" or "no" and briefly explain your answer.**

No. THE ABOVE PARAGRAPH EXPLAINS THE REASONS. MY WIFE IS A SUBSTITUTE TEACHER AND HAS DONE LONG TERM. IT DOES NOT PAY MUCH.

- 3. Do you believe that the FSD should continue to seek teachers with 1240 waivers? Please answer "yes" or "no" and briefly explain your answer.**

Yes. TEACHERS HAVE THREE YEARS TO WORK AND TEACH WHILE GETTING CERTIFICATION.

SURVEY
1240 WAIVERS
FORDYCE ROTARY CLUB
July 14, 2021

1. The Fordyce School District [FSD] has great difficulty finding certified teachers. One way we have addressed this problem is by "growing our own." By that we mean, that we encourage promising students to major in education in college and come back to Fordyce to teach. Hannah Sturgis, Ross Rogers, and Tommy Tidwell are examples of "growing our own." Do you think this is an effective method for obtaining certified teachers? Please answer "yes" or "no" and briefly explain your answer.

YES.
MY WIFE WAS ASKED TO FILL IN FOR SIX WEEKS AT THE END OF THE SCHOOL YEAR FOR THE FRENCH/LATIN TEACHER. SOME COLLEGE, NO DEGREE SHE KNEW AFTER ONE DAY SHE NEEDED TO TEACH. SHE DID. FOR 34 YEARS

2. We have found that hiring long-term substitute teachers is not an effective way to educate our children. They tend to regard such a situation as temporary and do not usually seek certification. Do you think long-term substitute teachers are effective? Please answer "yes" or "no" and briefly explain your answer.

NOT REALLY
BUT I THINK A LOT DEPENDS ON THE INDIVIDUAL TEACHER

3. Do you believe that the FSD should continue to seek teachers with 1240 waivers? Please answer "yes" or "no" and briefly explain your answer.

YES - SEE ABOVE

John B. Meador

RESOLUTION OF THE FORDYCE SCHOOL DISTRICT
BOARD OF DIRECTORS

WHEREAS, the Fordyce School District is a public school district in Dallas County in the great state of Arkansas; and;

WHEREAS, the Fordyce School District recognizes that teachers are the greatest single factor in the learning of the students; and,

WHEREAS, the Fordyce School District has enlisted many partners to assist in placing teachers in classrooms; and,

WHEREAS, the Fordyce School District is facing extreme challenges employing licensed teachers for all classrooms; and,

WHEREAS, waivers of certain state laws and administrative rules would allow the Fordyce school district more flexibility in placing teachers in classrooms; and,

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

WHEREAS, Arkansas Virtual Academy is an open enrollment public charter school that draws students from Fordyce School District; and,

WHEREAS, the Arkansas State Board of Education granted Arkansas Virtual Academy a series of waivers, including waivers from the Arkansas Department of Education Rules Governing Standards of Accreditation of Arkansas Public Schools and School Districts, inclusive of section 15.03 and 16.03; and, Title 6 of the Arkansas Code Annotated, including: (1) Ark. Code Ann. § 6-15-1004; (2) Ark. Code Ann. § 6-17-309; (3) Ark. Code Ann. § 6-17-401; (4) Ark. Code Ann. § 6-17-902; (5) Ark. Code Ann. § 6-17-908; (6) Ark. Code Ann. § 6-17-919; (7) Ark. Code Ann. § 6-25-103, and, (8) Ark. Code Ann. § 6-25-104.

NOW, THEREFORE, BE IT RESOLVED BY THE FORDYCE SCHOOL DISTRICT BOARD OF DIRECTORS THAT:

1. Pursuant to Act 1240 of 2015, codified at Ark. Code Ann. § 6-15-103, the Fordyce School District Board of Directors is hereby authorized to request the following waivers from the Arkansas State Board of Education be entered through 2027;

- a. Section 15.03 and 16.02 of the Arkansas Department of Education Rules Governing Standards of Accreditation of Arkansas Public Schools and School Districts;
- b. Ark.Code Ann. § 6-15-1004;
- c. Ark.Code Ann. § 6-17-309;
- d. Ark.Code Ann. § 6-17-401;
- e. Ark.Code Ann. § 6-17-902;
- f. Ark.Code Ann. § 6-17-908;
- g. Ark.Code Ann. § 6-17-919;
- h. Ark.Code Ann. § 6-25-103;
- i. Ark. Code Ann. § 6-25-104; and;
- j. Any other such waivers as may legally be required and granted by the Arkansas licensed teachers in classrooms.
- k. Standard 4-D.1 Teacher license requirement of Arkansas Law granted to Arkansas Arts Academy
- l. Standard 4-F. 1 Library media specialist licensure requirement of Arkansas law Arkansas Virtual Academy
- m. Ark. Dept. of Education rules governing education licensure granted to Arkansas Connections Academy

2. The Fordyce School District seeks these waivers for July 1, 2022 through June 30, 2027

3. The Fordyce School District Board of Directors agreed upon this resolution by vote on August 9, 2021, during an open, regularly scheduled meeting.

By: 
Board President

By: 
Board Secretary