



AGENDA

STATE BOARD OF EDUCATION

October 8, 2012

Arkansas Department of Education

Arkansas Department of Education Auditorium

9:00 AM

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Reports

Report-1 Chair's Report

Presenter: Mr. Jim Cooper

Report-2 Commissioner's Report

Presenter: Dr. Tom Kimbrell

Report-3 FIRST Robotics Competition

FIRST was founded in 1989 to inspire young people's interest and participation in science and technology. Based in Manchester, NH, the 501 (c) (3) not-for-profit public charity designs accessible, innovative programs that motivate young people to pursue education and career opportunities in science, technology, engineering, and math, while building self-confidence, knowledge, and life skills.

Presenter: Meredith Novak

Report-4 Recognition of Superintendent of the Year

Dr. Greg Murry, Conway School District Superintendent, has been named the 2012-2013 Superintendent of the Year by the Arkansas Association of Educational Administrators.

Presenter: Dr. Tom Kimbrell and Mike Mertens

Report-5 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

Consent Agenda

C-1 Minutes - September 10, 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 October report summarizes the PMT for September.

Presenter: John Hoy and Willie Morris

C-3 Update on Pulaski County Special School District 2011-12 School Climate Report

This information is provided to keep the State Board of Education apprised of the 2011-2012 Center for Research in Educational Policy (CREP) Report on the school climate perceptions of African American males in grades eleven and twelve from the Pulaski County Special School District.

Presenter: Willie Morris

C-4 Newly Employed, Promotions and Separations

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

Presenter: Dr. Karen Cushman and Clemetta Hood

C-5 Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309

Arkansas Code Annotated §6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Requests were received from 173 school districts covering a total of 577 teaching positions. None of these requests were from a district in academic distress. These requests have been reviewed, and either approved or denied by Department Staff, and are consistent with program guidelines.

Presenter: Karen Cushman

C-6 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 the State Board of Education review the following: Commercial Bonds – 3 2nd Lien Bond Applications – Recommend Approval, 2 Voted Applications – Recommend Approval.

Presenter: Cindy Hollowell

C-7 Consideration of Approval of Education Service Cooperatives' Annual Reports

Arkansas Code Annotated § 6-13-1020 requires that education service cooperatives file annual reports including policies and procedures with the Department of Education for State Board approval.

Presenter: Dr. Tom Kimbrell

C-8 Consideration of the Recommendation of the Professional Licensure Standards Board of a Suspension of License for 1 (one) Year followed by Probation of Two (2) Years with \$100 Fine for Case #11-076 – Liisa Pridemore

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending suspension of the teaching license of Liisa Pridemore ending on December 31, 2012, conditioned upon release by her psychiatrist/psychologist stating she is able to return to the classroom with a fine of \$100; to be followed by a two (2) year probationary period beginning January 1, 2013, and terminating December 31, 2014, with quarterly reports to the ethics subcommittee provided by her treating psychiatrist/psychologist showing compliance with treatment and continuing ability to stay in the classroom for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom and Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. Ms. Pridemore was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated July 18, 2012, but failed to respond. The timeline for any hearing has now passed.

Presenter: Michael Smith

C-9 Consideration of the Recommendation of the Professional Licensure Standards Board for Permanent Revocation of the Teaching License for Case #12-048 – William Thomas Rabe

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending permanent revocation of the teaching license of William Thomas Rabe for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom and Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice. Mr. Rabe was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated May 18, 2012 but failed to respond. The timeline of any hearing has now passed.

Presenter: Michael Smith

C-10 Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of \$50 for Case #12-051 – Kevin Wayne Moore

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written reprimand 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. Mr. Moore was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated July 18, 2012, and accepted the recommendation of the Ethics Subcommittee.

Presenter: Michael Smith

C-11 Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of \$50 for Case #12-054 – Bruce Wayne Bryant

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending written reprimand and a fine of \$50 for violation of Standard 4: An educator entrusted with public funds and property honors that trust with honest, responsible stewardship. Dr. Bryant was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated May 14, 2012, but failed to respond. The timeline of any hearing has now passed.

Presenter: Michael Smith

C-12 Consideration of the Recommendation of the Professional Licensure Standards Board for Probation of Teaching License for One (1) Year and a Fine of \$75 for Case #12-067B – Felecia S. Kelly

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending probation of the teaching license of Felicia Kelly for one (1) year 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. Ms. Kelly was notified of the Professional

Licensure Standards Board's recommendation by certified and regular mail dated July 18, 2012, but failed to respond. The timeline of any hearing has now passed.

Presenter: Michael Smith

C-13 Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of \$50 for Case #12-078 – Deann Mary Roberts

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written reprimand of the teaching license of Mary Roberts 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. Ms. Roberts was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated, August 15, and accepted the recommendation of the Ethics Subcommittee.

Presenter: Michael Smith

C-14 Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of \$50 for Case #12-080B – Wanda Lee Mann

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written reprimand 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 and Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. Ms. Mann was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated July 19, 2012, but failed to respond. The timeline of any hearing has now passed.

Presenter: Michael Smith

C-15 Consideration of the Recommendation of the Professional Licensure Standards Board for Probation of One (1) Year and a Fine of \$75 for Case #12-086 – Christie Kay Stockburger

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending probation of one (1) year of the teaching license of Christie Stockburger for one (1) year and a fine of \$75 for violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. Ms. Stockburger was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated, July 24, 2012, and accepted the recommendation of the Ethics Subcommittee.

Presenter: Michael Smith

C-16 Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of \$50 for Case #12-090 – Dennis Raymond Koch

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written reprimand 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. Mr. Koch was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated August 15, 2012, and accepted the recommendation of the Ethics Subcommittee.

Presenter: Michael Smith

C-17 Consideration of the Recommendation of the Professional Standards Board for Probation of One (1) Year and a Fine of \$75 for Case #12-102 – Sheila Lorraine Mann

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending probation of one (1) year of

the Teaching License of Sheila Mann and a fine of \$75 for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom and Standard 6: An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law. Ms. Mann was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated, August 15, 2012, and accepted the recommendation of the Ethics Subcommittee.

Presenter: Michael Smith

C-18 Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of \$50 for Case #12-119B – Stephanie A. Alexander

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written reprimand for Stephanie Alexander and a fine of \$50 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. Ms. Alexander was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail, dated August 15, 2012, and accepted the recommendation of the Ethics Subcommittee.

Presenter: Michael Smith

C-19 Consideration of the Recommendation of the Professional Licensure Standards Board of Probation of License for One (1) Year and a Fine of \$75 for Case #T-12-011 Debra Ann Cowart

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending probation of the teaching license of Debra Cowart for one (1) year and a fine of \$75 for violation of Standard 6: An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law. Ms. Cowart was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated August 15, 2012, but failed to respond. The timeline of any hearing has now passed.

Presenter: Michael Smith

C-20 Consideration of the Recommendation of the Professional Licensure Standards Board of a Written Warning for Case #T-12-012 – Shauna Catherine Andres

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written warning for violation of Standard 6: An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law. Ms. Andres was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated July 18, 2012, but failed to respond. The timeline of any hearing has now passed.

Presenter: Michael Smith

C-21 Consideration of the Recommendation of the Professional Licensure Standards Board of Probation of Teaching License for One (1) year and a Fine of \$75 for Case #T-12-016 – Mavis Virginia Cherry

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending probation of the teaching license of Mavis Cherry for one (1) year and a fine of \$75 for violation of Standard 6: An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of

professional service unless disclosure serves a professional purpose or is allowed or required by law. Ms. Cherry was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated, August 15, 2012, and accepted the recommendation of the Ethics Subcommittee.

Presenter: Michael Smith

Action Agenda

A-1 Request for District Conversion Public Charter School Charter Amendment: Cross County School District - Cross County Elementary Technology Academy Charter School

The State Board of Education approved the application for the Cross County Elementary Technology Academy Charter School on January 9, 2012. Grades K-6 are served with a maximum enrollment of 500. The Cross County School District is requesting a hearing before the State Board of Education to amend their current charter. The District is requesting to waive class size standards 10.02, 10.02.2, 10.02.3 and 10.02.4 for grades K-6.

Presenter: Mary Perry

A-2 Consideration of Approval of ABC Grants

The Division of Childcare and Early Childhood Education (DCCCECE) respectfully requests the approval of three grants totalling \$442,489.88. The grants are for services rendered last fiscal year that were billed this fiscal year. DCCCECE's appropriation is sufficient to meet this request.

Presenter: Paige Cox

A-3 Petition by the DeWitt School District to Close the Gillett Elementary School

On September 7, 2012, the DeWitt School District petitioned the State Board of Education for an order closing the Gillett Elementary School, an isolated campus. Members of the Gillett community oppose the petition. The State Board of Education may hear this petition pursuant to Ark. Code Ann. § 6-20-602(b)(2) and the Arkansas Department of Education Rules Governing the Closing of Isolated Schools.

Presenter: Jeremy Lasiter

A-4 Consideration of Committee Recommendations for Textbook Adoptions

The Division of Learning Services, Curriculum and Instruction Unit, requests approval of committee recommendations of the K-8 math textbook adoption list, 9-12 math textbook adoption list and K-12 health and PE adoption list. It is necessary to be reviewed and approved by the State Board of Education.

Presenter: Dr. Laura Bednar and Thomas Coy

A-5 Hearing on Waiver Request for Certified Teacher License – Kevin Baer

Kevin Baer requests a waiver of his 1999 disqualifying conviction for Public Sexual Indecency, a class "A" misdemeanor, in order to renew his Arkansas teaching license. Mr. Baer's prior Arkansas license expired 12/31/1999. The State Board of Education "shall ... not renew an existing license... if the educator has pled guilty or nolo contendere to or has been found guilty of..." a disqualifying offense under Ark. Code Ann. § 6-17-410(c) unless a waiver is granted under § 6-17-410(f)(1). The Arkansas Department of Education has access to and must consider any criminal background check reflecting a guilty plea, or nolo contendere (no contest) or being found guilty by a jury or judge for any offense listed in §6-17-410, including records that have been expunged, sealed, or subject to a pardon. Mr. Baer's record has been sealed and expunged. Kevin Baer is represented by attorney Mark Jesse.

Presenter: Katherine Donovan

A-6 Hearing on Waiver Request for Certified Teacher License – Nicole Francis

Nicole Francis' current license is subject to revocation based on her 11/30/2011 "true" finding for abuse from the Department of Human Services Child Maltreatment Central Registry. "The state board shall... revoke any existing license not up for renewal of any person who has a true report in the Child Maltreatment Central Registry..." Ark. Code Ann. § 6-17-410(c). The revocation provision of this section may be waived, or a license may be suspended or placed on probation by the state board. Ark. Code Ann. § 6-17-410(f)(1). Nicole Francis is represented by her attorney, Richard Mays.

Presenter: Katherine Donovan

A-7 Hearing on Waiver Request for Certified Teacher License – David Yarbrough

David Yarbrough applied for renewal of his license December 13, 2010. His license renewal application was denied due to his February 27, 2011, conviction for felony theft of property from the Guy-Perkins School District for misappropriation of band booster funds and district activity funds while he was the music director. On May 16, 2011, the State Board heard his request for a waiver and denied his waiver request but left open the possibility for Mr. Yarbrough to appear again to request a waiver at a later date. On August 9, 2012, Mr. Yarbrough filed a new application for renewal of his license and requests the State Board of Education grant his waiver.

Presenter: Katherine Donovan

A-8 Consideration for Final Approval: Proposed Arkansas Department of Education Rules Governing Educator Licensure

On June 11, 2012, the State Board of Education released for public comment proposed new Rules Governing Educator Licensure. On August 13, 2012, the State Board approved and released for a second public comment period a revised version of the proposed rules. Public hearings were held July 11 and September 6, 2012, and a total of 264 oral and written comment were received. In response to the comments, the Department has proposed a significant number of revisions to the proposed Rules. Department staff respectfully request the State Board to give its final approval the proposed new Rules, as revised.

Presenter: Mark White and Dr. Karen Cushman

A-9 Consideration for Final Approval: Repeal of Arkansas Department of Education Rules Governing Addition of Areas of Licensure or Endorsement

The substantive provisions of these rules have been incorporated into the proposed new Rules Governing Educator Licensure. The State Board released the proposed repeal of these rules for public comment June 11, 2012, and a public hearing was held July 11, 2012. No comments were received. Department staff respectfully request that the State Board give its final approval to repeal of this rule.

Presenter: Mark White and Dr. Karen Cushman

A-10 Consideration for Final Approval: Repeal of Arkansas Department of Education Rules Governing Initial and Standard/Advanced Level School Administrator Licensure

The substantive provisions of these rules have been incorporated into the proposed new Rules Governing Educator Licensure. The State Board released the proposed repeal of these rules for public comment June 11, 2012, and a public hearing was held July 11, 2012. No comments were received. Department staff respectfully request that the State Board give its final approval to repeal of this rule.

Presenter: Mark White and Dr. Karen Cushman

A-11 Consideration for Final Approval: Repeal of Arkansas Department of Education

Rules Governing Initial, Standard/Advanced Level and Provisional Teacher Licensure

The substantive provisions of these rules have been incorporated into the proposed new Rules Governing Educator Licensure. The State Board released the proposed repeal of these rules for public comment June 11, 2012, and a public hearing was held July 11, 2012. No comments were received. Department staff respectfully request that the State Board give its final approval to repeal of this rule.

Presenter: Mark White and Dr. Karen Cushman

A-12 Consideration for Final Approval: Repeal of Arkansas Department of Education Rules Governing Licensure of Speech Language Pathologists by the State Board of Education

The substantive provisions of these rules have been incorporated into the proposed new Rules Governing Educator Licensure. The State Board released the proposed repeal of these rules for public comment June 11, 2012, and a public hearing was held July 11, 2012. No comments were received. Department staff respectfully request that the State Board give its final approval to repeal of this rule.

Presenter: Mark White and Dr. Karen Cushman

A-13 Consideration for Final Approval: Repeal of Arkansas Department of Education Rules Governing Requirements And Procedures For Renewing A Standard/Professional Arkansas Teaching License

The substantive provisions of these rules have been incorporated into the proposed new Rules Governing Educator Licensure. The State Board released the proposed repeal of these rules for public comment June 11, 2012, and a public hearing was held July 11, 2012. No comments were received. Department staff respectfully request that the State Board give its final approval to repeal of this rule.

Presenter: Mark White and Dr. Karen Cushman

A-14 Consideration for Final Approval: Repeal of Arkansas Department of Education Rules Governing Teacher Licensure by Reciprocity

The substantive provisions of these rules have been incorporated into the proposed new Rules Governing Educator Licensure. The State Board released the proposed repeal of these rules for public comment June 11, 2012, and a public hearing was held July 11, 2012. No comments were received. Department staff respectfully request that the State Board give its final approval to repeal of this rule.

Presenter: Mark White and Dr. Karen Cushman

A-15 Consideration for Final Approval: Repeal of Arkansas Department of Education Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More Than Thirty (30) Consecutive School Days During a School Year and for Granting Waivers

The substantive provisions of these rules have been incorporated into the proposed new Rules Governing Educator Licensure. The State Board released the proposed repeal of these rules for public comment June 11, 2012, and a public hearing was held July 11, 2012. No comments were received. Department staff respectfully request that the State Board give its final approval to repeal of this rule.

Presenter: Mark White and Dr. Karen Cushman

A-16 Consideration for Final Approval: Repeal of Arkansas Department of Education Rules Governing Waivers for Substitute Teachers

The substantive provisions of these rules have been incorporated into the proposed new Rules Governing Educator Licensure. The State Board released the proposed repeal of these rules for public comment August 13, 2012, and a public hearing was held September 6, 2012. No comments were received. Department staff respectfully request that the State Board give its final approval to repeal of this rule.

Presenter: Mark White and Dr. Karen Cushman

A-17 Consideration for Final Approval: Repeal of Arkansas Department of Education Regulations Governing the Common Core System

These Rules were approved by the State Board February 9, 1998. Since that time, they have been superseded by new statutes and by other Department rules, in particular the Standards for Accreditation of Arkansas Public Schools and School Districts. Although these Rules use the term "Common Core," they are not related to the Common Core State Standards. The State Board released the proposed repeal of these rules for public comment August 13, 2012, and a public hearing was held on September 6, 2012. No comments were received. Department staff respectfully request that the State Board give its final approval to repeal of this rule.

Presenter: Mark White

A-18 Consideration for Final Approval: Repeal of Arkansas Department of Education Rules and Regulations Governing Special Education Expenditure Requirements

These Rules became effective November 13, 1997. Since that time, the Department has substantially revamped its rules related to Special Education, but it appears these Rules were never repealed. The State Board released the proposed repeal of these rules for public comment August 13, 2012, and a public hearing was held September 6, 2012. No comments were received. Department staff respectfully request that the State Board give its final approval to repeal of this rule.

Presenter: Mark White

A-19 Consideration for Final Approval: Repeal of Arkansas Department of Education Rules Governing the Development of a Uniform Budget and Accounting System

These Rules were approved by the State Board June 14, 2004. Since that time, they have been superseded by new statutes and by other Department rules, including the Department's Rules Governing the Arkansas Financial Accounting and Reporting System and Annual Audit Requirements. The State Board released the proposed repeal of these rules for public comment August 13, 2012, and a public hearing was held September 6, 2012. No comments were received. Department staff respectfully request that the State Board give its final approval to repeal of this rule.

Presenter: Mark White

A-20 Consideration for Final Approval: Revisions to the Arkansas Department of Education Rules Governing the Code of Ethics for Arkansas Educators

The revisions to these rules streamline the State Board of Education hearing process for ethics cases in which the educator requests the State Board to review a recommendation by the PLSB subcommittee. The revisions also align the rules with the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-210. The State Board released these rules for public comment June 11, 2012. A public hearing was held July 16, 2012. Written comments were received, and minor changes were made to the rules. Department staff respectfully request that the State Board give final approval to these revisions.

Presenter: Dr. Karen Cushman and Katherine Donovan

A-21 Consideration of Approval for Public Comment: Proposed Arkansas Department of Education Rules Governing Positive Youth Development Grants

Act 166 of 2011 created the Positive Youth Development Grant Program to expand the availability of school-based and school-linked afterschool/summer programs that incorporate the standards and recommendations of the Governor's Task Force on Best Practices for After-School and Summer Programs. The Act directs the Department, with the advice and assistance of the Division of Child Care and Early Childhood Education, to adopt rules to implement the Program. Department staff respectfully request that the State Board approve and release these proposed rules for public comment.

Presenter: Mark White

A-22

Consideration for Approval for Public Comment: Arkansas Department of Education Rules Governing Alleged Testing Improprieties

Ark. Code Ann. § 6-15-403 allows the State Board of Education to promulgate rules and regulations as may be necessary to develop and implement the comprehensive testing, assessment, and accountability program. Ark. Code Ann. § 6-15-438 sets forth the statutory requirements pertaining to test security and confidentiality. Current rules should be amended to account for the Professional Licensure Standards Board (PLSB) investigative process and to set forth a clear process for the resolution of alleged testing improprieties. Department staff respectfully requests that the State Board approve the proposed rules for public comment.

Presenter: Jeremy Lasiter

**Minutes
State Board of Education Meeting
Monday, September 10, 2012**

The State Board of Education met Monday, September 10, 2012, in the auditorium of the Department of Education building. Jim Cooper, Chair, called the meeting to order at 9 a.m.

Present: Jim Cooper, Chair; Brenda Gullet, Vice Chair; Dr. Jay Barth; Sam Ledbetter; Alice Mahony; Mireya Reith, Vicki Saviers; Toyce Newton; Dr. Tom Kimbrell, Commissioner; and Kim Wilson, Teacher of the Year

Absent: Joe Black

Reports

Chair's Report:

Ms. Gullett announced her appointment as representative of the National Association of School Boards of Education in working with the Chief Council of State School Officers.

Commissioner's Report

Dr. Kimbrell noted the Arkansas Tech University leadership class in the audience. He recognized Class Instructor Dr. Frank Holman and Leadership Program Director Dr. Mary Gunter.

Arkansas Advanced Initiative for Math and Science Report

Tommie Sue Anthony, Director of the Arkansas Advanced Initiative for Math and Science (AAIMS), presented results from the 2011-12 school year. AAIMS is funded by a grant from Exxon Mobil and is focused on improving STEM education by having more students take Advanced Placement math, science and English. AAIMS is currently in the fifth year of the program and worked with 39 high schools around the state during the 2011-12 school year.

Highlights from the report include:

- In 2011-12, 23,765 students took an AP test in math, science, and English in Arkansas; and 9,794 of those students were in the AAIMS program (41%).
- Of 7,059 qualifying scores (receiving a score of 3, 4, or 5), AAIMS had 3,036 qualifying scores (43%).
- These qualifying scores allow students to either receive college credit or opt out of certain lower-level college classes.
- In 2011-12, 30% of math, science, and English tests received a qualifying score,

and 31% of AAIMS tests received a qualifying score.

- In 2011-12, there were 4,618 tests taken by African-American and Hispanic students (20% of total tests taken); and 13% received a qualifying score.

Informational Update on Common Core State Standards and PARCC

Dr. Laura Bednar, Assistant Commissioner of Learning Services, reported the PARCC Proposal for College Ready Determination was still open for public comment. She encouraged Board Members to take a look at the proposal and the recently released assessment item prototypes.

Dr. Bednar said 24 educators throughout the state were participating in the PARCC educator leader cadre work. The cadre committed to 24 months of work and will develop an action plan to be shared with Arkansas stakeholders. In addition, eight Arkansas educators are working with Achieve to develop a tool to review instructional lessons and units.

As reported by Dr. Bednar, Arkansas collaborated with other states and the Mid-Continent Comprehensive Center (MC3) to develop resources for English Language Learners (ELL). Additionally, she welcomed Jennifer Brown to the Office of Special Education and Mary Perry to the Charter School Office

Dr. Bednar announced the next generation science standards would be released in November. She said the work with SREB on the literacy and math design collaborative was ongoing and thanked all participating schools.

2012 Home School Annual Report

In the 2012 home school annual report, Program Coordinator Lisa Crook said the state's number of home-schooled students increased by approximately 400 over the previous year. The 16,405 children home schooled last school year is equal to 3.5 percent of the state's 468,000 public school students.

Ms. Crook said 84 percent of the home-school students take state assessments in third through ninth grade, as required. She said families rarely refuse to have children tested, and students who move or enroll in traditional schools are possible reasons the percentage isn't higher.

Dr. Barth said it would be helpful to see comparisons from previous years to look for trouble spots such as a district with a large number of students opting to study at home.

Ms. Gullett said she respects the rights of parents to educate their children at home but there should be enough oversight to ensure students are learning what they need.

Covenant Keepers College Preparatory Charter School Quarterly Report

Dr. Valerie Tatum, Director of Covenant Keepers College Preparatory Charter School, presented the school's quarterly report on finance and management. She said the school hired a bookkeeper and was working closely with the Arkansas Public School Resource Center (APSRC).

Doug Brown with APSRC said the school finished the 2011-12 school year with \$60,000. He said internal controls were in place for effective and efficient operations.

Tripp Walters with APSRC said staff was fulfilling a commitment to help and was actively engaged with Covenant Keepers.

Progress Report on Dollarway School District

Frank Anthony, state appointed superintendent of the Dollarway School District, said that in the 13 weeks he had been leading the district it had been a struggle to balance the budget, fill vacancies with qualified teachers and correct the problems with high school transcripts. He said the district was now fully staffed with a mix of traditional and nontraditional teachers.

Mr. Anthony said the district's past work in scheduling students into classes for graduation was inappropriate, and the high school counselor resigned shortly after his arrival in the district. He was successful in temporarily filling the position with a retired counselor.

Mr. Anthony said the past seven to eight days had been spent working with seniors exclusively. About 80 of the 105 students had adjustments made to their schedules and are on track to graduate in May 2013. Others may not be able to graduate on time even if they participate in summer school and other credit recovery programs. Mr. Anthony said some of the fault was with students not passing courses.

He said the district would begin to rework schedules with juniors and sophomores to catch them up on credits in summer school and some classes in core subjects after the traditional school day.

According to the report, loss of students is another problem the district will have to deal with. Mr. Anthony said student enrollment dropped from 1,450 last year to a current count of 1,325. He said the district spent \$2 million from its reserves over the past three years as a result of declining revenue and increased expenditures. The district's projected budget for 2012-13 will include spending another \$1 million from balances. Mr. Anthony said the district was over staffed, but he was appointed after the May 1 deadline of notifying teachers if their contracts are going to change in the forthcoming school year. He indicated staffing adjustments could be considered for the 2013-14 school year.

Commissioner Kimbrell and State Board members expressed appreciation to Mr. Anthony for his leadership and his willingness to come out of retirement to help correct the problems in Dollarway.

Consent Agenda

Ms. Mahony asked that more information regarding the Pulaski County Special School District climate survey mentioned in the Project Management Tool be presented at the next meeting.

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

Items included in the Consent Agenda:

- Minutes of the August 13, 2012, Board Meeting
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Newly Employed, Promotions and Separations
- Waivers for Teachers Teaching out of Area
- Initial Year Charter School Enrollment and Financial Report
- Annual Review of Academics Plus Charter School, Arkansas Virtual Academy and Benton County School of the Arts
- Sanction for Teachers as Recommended by the Professional Licensure
 - Kathy Diane Tosh
 - Phillip Lane Scoggins
 - Glenn Ray McFadden
 - Melissa Rene Grice
 - Cathy Lyn Davis
 - Donald Harold Price

Action Agenda

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

Hearing on Waiver Request for Certified Teacher License – James Arender

Katherine Donovan, legal counsel for the Professional Licensure Standards Board, said James Arender holds a current teacher license subject to revocation, suspension, or probation under Ark. Code Ann. § 6-17- 410. Mr. Arender had a 2003 charge for attempted manufacture of methamphetamine but was pardoned by Governor Beebe. The offense occurred prior to licensing, and Mr. Arender requested a waiver.

Mr. Ledbetter moved, seconded by Ms. Saviers, approval of the waiver with the stipulation of probation for a period of two years and no other qualifying conviction or

violation of code of ethics. The motion carried unanimously

Hearing on Waiver Request for Certified Teacher License – Janie Atwood May

Ms. Donovan said Janie Atwood May holds a current teacher license subject to revocation, suspension, or probation under Ark. Code Ann. § 6-17- 410. Ms. May pleaded guilty to a disqualifying offense (violation of the Uniform Controlled Substances law) while holding a valid license and requested a waiver.

Ms. Gullett moved, seconded by Ms. Reith, approval of the waiver with the stipulation of probation for a period of two years and no other qualifying conviction or violation of code of ethics. The motion carried unanimously

Consideration of Request to Suspend the Teacher License of One (1) National Board of Professional Teaching Standards (NBPTS) Teacher Who Owes Money to ADE

Dr. Karen Cushman, Assistant Commissioner for Human Resources and Licensure, recommended the State Board suspend the teacher license of Lauralee Alber who achieved National Board certification in 2007 but did not teach two (2) additional years after certification. Ark. Code Ann. § 6-17-413 (b) (3) allows the State Board of Education to suspend the teacher license of any person that fails, when required to do so, to repay moneys contributed by the Department for the certification program of the National Board. Pursuant to A.C.A. § 6-17-413 (b) (2) teachers who leave the employment of a public school district before three (3) continuous years are required to repay the Department. Dr. Cushman said every effort had been made to contact Ms. Alber and secure repayment of the \$2,500 debt, but all efforts had been unsuccessful.

Mr. Ledbetter moved, seconded by Ms. Newton, to suspend the teacher license of Lauralee Alber until repayment of the funds. The motion carried unanimously.

Consideration of Recommendation of Suspension of Educators' Licenses with Unpaid PLSB Fines

Ms. Donovan presented a recommendation to suspend the teacher license of four educators who have not paid fines ordered by the State Board for violation of the Code of Ethics. She said the PLSB staff has made every effort to contact the teachers and their districts (if currently employed by a school district in Arkansas).

The educators are: Robin Elizabeth Carraway--\$100; Geoffrey D. Trisollini--\$75; Horace Ray Charles--\$50; and Martha Enyart Moore--\$75.

Dr. Barth moved, seconded by Ms. Newton, to suspend the educators' licenses until payment of the fines. The motion carried unanimously.

Consideration for Final Approval: Arkansas Department of Education Rules Governing Concurrent College and High School Credit for Students Who Have Completed the Eighth Grade

Ark. Code Ann. § 6-18-223 provides statutory authority for the State Board to adopt rules to permit public school students who have successfully completed the eighth grade to enroll in a publicly supported community college or four- year college or university for the purpose of obtaining concurrent high school and higher education course credit. The State Board approved a concurrent credit pilot project during the 2010-2011 and 2011-2012 school years. Based upon the results of the pilot project, the Arkansas Department of Higher Education (ADHE) and the Arkansas Department of Education (ADE) recommended the provisions of the pilot project be given permanent effect in the ADE rules.

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

Consideration for Approval for Second Public Comment Period: Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program

On July 9, 2012, the State Board approved for public comment certain revisions to the Arkansas Department of Education (ADE) Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program. During the public comment period, it became necessary to revise and clarify certain provisions of the proposed rules. Department staff revised the proposed rules to include a procedure for notification to school districts of their preliminary statuses and to allow time for school districts to review data upon which their statuses were based (See Section 13.10). Given the revisions, Department staff requested the rules be released for a second public comment period.

Mr. Ledbetter moved, seconded by Ms. Gullett, to release the rules for a second public comment period. The motion carried unanimously.

Consideration for Approval for Public Comment: Arkansas Department of Education Rules Governing Consolidation and Annexation of School Districts (A-7)

Ark. Code Ann. § 6-13-1608(f) states a school district may not incur debt without the prior written approval of the Arkansas Department of Education (ADE) if the school district is identified by the ADE as having fewer than three hundred fifty (350) students according to the school district's average daily membership in the school year immediately preceding the current school year. ADE staff recommends that the rules be revised to include a definition of "debt." The proposed definition of "debt" can be found at Section 3.08 of the proposed rules. Department staff requested the State Board approve the proposed rules for public comment.

Consideration of Approval for Public Comment: Repeal of Arkansas Department of Education Rules and Regulations Arkansas Compulsory Attendance Requirements (A-8)

The State Board adopted these rules August 9, 1999. These Rules have not been amended since that time, even though the substantive law governing compulsory attendance has changed substantially. Because these Rules are outdated and no longer needed, Department staff requested the State Board approve for public comment the proposed repeal of these rules.

Ms. Gullett moved, seconded by Ms. Newton, to release for public comment agenda items A-7 and A-8. The motion carried unanimously.

Request to Address the Board: Renaldo J. Hemphill, Ph.D.

Dr. Renaldo J. Hemphill, author of How to Go to College in Seven EASY Steps, told the State Board he wrote the book to guide prospective college students through all the confusion and pitfalls of the application process. He said financing college studies was also included in the book along with how to apply for scholarships.

Adjournment

The meeting adjourned at 12:09 p.m.

These minutes were recorded by Phyllis Stewart.

**Formative Evaluation Process for School
Improvement (FEPSI)**

**Special Report
2011-2012**

Pulaski County Special School District

January 2012

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Introduction

The Pulaski County Special School District contracted with the Center for Research in Educational Policy (CREP) at the University of Memphis to collect formative evaluation data in schools implementing school-wide programs. The evaluation data were collected by CREP researchers and PCSSD staff trained in data collection strategies.

The Formative Evaluation Process for School Improvement (FEPSI) is a needs assessment system developed by researchers at CREP. It typically involves the collection of data from multiple sources, which may include a school climate inventory, a teacher questionnaire, a teacher focus group, a principal interview, classroom observations, and the establishment and review of school "benchmark" goals (particularly in the areas of Curriculum, Instruction, and Organization). Surveys may be taken online, or on paper. The district ships the data to CREP for processing and analysis. CREP then prepares confidential reports of these data for each school to use in school improvement planning. For the 2011-2012 academic year, the FEPSI for Pulaski County Special School District included the following major components:

- Administration of the School Climate Inventory (SCI)
- Administration of the School Climate Inventory for Upper Elementary Students (SCI-Upper)
- Administration of the School Climate Inventory for Middle/High School Students (SCI-Secondary)
- School observations conducted using the School Observation Measure (SOM)

District Characteristics

The U.S. Department of Education's primary database on public elementary and secondary education is the Common Core of Data (CCD). Conducted annually, the CCD surveys collect data about all public elementary and secondary schools, all local education agencies, and all state education agencies throughout the United States. National student enrollment data for the 2010-2011 academic year is scheduled for release in January/February 2012. It was not available prior to the completion of this report; hence, student enrollment and staffing characteristics are reported for the 2009-2010 academic year.

Pulaski County Special School District is located in Little Rock, Arkansas, and is part of the Pulaski County Special School District. According to the 2009-2010 CCD file, the school served 17,734 students in Pre-Kindergarten through 12th Grade and had a student-to-teacher ratio of 12.57 to 1. The student population was approximately 48% Caucasian, 41% African American, 4% Hispanic, 2% Asian/Pacific Islander, and less than 1% American Indian/Alaskan. Approximately 52% of the students in Pulaski County Special School District were eligible for free or reduced-price lunch.

According to the 2009-2010 CCD file, Pulaski County Special School District employed about 1,411 full-time classroom teachers. Of the 1082 faculty and staff members who responded to the School Climate Inventory-Revised (SCI-R3) in Fall 2011, an estimated 60% indicated having a Bachelor's degree, and 40% indicated having a Master's degree. Approximately 20% of the respondents indicated that they had 6-10 years of experience as a school employee, 40% of the respondents indicated that they had 6-10 years of experience as a school employee, 20% indicated having 11-15 years of experience, and 20% indicated having more than 15 years of experience as a school employee. Additionally, about 60% indicated that they have had up to five years of experience at Pulaski County Special School District, and 40% indicated having more than ten years of experience in Pulaski County Special School District. This range of experience can provide a combination of stability and innovation that is conducive to school improvement.

Instrumentation and Reporting

This special report provides a summary of the school climate perceptions of African American males in grades eleven and twelve, from the Pulaski County Special School District, as derived from their responses to the School Climate Inventory for Secondary Students. Considered in tandem with other data and feedback collected at your school, these findings should afford a helpful look into this subgroup's perspective. CREP staff can offer assistance in the interpretation and use of these results, as well as provide technical information regarding instrumentation, if desired by the school.

School Climate Inventory for Secondary Students (SCISS)

Data Summary and Findings

Summarized in this section of the report are the results from the administration of the School Climate Inventory for Secondary School Students (SCISS) at your school. This instrument gathers student perceptions of different areas related to school climate. The parent instrument, the SCI, was developed by researchers at the Center for Research in Educational Policy, College of Education, The University of Memphis, in 1989.

Systematic collection and reporting of school-based data using the SCISS helps school leaders assess perceptions and opinions of students and develop strategies to address climate factors that may inhibit or limit school effectiveness.

The SCISS consists of seven dimensions, logically and empirically linked with factors associated with effective school organizational climates. The inventory contains 37 items, each of which corresponds to one of the seven dimensions. Responses are marked on a Likert scale ranging from strong disagreement (1) to strong agreement (5). Each dimension yields summative scores ranging from 1.00 to 5.00, with higher scores indicating more positive perceptions with regard to those respective items. Additional items solicit demographic information.

The seven dimensions of the inventory are as follows:

- **Order:** The extent to which the environment is ordered and appropriate student behaviors are present.
- **Leadership:** The extent to which the administration provides instructional leadership.
- **Environment:** The extent to which positive learning environments exist.
- **Involvement:** The extent to which parents and the community are involved in the school.
- **Instruction:** The extent to which the instructional program is well developed and implemented.
- **Expectations:** The extent to which students are expected to learn and be responsible.
- **Collaboration:** The extent to which the administration, faculty, and students cooperate and participate in problem solving.

Interpreting SCISS Results

The SCISS addresses environmental issues that are foundational to program success in any school. Therefore, it is important that the entire faculty be involved in processing the information contained in this report and in making resultant school improvement decisions. It is recommended that the principal, facilitator, or a teacher leader becomes familiar with the school climate profile and assists the faculty in reading and understanding the report.

Section 1: Big Picture

The results begin with a Big Picture look at overall findings of items to celebrate and items of concern, as indicated by the SCISS data. These are presented in both bulleted and tabular formats. The Big Picture summary tables show the highest and lowest dimension averages and individual item agreement with their corresponding percentages of agreement for the respondent pool. These tables quantify the bulleted overall findings of items to celebrate and items of concern.

Section 2: Demographic Information

Reported are percentages of the total number of respondents in each demographic category. The total number of respondents (N) is reported in this section and repeated throughout the remainder of the SCISS profile. If responses within a category do not total 100%, one or more individual left the category blank. If a school's report reflects large percentages of missing data, it may be useful to address concerns regarding confidentiality with the group.

Section 3: Dimension Means

Summary statistics for the seven climate dimensions are presented in both tabular and graphic formats. An overall mean is also provided.

Section 4: Items within Dimensions

The seven dimension tables report the percentage of respondents agreeing with individual items; in other words, these percentages represent all those who marked either "agree" or "strongly agree" on the inventory form. Items are grouped by their respective dimension in the order that they appear on the inventory form. In a school with a positive climate, there is high agreement with positive items and low agreement with negative items. Percentages from the table are also presented in graphic format so that climate changes can easily be tracked over time. A mean score for each scale, ranging from 1.00 to 5.00, is also provided on these pages.

Section 5: Respondent Comments

The SCISS profile concludes with a verbatim listing of comments that respondents provided on the inventory forms. In the interest of maintaining confidentiality, all proper names were removed.

SCISS Findings

The results begin with a Big Picture look at the SCISS.

Overall findings:

- Based on a scale of 1-5, an overall mean of 3.31 reflects a positive perception of climate.
- Leadership and Expectations received the highest ratings from the faculty and staff.
- The faculty and staff were less positive with regard to Involvement and Environment.

Items to celebrate:

- The principal of this school is always clear about his/her expectations of students.
- All students at this school are expected to achieve at high levels.
- At each grade level, all students in this school are expected to perform at their best.
- At this school, students are expected to be drug and alcohol free..

Items of concern:

- People in this school really care about each other.
- The school building is neat, bright, clean, and comfortable.

- Student behavior is generally positive in this school.
- Students share the responsibility for keeping the school attractive and clean..

School Climate Inventory for Secondary Students (SCISS)

Big Picture

All Schools in Pulaski County Special School District

Dimension Averages (Scale: 1= Strongly Disagree to 5 = Strongly Agree):

Highest averages	2011 - 2012
Leadership	3.58
Expectations	3.51

Lowest averages	2011 - 2012
Involvement	3.17
Environment	3.17

Individual Questions (Percentage of Strongly Agree and Agree):

Highest level of agreement	2011 - 2012
The principal of this school is always clear about his/her expectations of students.	71.3
All students at this school are expected to achieve at high levels.	65.4
At each grade level, all students in this school are expected to perform at their best.	64.9
At this school, students are expected to be drug and alcohol free.	60.6

Lowest level of agreement	2011 - 2012
People in this school really care about each other.	27.7
The school building is neat, bright, clean, and comfortable.	31.9
Student behavior is generally positive in this school.	33.5
Students share the responsibility for keeping the school attractive and clean.	34.6

**School Climate Inventory for Secondary Students (SCISS)
Respondent Demographics**

All Schools in Pulaski County Special School District

Number of Respondents for Survey Period 1 2011 - 2012 N = 188

Respondent Demographics: Percentages by Categories

Note: Item percentages may not total 100% because of missing input from some respondents.

What grade are you in?	
Survey Period	2011 - 2012
9th	0.0
10th	0.0
11th	48.9
12th	51.1

How many years have you been attending this school so far?	
Survey Period	2011 - 2012
Less than 1 year	27.1
1-3 years	43.1
4-6 years	13.8
7-9 years	1.1
10-12 years	9.0
More than 12 years	3.2

**School Climate Inventory for Secondary Students (SCISS)
Data Summary**

All Schools in Pulaski County Special School District

Number of Respondents for Survey Period 1 2011 - 2012 N = 188

Note: Item percentages may not total 100% because of missing input from some respondents.

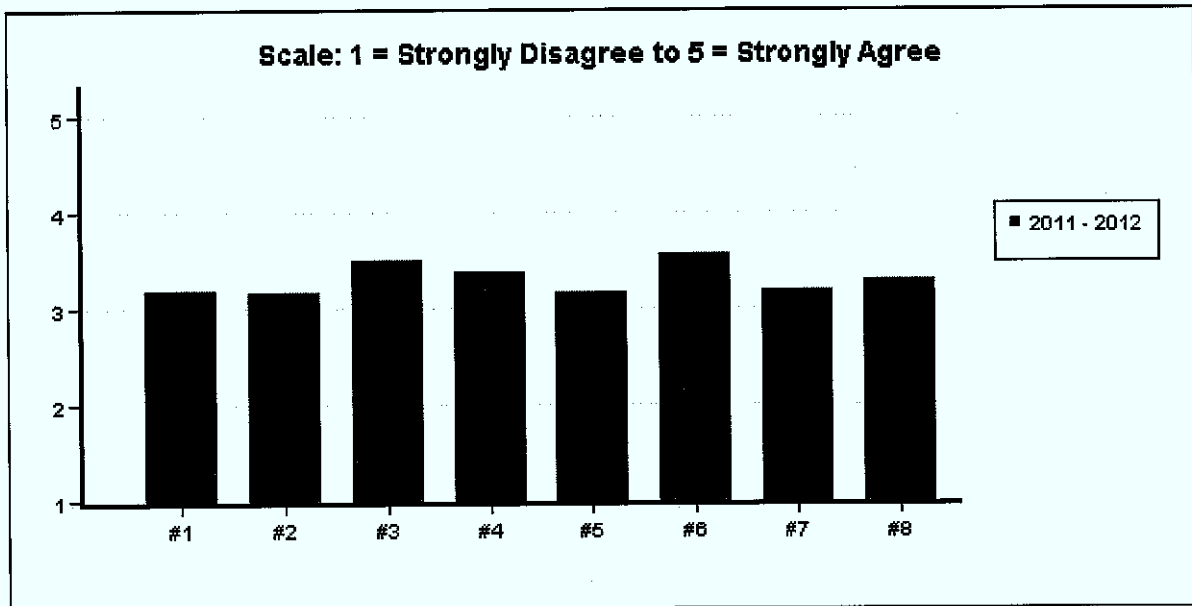
School Climate Inventory for Secondary Students (SCISS) Items	% Strongly Agree and Agree	% Neutral	% Strongly Disagree and Disagree
Survey Period	2011 - 2012	2011 - 2012	2011 - 2012
Everyone at this school shares a sense of commitment to the school's goals.	37.2	34.6	27.1
At this school, students are expected to resolve conflicts without fighting, insults, or threats.	55.9	21.3	21.3
The principal of this school is always clear about his/her expectations of students.	71.3	20.7	5.9
Students in this school have access to current educational technology.	48.9	31.9	18.1
Community businesses are active in this school.	41.0	37.8	19.1
Students are encouraged to help others with problems.	39.9	41.0	18.1
Students are safe traveling to and from school whether they walk or ride the bus.	53.2	33.5	12.2
I generally do not feel bullied, threatened, or abused by other students.	60.1	25.5	10.1
Teachers present lessons using many different styles of instruction.	55.3	29.3	14.4
The school building is neat, bright, clean, and comfortable.	31.9	23.9	42.6
Parents actively support school activities.	40.4	39.9	17.0
This school's principal is fair and consistent in addressing disciplinary issues.	55.9	30.3	11.2
Teachers and students show respect for each other's individual differences.	41.5	29.8	27.1
My teachers communicate concerns, questions, and constructive ideas to students.	46.3	37.8	14.4
Students share the responsibility for keeping the school attractive and clean.	34.6	32.4	30.9
Parents volunteer frequently in my school.	35.1	32.4	28.2
Respect for school property and the personal property of others is expected of all students.	53.7	29.8	14.4
At each grade level, all students in this school are expected to perform at their best.	64.9	23.9	9.6

School Climate Inventory for Secondary Students (SCISS) Items	% Strongly Agree and Agree	% Neutral	% Strongly Disagree and Disagree
Survey Period	2011 - 2012	2011 - 2012	2011 - 2012
At this school, students behave positively towards people of different social and cultural backgrounds.	38.8	37.8	21.8
Student misbehavior in the school does not interfere with teaching and learning.	37.2	30.3	30.3
Students participate in solving school-related problems.	37.8	29.3	30.3
Tolerance for people of diverse backgrounds is modeled and expected of all students.	47.9	36.2	13.3
An atmosphere of trust exists among the administration, faculty, staff, students, and parents.	41.0	39.4	17.0
Student tardiness or absence from school is not a major problem.	38.3	29.3	30.3
Information about school activities is communicated to students and their parents on a consistent basis.	42.6	37.2	17.6
At this school, teachers demonstrate a lot of enthusiasm for what they do.	43.1	34.6	18.6
At this school, troubled students are appropriately counseled and supported.	38.3	36.2	24.5
Parents are encouraged to visit classrooms at my school.	36.7	37.8	22.9
Teachers are proud of this school and its students.	43.6	35.1	19.1
This school is a safe place for teaching and learning.	48.4	34.0	17.0
At this school, students are expected to be drug and alcohol free.	60.6	24.5	12.2
All students at this school are expected to achieve at high levels.	65.4	23.9	8.0
The goals of this school are communicated to students regularly.	43.6	41.0	11.7
Student behavior is generally positive in this school.	33.5	36.7	26.1
The principal is highly visible throughout the school.	53.7	27.7	12.8
My teachers use a variety of instructional strategies, materials, and media.	47.9	35.6	13.8
People in this school really care about each other.	27.7	39.4	30.9

School Climate Inventory for Secondary Students (SCISS)

Dimension Summary

<i>All Schools in Pulaski County Special School District</i>		
#	Dimension	2011 - 2012
1	Collaboration	3.19
2	Environment	3.17
3	Expectations	3.51
4	Instruction	3.39
5	Involvement	3.17
6	Leadership	3.58
7	Order	3.19
	OVERALL	3.31



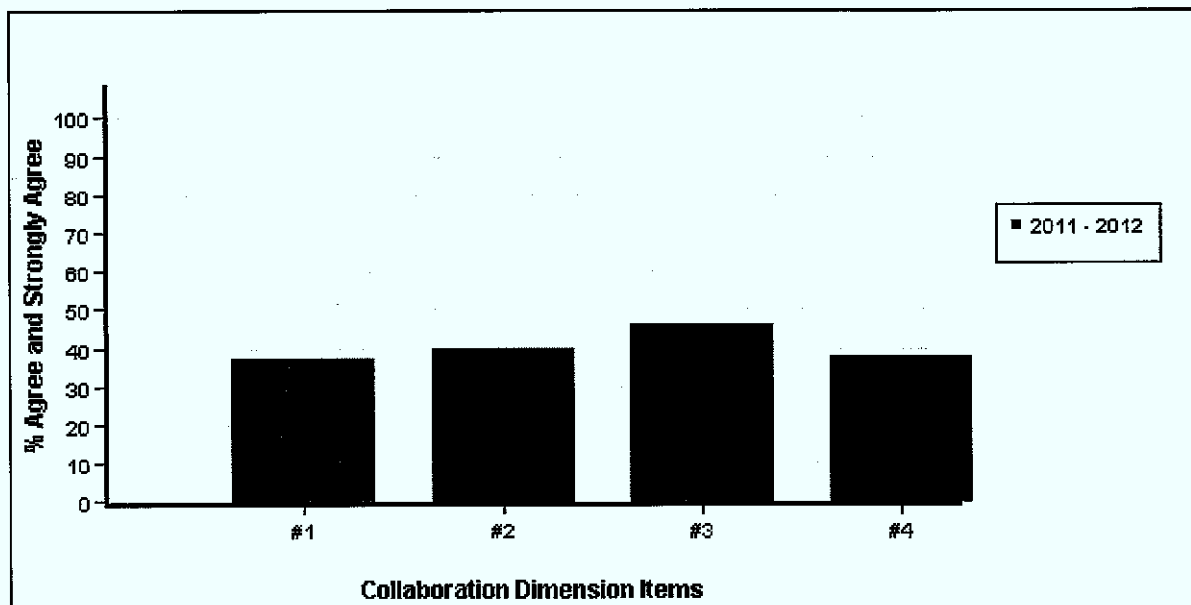
School Climate Inventory for Secondary Students (SCISS)

Collaboration

All Schools in Pulaski County Special School District

Percent Agree and Strongly Agree

#	Collaboration Items	2011 - 2012
1	Everyone at this school shares a sense of commitment to the school's goals.	37.2
2	Students are encouraged to help others with problems.	39.9
3	My teachers communicate concerns, questions, and constructive ideas to students.	46.3
4	Students participate in solving school-related problems.	37.8
	Dimension Mean	3.19
	Number of Respondents	188



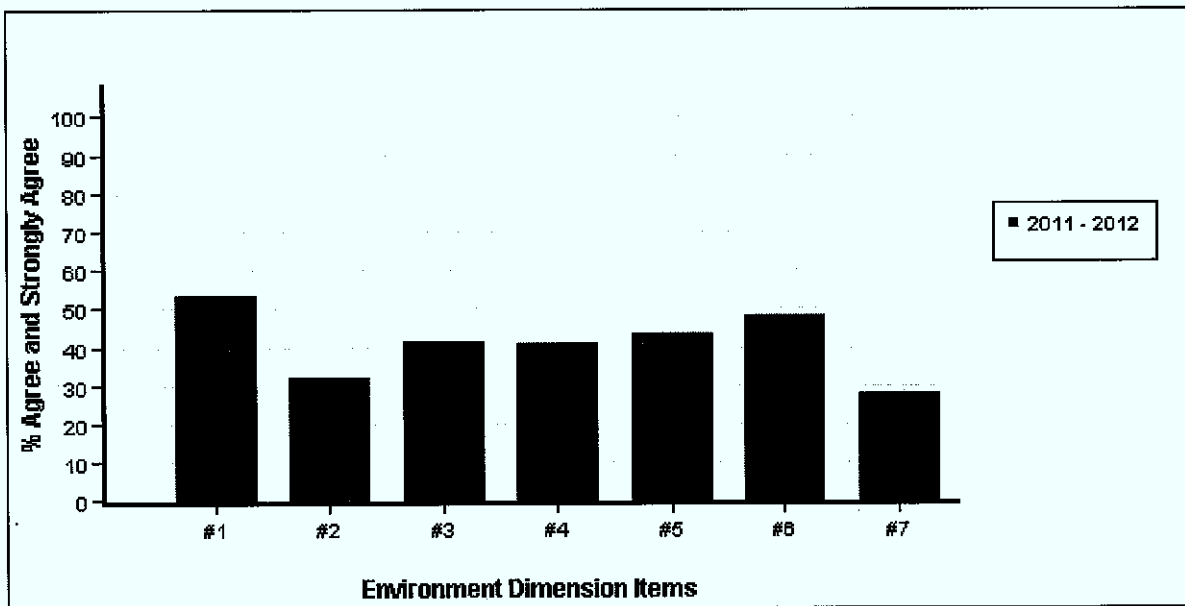
School Climate Inventory for Secondary Students (SCISS)

Environment

All Schools in Pulaski County Special School District

Percent Agree and Strongly Agree

#	Environment Items	2011 - 2012
1	Students are safe traveling to and from school whether they walk or ride the bus.	53.2
2	The school building is neat, bright, clean, and comfortable.	31.9
3	Teachers and students show respect for each other's individual differences.	41.5
4	An atmosphere of trust exists among the administration, faculty, staff, students, and parents.	41.0
5	Teachers are proud of this school and its students.	43.6
6	This school is a safe place for teaching and learning.	48.4
7	People in this school really care about each other.	27.7
	Dimension Mean	3.17
	Number of Respondents	188



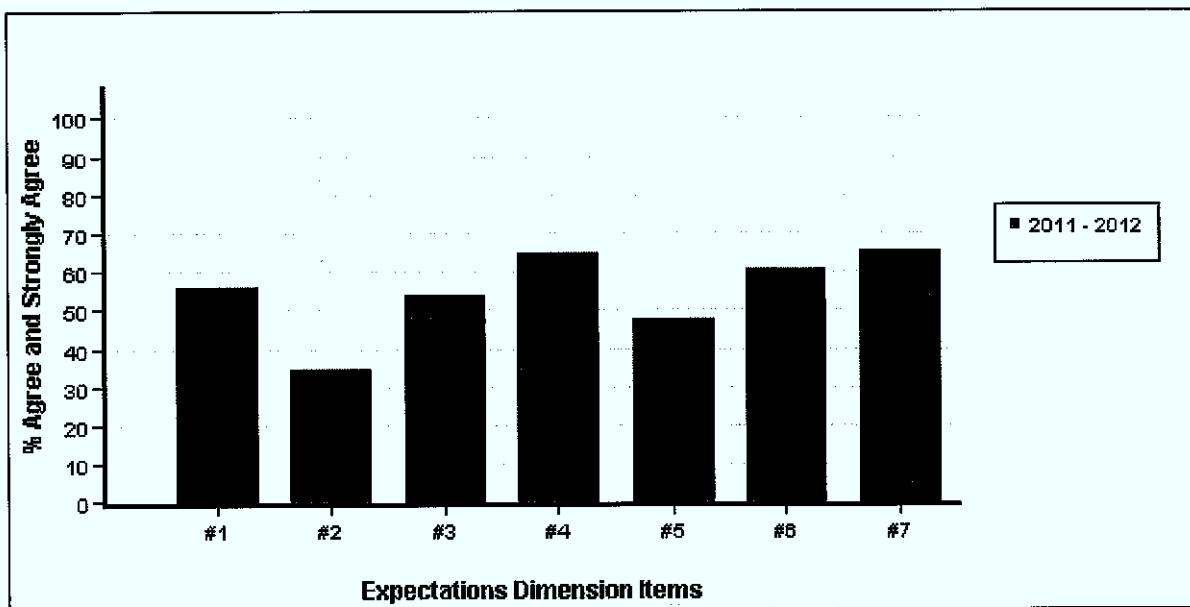
School Climate Inventory for Secondary Students (SCISS)

Expectations

All Schools in Pulaski County Special School District

Percent Agree and Strongly Agree

#	Expectations Items	2011 - 2012
1	At this school, students are expected to resolve conflicts without fighting, insults, or threats.	55.9
2	Students share the responsibility for keeping the school attractive and clean.	34.6
3	Respect for school property and the personal property of others is expected of all students.	53.7
4	At each grade level, all students in this school are expected to perform at their best.	64.9
5	Tolerance for people of diverse backgrounds is modeled and expected of all students.	47.9
6	At this school, students are expected to be drug and alcohol free.	60.6
7	All students at this school are expected to achieve at high levels.	65.4
Dimension Mean		3.51
Number of Respondents		188



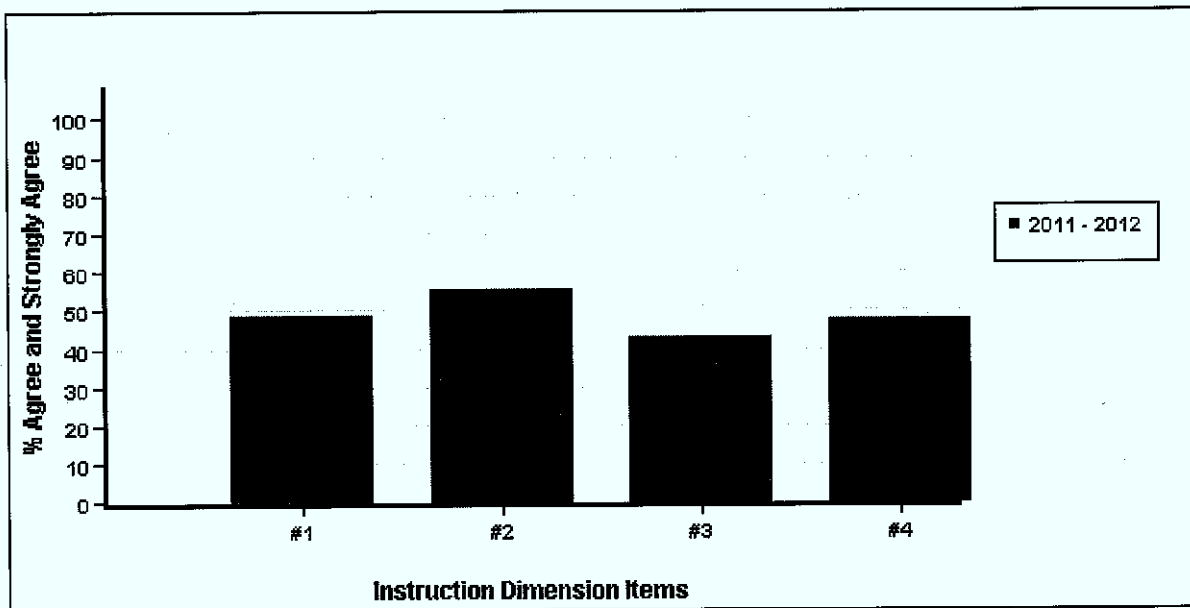
School Climate Inventory for Secondary Students (SCISS)

Instruction

All Schools in Pulaski County Special School District

Percent Agree and Strongly Agree

#	Instruction Items	2011 - 2012
1	Students in this school have access to current educational technology.	48.9
2	Teachers present lessons using many different styles of instruction.	55.3
3	At this school, teachers demonstrate a lot of enthusiasm for what they do.	43.1
4	My teachers use a variety of instructional strategies, materials, and media.	47.9
Dimension Mean		3.39
Number of Respondents		188



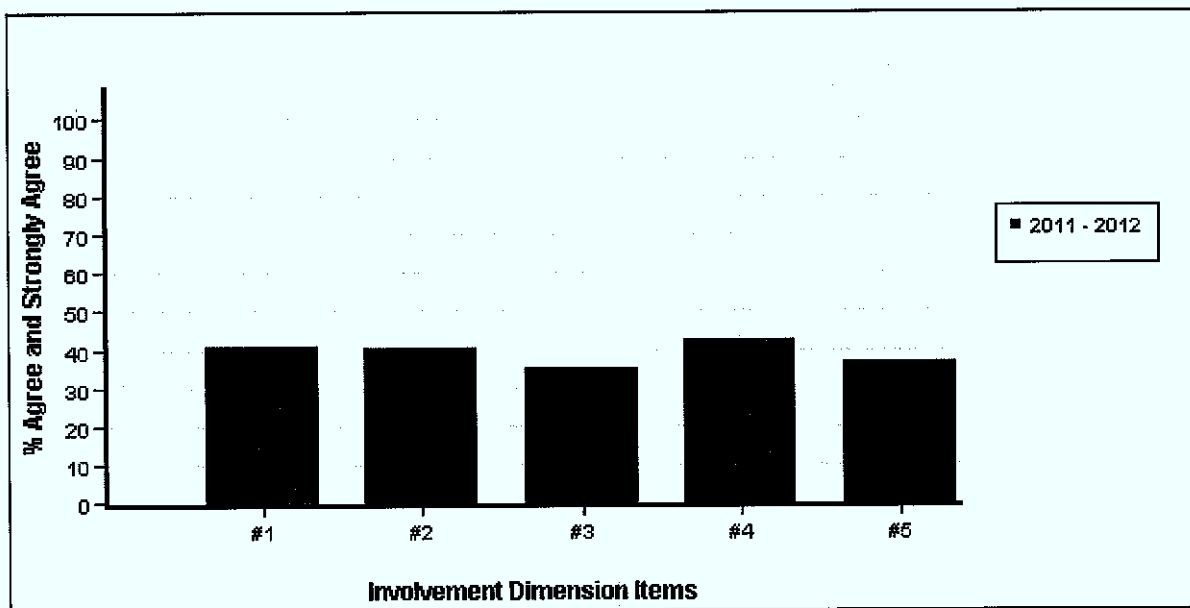
School Climate Inventory for Secondary Students (SCISS)

Involvement

All Schools in Pulaski County Special School District

Percent Agree and Strongly Agree

#	Involvement Items	2011 - 2012
1	Community businesses are active in this school.	41.0
2	Parents actively support school activities.	40.4
3	Parents volunteer frequently in my school.	35.1
4	Information about school activities is communicated to students and their parents on a consistent basis.	42.6
5	Parents are encouraged to visit classrooms at my school.	36.7
	Dimension Mean	3.17
	Number of Respondents	188



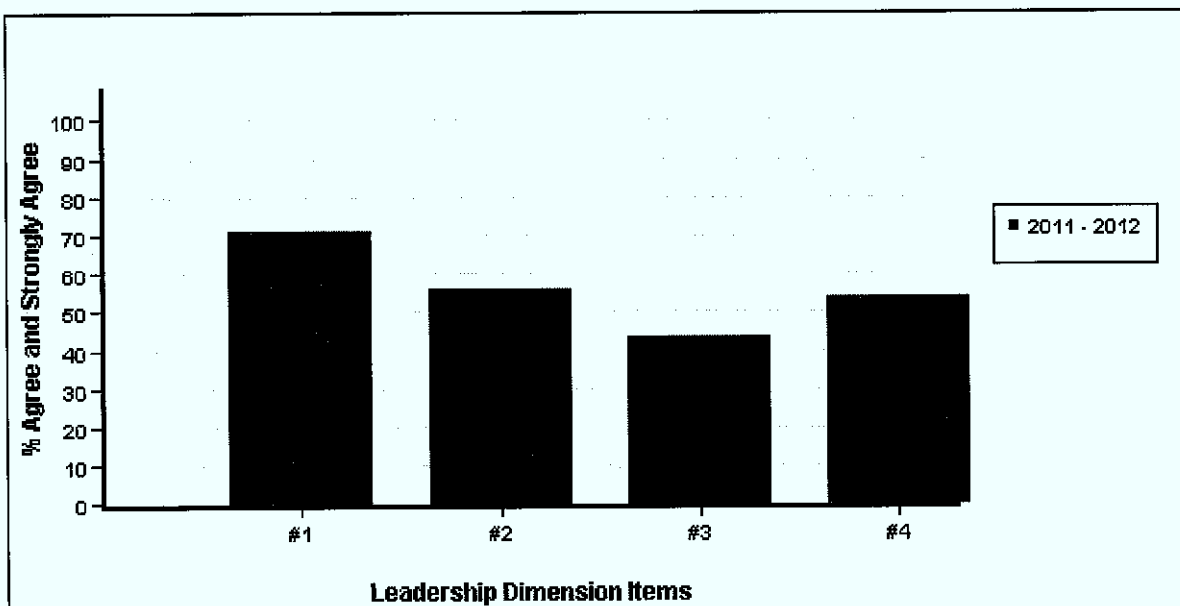
School Climate Inventory for Secondary Students (SCISS)

Leadership

All Schools in Pulaski County Special School District

Percent Agree and Strongly Agree

#	Leadership Items	2011 - 2012
1	The principal of this school is always clear about his/her expectations of students.	71.3
2	This school's principal is fair and consistent in addressing disciplinary issues.	55.9
3	The goals of this school are communicated to students regularly.	43.6
4	The principal is highly visible throughout the school.	53.7
	Dimension Mean	3.58
	Number of Respondents	188



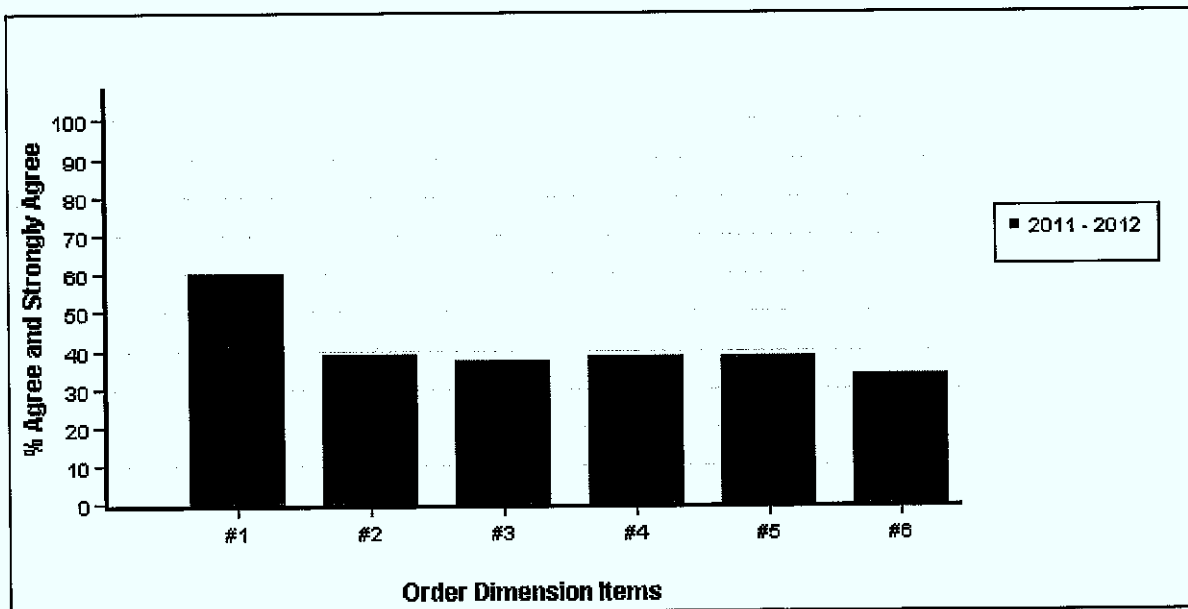
School Climate Inventory for Secondary Students (SCISS)

Order

All Schools in Pulaski County Special School District

Percent Agree and Strongly Agree

#	Order Items	2011 - 2012
1	I generally do not feel bullied, threatened, or abused by other students.	60.1
2	At this school, students behave positively towards people of different social and cultural backgrounds.	38.8
3	Student misbehavior in the school does not interfere with teaching and learning.	37.2
4	Student tardiness or absence from school is not a major problem.	38.3
5	At this school, troubled students are appropriately counseled and supported.	38.3
6	Student behavior is generally positive in this school.	33.5
	Dimension Mean	3.19
	Number of Respondents	188



School Climate Inventory Secondary Students (SCISS) Comments

All Schools in Pulaski County Special School District

Survey Period: 2011 - 2012

Please provide any comments you may have pertaining to your school's climate:
I hat this school so much and I hope it burns to the ground [sic]
Best school in America!
It is unsafe.
If I would have known I wouldn't be able to concentrate in class because of these ignorant kids I would have never moved here. These kids make themselves look stupid trying to be something they are not. They affect my learning by keeping up noise and saying lame, childish jokes. And if I have to repeat anymore classes because of you lame childish people in [School name deleted] IT WONT BE GOOD. – [Student's name deleted] [sic]
School sucks because hallways are packed & you can't get through
The stupid ghetto kids act like dumb monkees, the girls are lound and act stupid in front people, I'm black myself but these ghetto thugs give us a bad name. [sic]
Love my school!!!
Its an outside school so whatever the weather is outside thats what we feel inside the classroom. [sic]
I hate school and love weed... [sic]
get money-ocean gang or drown! [sic]
N/A
I love Drugs! ☺ [sic]
The school sucks [sic]
We tight!!! [sic]
I Love my Principal [sic]
School is [sic]
More workers for auditorium Finish the auditorium [sic]
The school is to judgemental. [sic]
To cold in all my classes. [sic]
This school sucks!
N/A
I Got to poop.
I want 2 say its too cold I mean in the café. Im actually shaking so just make it warm in the mornings and chill during the day. Thx 4 your concern. (smiley face) [sic]
[School name deleted] is a good school
It's hot
We need more technology and a better facility
Poor environment
None

Please provide any comments you may have pertaining to your school's climate:

I don't have any.

NEWLY EMPLOYED FOR THE PERIOD OF August 18, 2012– September 14, 2012

Edesteen Bell – Public School Program Advisor, Grade C122, Division of Learning Services, School Improvement, effective 08/20/12.

John Kaminar – Public School Program Advisor, Grade C122, Division of Learning Services, Curriculum and Instruction, effective 08/20/12.

Mary Perry – Public School Program Coordinator, Grade C123, Division of Learning Services, Charter/Home School, effective 09/04/12.

Paula Rawls – Public School Program Manager, Grade C126, Division of Learning Services, effective 08/20/12.

PROMOTIONS/DEMOTION/LATERAL TRANSFERS FOR THE PERIOD OF August 18, 2012– September 14, 2012

Judi Free – from Fiscal Support Supervisor, Grade C118, Central Administration, Agency Finance, to Agency Fiscal Manager, Grade C121, Central Administration, Agency Finance, effective 08/20/12. Promotion

***Shirley Green – from Administrative Specialist II, Grade C109, Division of Human Resources/Educator Licensure, Professional Licensure Standards Board (PLSB), to Human Resources Specialist, Grade C113, Division of Human Resources/Educator Licensure, Time and Leave Unit, effective 09/03/12. Promotion**

***Taniesa Moore – from Public School Program Advisor, Grade C122, Division of Learning Services, Student Assessment, to Public School Program Advisor, Grade C122, Equity Assistance, Division of Academic Accountability, Equity Assistance, effective 09/03/12. Lateral Transfer**

Amy Thomas – from Statistical Analysis Manager, Grade C121, Division of Fiscal and Administrative Services, LEA State Funding/Loans and Bonds, to Program Fiscal Manager, Grade C122, Central Administration, Agency Finance, effective 09/10/12. Promotion

SEPARATIONS FOR THE PERIOD OF August 18, 2012– September 14, 2012

Ann Wirth – Policy Development Coordinator, Grade C117, Central Administration, Policy Special Projects, effective 08/20/12. 5 Years, 9 months, 27 days. 02

***Minority**

**AASIS Codes:
02- Involuntary**

Additional Licensure Waiver Requests
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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/Denied
1701	Alma School District	1	Buss, Debra	Special Education Instructional Specialist P-4	230	Sp Education Instructional Specialist 4-12	10-11	
			Chatman, Kim	ECE P-4	107	Grade 5/6 Endorsement (P-4)	11-12	Granted
		10	Dean, Megan	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Dickens, Kimberly	Social Studies 7-12, 5th/6th Endorsement	166	English/ Language/ Arts 7-12	12-13	Denied
			Fisher, Angela	ECE P-4, MS Social Studies, Elementary K-6, Reading P-12	002	English/Language/Social Studies 4-8	12-13	Granted
			Harris, Dee Ann	Elementary K-6	312	Building Administrator P-8	11-12	Granted
			Ikenberry, Michele	ECE P-4, Middle Childhood Education, Life/Earth Science	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Limbocker, Victoria	ECE P-4	170	Life/Earth Science 7-12	12-13	Granted
			Martin, Sara	Mathematics 7-12, Business Tech, Career Orientation	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Reeves, Jason	Middle Childhood Education, Business Tech, PE/Wellness/Leisure P-12	411	Career Orientation Endorsement 7-12		
0501	Alpena School District	2	Rogers, Robert	Social Studies, Mathematics	168	Science/Mathematics 4-8	12-13	Granted
			Shields, Sarah	Elementary 1-6	305	Gifted & Talented P-8	11-12	Granted
			Shields, Sarah	Elementary 1-6	306	Gifted & Talented 7-12	12-13	Granted
			Anders, Jennifer	Middle Childhood Education	232	Sp Education Visual Specialist P-4	12-13	Granted
6091	Ark. School For The Blind	24	Anders, Jennifer	Middle Childhood Education	234	Sp Education Visual Specialist 4-12	12-13	Granted
			Benedetti, Jennifer	ECE P-4, 5th/6th Endorsement	232	Sp Education Visual Specialist P-4	10-11	
			Benedetti, Jennifer	ECE P-4, 5th/6th Endorsement	234	Sp Education Visual Specialist 4-12	11-12	Denied
			Caton, James	Art P-12	232	Sp Education Visual Specialist P-4	10-11	
							11-12	Denied
							12-13	Denied

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/Denied
Ark. School For The Blind Continued			Caton, James	Art P-12	234	Sp Education Visual Specialist 4-12	12-13	Denied
			Combs, Dusty	PE/Wellness/Leisure	232	Sp Education Visual Specialist P-4	12-13	Granted
			Combs, Dusty	PE/Wellness/Leisure	234	Sp Education Visual Specialist 4-12	12-13	Granted
			Gunderman, Phyllis	ECE P-4	232	Sp Education Visual Specialist P-4	12-13	Granted
			Gunderman, Phyllis	ECE P-4	234	Sp Education Visual Specialist 4-12	12-13	Granted
			Hopkins, Vicki	Special Education P-12	412	Career Preparation 7-12	12-13	Granted
			Horton, Kelly	ECE P-4	232	Sp Education Visual Specialist P-4	11-12	Denied
			Horton, Kelly	ECE P-4	234	Sp Education Visual Specialist 4-12	12-13	Denied
			Montgomery, Elizabeth	Middle Childhood Education	232	Sp Education Visual Specialist P-4	12-13	Granted
			Montgomery, Elizabeth	Middle Childhood Education	234	Sp Education Visual Specialist 4-12	12-13	Granted
			Points, Jamie	ECE P-4, Special Ed P-4	232	Sp Education Visual Specialist P-4	12-13	Granted
			Points, Jamie	ECE P-4, Special Ed P-4	234	Sp Education Visual Specialist 4-12	12-13	Granted
			Smith, Cheryl	ECE P-4, Elem K-6	232	Sp Education Visual Specialist P-4	11-12	Denied
			Smith, Cheryl	ECE P-4, Elem K-6	234	Sp Education Visual Specialist 4-12	12-13	Denied
			Smith, Stephanie	Business Education 4-12	412	Career Preparation 7-12	12-13	Granted
			Strojek, Shenandoah	Social Studies 7-12	232	Sp Education Visual Specialist P-4	11-12	Denied
			Strojek, Shenandoah	Social Studies 7-12	234	Sp Education Visual Specialist 4-12	11-12	Denied
			Volk, David	Life/Earth Science, Physical/Earth Science	232	Sp Education Visual Specialist P-4	11-12	Denied
			Volk, David	Life/Earth Science, Physical/Earth Science	234	Sp Education Visual Specialist 4-12	12-13	Denied

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/Denied
6092	Ark. School For The Deaf	2	Sherman, Bryan	Social Studies 7-12	106	Grade 5/6 Endorsement	12-13	Granted
			Shields, Sheila	Elementary K-6	231	Sp Ed Ech Inst Specialist P-4	11-12	Granted
			Williams, Delores	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
1002	Arkadelphia School District	2	Williams, Melanie	Elem 1-6, MS Social Studies	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Collins, Ida	ECE P-4, Drama 7-12	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Cauthron, Biran	Coaching, PE/Wellness/Leisure	167	Social Studies 7-12	11-12	Granted
4101	Ashdown School District	5	Davis, Elizabeth	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
			Freeman, Emily	Middle Childhood Education	001	Early Childhood Education P-4	12-13	Granted
			Pierce, Hope	Middle Childhood Education, Mathematics 7-12	305	Gifted & Talented P-8	12-13	Granted
			Pierce, Hope	Middle Childhood Education, Mathematics 7-12	306	Gifted & Talented 7-12	12-13	Granted
				Middle Childhood Education, PE/Wellness/Leisure 7-12, Coaching	230	Sp Education Instructional Specialist 4-12	11-12	Granted
			Wiles, Kristi	Middle Childhood Education	166	English/ Language/ Arts 7-12	12-13	Denied
3201	Batesville School District Baxter County Alternative School	1	Dement, Stephanie	ECEP-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Brown, Susan	MS Math/Science, Business Tech 7-12	200	Mathematics 7-12	12-13	Granted
			Ethridge, Tami	PE/Wellness/Leisure P-12	167	Social Studies 7-12	12-13	Granted
5201	Bearden School District	2	Thompson, Christy	Social Studies 7-12	200	Mathematics 7-12	12-13	Granted
			Boone, Alyson	Mathematics 7-12	4546	Transition to College Math	12-13	Granted
			Grady, John	FACS, Career Orientation	299	Guidance & Counseling P-8	12-13	Granted
7302	Beebe School District	7	Johnson, Rebecca	English 7-12, Social Studies 7-12	105	Grade 5/6 Endorsement (English)	12-13	Granted
			Learnons, Sara					
			Scheeler, Hollie	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	11-12	Granted
			Woodard, Jody	English/Language Arts 7-12	230	Sp Education Instructional Specialist 4-12	12-13	Granted

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/Denied
	Beebe School District Continued		Woods, Casey	General Science, Life/Earth Science	306	Gifted & Talented 7-12	11-12 12-13	Granted
	Benton Civitan Center	2	Allen, Chrissy	Elementary 1-6	231	Sp Ed Ech Inst Specialist P-4	09-10 10-11 11-12	Denied
			Cornwell, Stacie	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
6302	Benton School District	1	Gentry, Jason	PE/Wellness/Leisure	002	English/Language/Social Studies 4-8	11-12	Granted
0502	Bergman School District	2	Yocham, Dennis	Life/Earth Science	200	Mathematics 7-12	12-13	Granted
			Yocham, Tracy	Elementary	299	Guidance & Counseling P-8	11-12	Granted
0801	Berryville School District	2	Newton, Anna	Middle Childhood Education	307	English As A Second Language P-8	12-13	Granted
			Newton, Anna	Middle Childhood Education	308	English As A Second Language 7-12	12-13	Granted
3001	Bismarck School District	1	Hain, Christina	FACS 7-12	219	Agriculture Sciences & Tech Ps	12-13	Granted
4702	Blytheville School District	13	Arender, James	English 7-12	114	Speech Endorsement 7-12	12-13	Granted
			Ashley, Karen	Elementary 1-6	295	Library Media Science P-8	12-13	Granted
			Ashley, Karen	Elementary 1-6	296	Library Media Science 7-12	12-13	Granted
			Askue, Terri	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12	
			Beecy, Carolyn	Elementary 1-6	295	Library Media Science P-8	12-13	Granted
			Beecy, Carolyn	Elementary 1-6	296	Library Media Science 7-12	12-13	Granted
			Ellis, Karen	ECE P-4	295	Library Media Science P-8	11-12 12-13	Granted
			Ellis, Karen	ECE P-4	296	Library Media Science 7-12	11-12 12-13	Granted
			Galbraith, Alice Rae	ECE P-4, 5th/6th Endorsement	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
			McLean, Bobbie	ECE P-4	295	Library Media Science P-8	11-12 12-13	Granted
			McLean, Bobbie	ECE P-4	296	Library Media Science 7-12	11-12 12-13	Granted

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/D enied
Blytheville School District Continued			Page, Russell	Social Studies 7-12		Sp Education Instructional Specialist 4-12	10-11	
			Robbins, Amy	ECE P-4	230	Sp Ed Ech Inst Specialist P-4	11-12	Granted
			Lindsey, Keri	Speech, Agri Science & Technology	231	Physical /Earth Science 7-12	12-13	Granted
4201 Booneville School District		2	Suttles, Amanda	Life/Earth Science, Mathematics	169	Physical /Earth Science 7-12	12-13	Granted
3701 Bradley School District		3	Reynolds, Christy	Life/Earth Science	169	Physical /Earth Science 7-12	12-13	Granted
			Spruell, Vickie	MS Social Studies, Elementary 1-6, PE P-8		Building Administrator P-8	12-13	Granted
			Whitlock, April	ECE P-4	312	Grade 5/6 Endorsement (P-4)	12-13	Granted
4801 Brinkley School District		4	Baker, Ethan	Health/PE P-12	107	English/Language/Social Studies 4-8	12-13	Granted
			Butler, Ethel	Social Studies 7-12	002	Library Media Science 7-12	12-13	Granted
			Cartwright, Paulette	ECE P-4	296	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Hynum, Jimmy	Instrumental Music P-12	231	Survey of Fine Arts	12-13	Granted
			Kostrubala, Kellie	ECE P-4	2010	Building Administrator P-8	11-12	Granted
4304 Cabot School District		1	Kight, Rebecca	Art	312	Vocal Music P-8	12-13	Granted
4901 Caddo Hills School District		2	Kight, Rebecca	Art	203	Instrumental Music P-8	12-13	Granted
			Allen, Kameron	ECE P-4	205	Sp Education Instructional Specialist 4-12	12-13	Granted
			Brock, Quion	PE/Wellness/Leisure P-12	230	Science/Mathematics 4-8	12-13	Granted
			Devereux, Donna	Elementary K-8	168	Sp Education Instructional Specialist 4-12	10-11	
			Diemer, Theresa	Special Ed P-4, ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12	Granted
			Finely, Nick	PE/Wellness/Leisure	230	Science/Mathematics 4-8	12-13	Granted
			Kelly, Rachelle	ECE P-4	168	Grade 5/6 Endorsement (P-4)	12-13	Granted
			Laster, Kristin	Special Ed P-4, ECE P-4	107	Sp Education Instructional Specialist 4-12	11-12	Granted
			Lilly, Fred	Secondary Principal, MS Science	230	District Administrator P-12	12-13	Granted

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/D enied
	Camden Fairview School District Continued		Millican, Leigh	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted
4303	Carlisle School District	1	Kittler, Julie	ECE P-4, Elementary K-6	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
6802	Cave City School District	1	Higginbottom, Kawia	Middle Childhood Education, Business Tech 4-8, Library Media P-12	225	Business Technology 7-12	12-13	Granted
3212	Cedar Ridge School District	1	Nelson, Joey	Social Studies, PE/Wellness/Leisure, Coaching	200	Mathematics 7-12	12-13	Granted
1702	Cedarville School District	3	Eversole, Shannon	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Hightower, Jennifer	Social Studies 7-12	305	Gifted & Talented P-8	12-13	Granted
			Hightower, Jennifer	Social Studies 7-12	306	Gifted & Talented 7-12	12-13	Granted
3601	Clarksville School District	4	Floyd, Mary	ECEP-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
			Houston, Stephanie	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Jennings, Melisa	Physical/Earth Science	200	Mathematics 7-12	12-13	Granted
			Patterson, Kenna	Life/Earth Science	169	Physical /Earth Science 7-12	12-13	Granted
1305	Cleveland County School District	5	Hopson, Amanda	Elementary K-6	201	Art P-8	11-12 12-13	Granted
			Power, Janson	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
			Young, Cheryl	Elementary K-6, Middle Childhood Education	305	Gifted & Talented P-8	10-11 11-12 12-13	Granted
			Young, Cheryl	Elementary K-6, Middle Childhood Education	306	Gifted & Talented 7-12	10-11 11-12 12-13	Granted
			Young, Regina	Elementary P-6	295	Library Media Science P-8	11-12 12-13	Granted
7102	Clinton School District	4	Ayes, Derrek	PE/Wellness/Leisure, Coaching	167	Social Studies 7-12	12-13	Granted
			Keith, Laura	ECE P-4, Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Standridge, Lacey	ECE P-4	299	Guidance & Counseling P-8	12-13	Granted
			Standridge, Lacey	ECE P-4	300	Guidance & Counseling 7-12	12-13	Granted

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/D enied
1201	Concord School District	1	West, Stephanie	ECE P-4, Middle Childhood Education, Elementary K-6, Reading P-12	299	Guidance & Counseling P-8	12-13	Granted
	Conway County Center for Exceptional Children	1	Blakley, Riva	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted
1101	Corning School District	1	Cagle, Josh	PE/Wellness/Leisure	169	Physical /Earth Science 7-12	11-12 12-13	Granted
5707	Cossatot River School District	1	Davis, Lena Miles	Middle Childhood Education	001	Early Childhood Education P-4	11-12 12-13	Granted
1901	Cross County School District	1	Burton, Leanna	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
0201	Crossett School District	1	Wolcott, Dustin	PE/Wellness/Leisure	169	Physical /Earth Science 7-12	11-12 12-13	Granted
	Crowley's Ridge ESC	2	Truelove, Julie	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted
			Willis, Ashley B.	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted
2601	Cutter-Morning Star Sch. Dist.	1	Clarke, Janet Yates	Business Technology 7-12	411	Career Orientation Endorsement 7-12	12-13	Granted
7503	Danville School District	5	Brothers, Cynthia	Social Studies, Elementary	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Hettiga, Shawn	ESL	299	Guidance & Counseling P-8	12-13	Granted
			Hettiga, Shawn	ESL	300	Guidance & Counseling 7-12	12-13	Granted
			McCurrie, Clarrissa	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Smith, Tye	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
0402	Decatur School District	7	Highfill, Jessica	English/Language Arts, Drama/Speech	295	Library Media Science P-8	11-12 12-13	Granted
			Highfill, Jessica	English/Language Arts, Drama/Speech	296	Library Media Science 7-12	11-12 12-13	Granted
			Kinder, Jennifer	ECE P-4; MS Social Studies	307	English As A Second Language P-8	11-12 12-13	Granted
			Kinder, Jennifer	ECE P-4; MS Social Studies	308	English As A Second Language 7-12	11-12 12-13	Granted

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/D enied
	Decatur School District Continued		Mills, Jordan	Middle Childhood Education, ESL P-12	295	Library Media Science P-8	12-13	Granted
			Mitchell, Melissa	ECE P-4	305	Gifted & Talented P-8	12-13	Granted
			Mitchell, Melissa	ECE P-4	306	Gifted & Talented 7-12	12-13	Granted
6701	Dequeen School District	1	Steward, Rebecca	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12	Granted
0901	Dermott School District	2	Snuffer, Anglea	English/Language Arts 7-12	295	Library Media Science P-8	12-13	Granted
			Snuffer, Anglea	English/Language Arts 7-12	296	Library Media Science 7-12	12-13	Granted
				Reading 1-12, Elementary K-6, MS Social Studies	002	English/Language/Social Studies 4-8		Granted
5901	Des Arc School District	1	Calhoun, Michele	MS Social Studies	002		12-13	Granted
0101	DeWitt School District	3	Davenport, Jean	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Hearn, Jennifer	ECE P-4	002	English/Language/Social Studies 4-8	12-13	Granted
			McEuen, Deane	Physical Education	230	Sp Education Instructional Specialist 4-12	11-12	Granted
3102	Dierks School District	3	Allen, Lauren	PE P-12	201	Art P-8	12-13	Granted
			Leathers, Patricia	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Leathers, Patricia	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
				ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12	Granted
3502	Dollarway School District	4	Edwards, Tabitha	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Edwards, Tabitha	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12	Granted
			Emelife, Diane	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
5802	Dover School District	1	Smith, Sheena	ECE P-4	201	Art P-8	12-13	Granted
			Work, Michael Aaron	PE 7-12	236	Physical Education, Wellness & Leisure 7-12	12-13	Granted
			Clay, Natasha	Middle Childhood Education	295	Library Media Science P-8	12-13	Granted
1802	Earle School District	3	Clay, Natasha	Middle Childhood Education	296	Library Media Science 7-12	12-13	Granted
5608	East Poinsett Co. School Dist.	5					05-06	
			Hosman, Larry	Mathematics 7-12	169	Physical /Earth Science 7-12	06-07	Denied
			Hobbs, Bridget	ECE P-4	230	Sp Education Instructional Specialist 4-12	07-08	Denied
							12-13	Granted
			Pittman, Brenda	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11	Granted
			Rowland, David	Mathematics 7-12, Coaching	167	Social Studies 7-12	11-12	Granted
							12-13	Granted

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/D enied
East Poinsett Co. School District Continued			Taylor, Canesa	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
				Middle Childhood Education, Elementary K-6, Business Technology, CO			10-11 11-12	
			Weathers, Payton		300	Guidance & Counseling 7-12	12-13	Granted
Easter Seals of Arkansas		2	Starling, Ashley	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Taylor, Mary S	Elementary 1-6, ESL P-12	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Boling, Jill	Elementary 1-6	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
7001 El Dorado School District		8				Sp Education Instructional Specialist 4-12	10-11 11-12	
			Buckley, Paula	ECEP-4, Special ED P-4	230		12-13	Granted
			Cooley, Phyllis	Health/PE 7-12, Library Media	167	Social Studies 7-12	12-13	Granted
			Sutherland, Jonathan	PE/Wellness/Leisure	166	English/ Language/ Arts 7-12	11-12 12-13	Granted
			Wood, Brooke	ECE P-4	305	Gifted & Talented P-8	11-12 12-13	Granted
			Wood, Brooke	ECE P-4	306	Gifted & Talented 7-12	11-12 12-13	Granted
			Wood, Jessica	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
			Yarbrough, Jamia	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
			Rogers, Janice	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Coleman, Amanda	Business Education, Marketing Technology	412	Career Preparation 7-12	12-13	Granted
7201 Elkins School District		5	Fuller, Valentina	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Denied
			Hipps, Kelley	English 7-12	300	Guidance & Counseling 7-12	12-13	Granted
			Riley, Christin	ECE P-4, Reading Specialist P-12	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Young, Catherine	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
Emerson-Taylor School District		1	Millican, Elisa	PE, Health	167	Social Studies 7-12	12-13	Granted
			Bennett, Tammye	Elementary 1-6, MS Social Studies,	299	Guidance & Counseling P-8	12-13	Granted
4302 England School District		3	Cloninger, Amy	ECE P-4, Elementary K-6	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Gregory, Carmen	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/Denied
0802	Eureka Springs School District	2	Hyatt, Rachal	ECE P-4	299	Guidance & Counseling P-8	10-11 11-12 12-13	Granted
			Hyatt, Rachal	ECE P-4	300	Guidance & Counseling 7-12	10-11 11-12 12-13	Granted
7202	Farmington School District	2	Clevenger, Katy	ECE P-4	295	Library Media Science P-8	11-12 12-13	Granted
			Clevenger, Katy	ECE P-4	296	Library Media Science 7-12	11-12 12-13	Granted
7203	Fayetteville School District	4	Hatch, Marla	ECE P-4	299	Guidance & Counseling P-8	12-13	Granted
			Hatch, Marla	ECE P-4	300	Guidance & Counseling 7-12	12-13	Granted
			Hood, Stefanie	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Selmon, Lucious	PE/Wellness/Leisure 7-12, Drama, Speech	234	Sp Education Visual Specialist 4-12	10-11 11-12 12-13	Granted
First Step Inc.		3	Brewster, Elizabeth	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Denied
			Carl, Ruby	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Denied
			Clark, Laura	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Dyche, Susan	Middle Childhood Education, ECE P-4	305	Gifted & Talented P-8	12-13	Granted
4501	Flippin School District	6	Dyche, Susan	Middle Childhood Education, ECE P-4	306	Gifted & Talented 7-12	12-13	Granted
			Mead, Aaron	Social Studies, Coaching, Physical/Earth Science	170	Life/Earth Science 7-12	10-11 11-12 12-13	Granted
			Sherry, Gianna	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Denied
			Walser, Jennifer	English, Mathematics, Art P-12	169	Physical /Earth Science 7-12	12-13	Granted
2002	Fordyce School District	2	Walser, Jennifer	English, Mathematics, Art P-12	170	Life/Earth Science 7-12	12-13	Granted
			Sanders, Dustin	PE/Wellness/Leisure	002	English/Language/Social Studies 4-8	12-13	Granted
4102	Foreman School District	11	Sanders, Dustin	PE/Wellness/Leisure	168	Science/Mathematics 4-8	12-13	Granted
			Boyd, Rhonda	Middle School Science	002	English/Language/Social Studies 4-8	12-13	Denied
			Boyd, Rhonda	Middle School Science	168	Science/Mathematics 4-8	12-13	Denied

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Foreman School District Continued			Corbell, Hunter	PE/Wellness/Leisure P-12, Coaching	200	Mathematics 7-12	11-12 12-13	Granted
			Gross, Robyn	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Gross, Robyn	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Hadaway, Kathy	ECE P-4, Elementary K-6	299	Guidance & Counseling P-8	11-12 12-13	Granted
			Hadaway, Kathy	ECE P-4, Elementary K-6	300	Guidance & Counseling 7-12	11-12 12-13	Granted
			Hall, Lacey	Art P-12, Survey of Fine Arts 7-12	293	Coaching 7-12	10-11 11-12 12-13	Granted
			McCastlain, Dedra	ECE P-4, ESL P-12	002	English/Language/Social Studies 4-8	12-13	Denied
			McCastlain, Dedra	ECE P-4, ESL P-12	168	Science/Mathematics 4-8	12-13	Denied
			Sanders, Jason	Bldg Level Adm; PE K-12, Coaching 7-12; MS Science	311	District Administrator P-12	11-12 12-13	Granted
			Eardensohn, Leah	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
6601 Fort Smith School District		8	Fonville, Joshua	Social Studies 7-12	236	Physical Education, Wellness & Leisure 7-12	12-13	Granted
			Holloway, Kristen	Middle Childhood Education	305	Gifted & Talented P-8	12-13	Granted
			Horn, Lorie	Elementary K-6, ECE P-4, MS Science/Social Studies	305	Gifted & Talented P-8	12-13	Granted
			Humphries, Britt	Elem K-6, ECE P-4, MS English/Science	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Markham, Amy	Gifted P-8, ESL P-8, ECE P-4, MS English	306	Gifted & Talented 7-12	12-13	Granted
			Martinez, Ana	Spanish 7-12	308	English As A Second Language 7-12	12-13	Granted
			Slater, Amy	English 7-12	300	Guidance & Counseling 7-12	12-13	Granted
			Darin, Kathryn	ECE P-4, Middle Childhood Education	305	Gifted & Talented P-8	11-12 12-13	Granted
			Darin, Kathryn	ECE P-4, Middle Childhood Education	306	Gifted & Talented 7-12	11-12 12-13	Granted
			Hughes, Jennifer	Elem 1-6	002	English/Language/Social Studies 4-8	12-13	Granted
			Webb, Linda	MS Math/Science	299	Guidance & Counseling P-8	12-13	Granted
2602 Fountain Lake School District		4						

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/D enied
0403	Gentry School District	5	Bartels, Angela	MS Social Studies, Elementary K-6, Special Ed 4-12, ECE P-4, Bldg. Adm. P-12	320	Curr/Program Adm/Sped P-12	12-13	Granted
			Fugate, Joseph	Social Studies 7-12	106	Grade 5/6 Endorsement	11-12	Granted
			Neal, Wakeeta	ECE P-4, Business Tech, Middle Childhood Education	305	Gifted & Talented P-8	11-12	Granted
			Newlun, Elizabeth	MS Social Studies, Elementary 1-6	295	Library Media Science P-8	10-11	
			Smith, Clifford	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	11-12	Granted
3002	Glen Rose School District	2	Aaron, Millie	Business Education, Career Orientation	412	Career Preparation 7-12	12-13	Granted
			Aaron, Millie	Business Education, Career Orientation	410	Career Academy Endorsement 7-12	12-13	Granted
			Davey, Susan	Elementary 1-6	002	English/Language/Social Studies 4-8	12-13	Granted
4708	Gosnell School District	8	Davey, Susan	Elementary 1-6	168	Science/Mathematics 4-8	12-13	Granted
			Davey, Susan	Elementary 1-6	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Long, Teri	ECE P-4	107	Grade 5/6 Endorsement (P-4)	11-12	Granted
			Rouse, Lindsey	ECE P-4, 5th/6th Endorsement	002	English/Language/Social Studies 4-8	11-12	Granted
			Rouse, Lindsey	ECE P-4, 5th/6th Endorsement	305	Gifted & Talented P-8	11-12	Granted
0803	Green Forest School District	2	Rouse, Lindsey	ECE P-4, 5th/6th Endorsement	306	Gifted & Talented 7-12	11-12	Granted
			Whitehead, Angel	ECE P-4, Elem K-6	299	Guidance & Counseling P-8	12-13	Granted
			James, Shelly	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Wilson, Tammy	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12	Granted
			Cash, Stephanie	ECE P-4, 5th/6th Endorsement	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
2303	Greenbrier School District	5	Spinks, Rebecca	Agri Science/Tech	169	Physical /Earth Science 7-12	12-13	Granted

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/Denied
	Greenbrier School District Continued		Stone, Taylor	PE/Wellness/Leisure, Coaching	167	Social Studies 7-12	12-13	Granted
			Vint, Amber	Elementary K-6, ECE P-4	295	Library Media Science P-8	11-12 12-13	Granted
			Vint, Amber	Elementary K-6, ECE P-4	296	Library Media Science 7-12	11-12 12-13	Granted
			DeSpain, Cassie Farmer, Amber Farmer, Amber	Middle Childhood Education Elementary 1-6, MS English Elementary 1-6, MS English	230 295 296	Sp Education Instructional Specialist 4-12 Library Media Science P-8 Library Media Science 7-12	12-13 12-13 12-13	Granted Granted Granted
2807	Greene Co. Tech School Dist.	6	Housely, Jessica	Social Studies	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Ross, Misty	Elementary K-6	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Wilkins, Julie	English 7-12	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Eisele, Alisha	FaCS 7-12	168	Science/Mathematics 4-8	12-13	Granted
7204	Greenland School District	5	January, Ken	Elem 1-6	305	Gifted & Talented P-8	11-12 12-13	Granted
			January, Ken	Elem 1-6	306	Gifted & Talented 7-12	11-12 12-13	Granted
			Lisko, Jacob	PE/Wellness/Leisure, Coaching	167	Social Studies 7-12	12-13	Granted
			Ridenoure, Kim	ECE P-4	296	Library Media Science 7-12	12-13	Granted
6602	Greenwood School District	22	Burton, Brandon	PE/Wellness/Leisure P-12	168	Science/Mathematics 4-8	12-13	Denied
			Cecil, Fran	ECE P-4, Middle Childhood Education, Elementary P-6	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted
			Cothran, Reiko	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Dean, Lisa	Business Technology 7-12	299	Guidance & Counseling P-8	11-12 12-13	Granted
			Dean, Lisa	Business Technology 7-12	300	Guidance & Counseling 7-12	11-12 12-13	Granted

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/Denied
Greenwood School District Continued			Denson, Dana	ECE P-4, Elementary K-6	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Denied
			Elliott, Alvin	PE/Wellness/Leisure P-12, Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Green, Brandi	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
			Hart, Jennifer	ECE P-4	107	Grade 5/6 Endorsement (P-4)	11-12 12-13	Granted
			Hart, Jennifer	ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Denied
			King, Amy	ECE P-4	107	Grade 5/6 Endorsement (P-4)	11-12 12-13	Denied
			McKinney, Rachel	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
			Moore, Bridgett	ECE P-4, Elem K-6	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Neal, Trisha	English, Counseling P-12	302	Building Level Administrator 5-12	11-12 12-13	Granted
			Newhart, Kim	Middle Childhood Education	299	Guidance & Counseling P-8	11-12 12-13	Granted
			Quillman, Amber	ECE P-4, Special Ed P-4	107	Grade 5/6 Endorsement (P-4)	11-12 12-13	Denied
			Rocconi, Joseph	Life/Earth Science	169	Physical /Earth Science 7-12	12-13	Granted
			Sikes, Carley	ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Stewart, Courtney	ECE P-4	107	Grade 5/6 Endorsement (P-4)	11-12 12-13	Granted
			Stewart, Courtney	ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Denied
			Walton, Jessica	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Wisner, Masha	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Denied
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
0203	Hamburg School District	8	Cox, Robert	PE/Wellness/Leisure	002	English/Language/Social Studies 4-8	12-13	Denied
			Cox, Robert	PE/Wellness/Leisure	168	Science/Mathematics 4-8	12-13	Denied

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/D enied
0701	Hamburg School District Continued	3	Hammond, Chris	PE/Wellness/Leisure	167	Social Studies 7-12	11-12 12-13	Granted
			Johnson, Jason	ECE P-4, 5th/6th Endorsement	002	English/Language/Social Studies 4-8	12-13	Granted
			Johnson, Jason	ECE P-4, 5th/6th Endorsement	168	Science/Mathematics 4-8	12-13	Granted
			Lassiter, Sherry	Middle Childhood Education	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
			Scott, Juana	ECE P-4	107	Grade 5/6 Endorsement (P-4)	10-11 11-12	Granted
			Tucker, Eddie	Business Technology 7-12	169	Physical /Earth Science 7-12	12-13	Granted
			Sanders, Bryan	Social Studies, Health/PE	200	Mathematics 7-12	12-13	Granted
			Steelman, Angela	Reading K-12, Elem 1-6, Special Ed P-12	166	English/ Language/ Arts 7-12	12-13	Granted
			Young, Jana	Special Ed P-12, Principal P-8	320	Curr/Program Adm/Sped P-12	11-12 12-13	Granted
			Berry, Leslie	Elementary 1-6	002	English/Language/Social Studies 4-8	10-11 11-12 12-13	Granted
5205	Harmony Grove School District	7	Berry, Leslie	Elementary 1-6	168	Science/Mathematics 4-8	10-11 11-12	Granted
			Blake, Teresa	Life/Earth Science	169	Physical /Earth Science 7-12	12-13	Denied
			Dawson, Julie	English 7-12	114	Speech Endorsement 7-12	12-13	Granted
			Hawkins, Chris	Social Studies 5-12, PE P-12	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Mynhier, Brandon	PE/Wellness/Leisure	169	Physical /Earth Science 7-12	11-12 12-13	Granted
			Mynhier, Casey	ECE P-4	168	Science/Mathematics 4-8	11-12 12-13	Granted
			Carter, Lindy	ECE P-4, Elem K-6	230	Sp Education Instructional Specialist 4-12	12-13	Granted
5602	Harrisburg School District	3	Parson, Casey	PE/Health K-12	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Pierceall, Melinda	Life/Earch Science	169	Physical /Earth Science 7-12	12-13	Granted
			Stone, Seth	Middle Childhood Education	236	Physical Education, Wellness & Leisure 7-12	12-13	Granted
0503	Harrison School District	1	Stone, Seth	Middle Childhood Education	236	Physical Education, Wellness & Leisure 7-12	12-13	Granted

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1202	Heber Springs School District	2	Vowels, Susan	ECE P-4	203	Vocal Music P-8	10-11 11-12 12-13	Granted
			Vowels, Susan	ECE P-4	205	Instrumental Music P-8	10-11 11-12 12-13	Granted
			Vickers, Lindsey	ECE P-4	295	Library Media Science P-8	12-13	Granted
0601	Hermitage School District	2	Vickers, Lindsey	ECE P-4	296	Library Media Science 7-12	12-13	Granted
6804	Highland School District	2	Pickett, Angela	Elem 1-6, MS Social Studies	295	Library Media Science P-8	12-13	Granted
3809	Hillcrest School District	5	Zaski, Valerie	Elementary K-6, Business Technology, 4-12, Career Services for Special Populations,	411	Career Orientation Endorsement 7-12	12-13	Granted
			Clayton, Janice	Business Education	411	Career Orientation Endorsement 7-12	12-13	Granted
			Huckabee, Lavunda	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
			Johnson, Marnie	Math	299	Guidance & Counseling P-8	12-13	Granted
			Johnson, Marnie	Math	300	Guidance & Counseling 7-12	12-13	Granted
			Tidwell, Karen	ECE P-4	107	Grade 5/6 Endorsement (P-4)	11-12 12-13	Granted
2903	Hope School District	1	Whatley, Roy	PE K-12, MS Math	200	Mathematics 7-12	05-06 06-07 07-08 12-13	Granted
2603	Hot Springs School District	11	Aitken, Nikki	Life/Earth Science	295	Library Media Science P-8	10-11 11-12 12-13	Granted
			Aitken, Nikki	Life/Earth Science	296	Library Media Science 7-12	10-11 11-12 12-13	Granted
			Boles, Janette	Life/Earth Science, General Science, Career Preparedness	169	Physical /Earth Science 7-12	11-12 12-13	Granted
			Chitwood, Laurie	MS Math/Science	113	Drama Endorsement 7-12	12-13	Granted
			Counts, Rebecca	MS Math/Social Studies,		Sp Education Instructional	11-12	Granted
			Espinosa, Dzail	Elementary 1-6	230	Specialist 4-12	12-13	Granted
				Spanish P-12	006	French 7-12	12-13	Granted
			Hill, Steve	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/D enied
Hot Springs School District Continued			Inwin, Karrie	ECE P-4, Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Mitchell, Marlo	Middle Childhood Education	200	Mathematics 7-12	11-12 12-13	Granted
			Powers, Chris	Drama/Speech P-12	108	Journalism 7-12	12-13	Granted
			Yarberry, Jim	Social Studies, PE/Wellness/Leisure, Driver's Ed	106	Grade 5/6 Endorsement	10-11 11-12 12-13	Granted
3804 Hoxie School District		5	Compton, Katie	ECE P-4	299	Guidance & Counseling P-8	11-12 12-13	Granted
			Kepner, Heather	Elementary K-6	295	Library Media Science P-8	12-13	Granted
			Kepner, Heather	Elementary K-6	296	Library Media Science 7-12	12-13	Granted
			Vancil, Andrea	PE/Wellness/Leisure P-12	299	Guidance & Counseling P-8	11-12 12-13	Granted
			Vancil, Andrea	PE/Wellness/Leisure P-12	300	Guidance & Counseling 7-12	11-12 12-13	Granted
6202 Hughes School District		1	Weaver, Carolyn A	Vocal Music P-12	206	Instrumental Music 7-12	12-13	Granted
4401 Huntsville School District		2	Caldwell, Katie	PE/Wellness/Leisure P-12	168	Science/Mathematics 4-8	11-12 12-13	Granted
			Greenfield, Heather	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
			Holland, Randi	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
3306 Izard Co. Cons. School Dist.		2	Thielemier, Dennis	Health, PE 7-12, Coaching 7-12	235	Physical Education, Wellness & Leisure P-8	12-13	Granted
5102 Jasper School District		12	Brasel, Whitney	Social Studies 7-12	305	Gifted & Talented P-8	11-12 12-13	Granted
			Brasel, Whitney	Social Studies 7-12	306	Gifted & Talented 7-12	11-12 12-13	Granted
			Cantrell, Jeff	Bldg. Adm P-12	311	District Administrator P-12	11-12 12-13	Granted
			Faught, Johanna	ECE P-4	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted
			Hurley, Joe	Business Tech 7-12; Marketing Tech 7-12	168	Science/Mathematics 4-8	12-13	Granted
			McCoy, Delene	Middle Childhood Education	305	Gifted & Talented P-8	12-13	Granted

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/Denied
Jasper School District Continued			McCoy, Delene	Middle Childhood Education	306	Gifted & Talented 7-12	12-13	Granted
			McCoy, Delene	Middle Childhood Education	235	Physical Education, Wellness & Leisure P-8	12-13	Denied
			Meyers, Cheryl	Agri Science/Tech	169	Physical /Earth Science 7-12	12-13	Granted
			Moss, Steven	PE/Wellness/Leisure P-12	305	Gifted & Talented P-8	11-12	Granted
			Moss, Steven	PE/Wellness/Leisure P-12	306	Gifted & Talented 7-12	12-13	Granted
			Rodden, Tiffany	ECE P-4	215	Family & Consumer Sciences 7-12	11-12	Granted
1608 Jonesboro School District		4					10-11	
			Graham, Heather	MS English/Social Studies	230	Sp Education Instructional Specialist 4-12	11-12	Granted
			Isbill, Marsha Kay	Business Ed, Business Tech, Workplace Readiness	222	Marketing Technology 7-12	12-13	Granted
			Panhorst, Donald	Life/Earth Science	169	Physical /Earth Science 7-12	12-13	Granted
KIPP Delta Charter School		1	Russell, Courtney	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	10-11	Granted
			Guilliam, Sara	Physical/Earth Science	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Poye, Amanda	ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12	Granted
2606 Lakeside School District		1					12-13	
6605 Lavaca School District Lawrence County School 3810 District		6	Bailey, Tiffani	Vocal Music P-12, Instrumental Music P-12	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Huffine, Andrea	Social Studies	230	Sp Education Instructional Specialist 4-12	11-12	Granted
			Kerchival, Michelle	ECE P-4	305	Gifted & Talented P-8	11-12	Granted
			Kerchival, Michelle	ECE P-4	306	Gifted & Talented 7-12	12-13	Granted
			Mosier, Malessie	PE/Wellness/Leisure P-12, Coaching, Driver's Ed	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Mosier, Malessie	PE/Wellness/Leisure P-12, Coaching, Driver's Ed	224	Business Technology 4-8	11-12	Granted

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/D enied
	Lawrence County School District Continued	2	Rider, Kelly D.	MS Social Studies, Elementary, Business Tech	299	Guidance & Counseling P-8	10-11 11-12 12-13	Granted
			Dean, Matthew	Social Studies	305	Gifted & Talented P-8	11-12 12-13	Granted
			Dean, Matthew	Social Studies	306	Gifted & Talented 7-12	11-12 12-13	Granted
	Little Rock Preparatory Academy Charter	2	Boone, Kathy	Social Studies	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Boone, Kathy	Social Studies	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Davis, Dana	Middle Childhood Education	170	Life/Earth Science 7-12	12-13	Granted
4301	Lonoke School District	7	Davis, Dana	Middle Childhood Education	200	Mathematics 7-12	12-13	Denied
			Hearn, Lindy	ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Denied
			Mason, Cy	Middle Childhood Education	200	Mathematics 7-12	11-12 12-13	Granted
			Meacham, Grant	Instrumental/Vocal Music P-12	295	Library Media Science P-8	11-12 12-13	Granted
			Meacham, Grant	Instrumental/Vocal Music P-12	296	Library Media Science 7-12	11-12 12-13	Granted
			Testerman, Stephanie	Life/Earth Science	169	Physical /Earth Science 7-12	12-13	Granted
4202	Magazine School District	1	Bryan, Dana	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
3003	Magnet Cove School Dist.	3	Botteron, Crystal	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Botteron, Crystal	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Martin, Kathryn	Art P-12	108	Journalism 7-12	12-13	Granted
1402	Magnolia School District	2	Snider, Shelly	ECE P-4, Elementary K-6, MS Social Studies	295	Library Media Science P-8	11-12 12-13	Granted
			Snider, Shelly	ECE P-4, Elementary K-6, MS Social Studies	296	Library Media Science 7-12	11-12 12-13	Granted
			Sullivan, Cristin	PE K-12	230	Sp Education Instructional Specialist 4-12	12-13	Granted
6606	Mansfield School District	1	Prieur, Alvin	PE/Wellness/Leisure	168	Science/Mathematics 4-8	12-13	Granted

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/D enied
1804	Marion School District	10	Austin, Angela	Elementary 1-6	305	Gifted & Talented P-8	10-11	
			Baker, Judith	Reading P-12, Science 1-8, Elementary 1-6	002	English/Language/Social Studies 4-8	11-12	Granted
			Bradley, Deborah	Social Studies, Business Technology	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Early, Jessica	ECE P-4	002	English/Language/Social Studies 4-8	12-13	Granted
			Hallman, Janet	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12	
			McNiece, Kristi	Reading Specialist P-12	166	English/ Language/ Arts 7-12	12-13	Granted
			Mize, Rachelle	Elementary 1-6, MS Social Studies,	299	Guidance & Counseling P-8	11-12	Granted
			Shelton, Sara	ECE P-4, Special Ed P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Spence, Sandra	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12	Granted
			Williams, Justin	PE/Wellness/Leisure	167	Social Studies 7-12	12-13	Granted
2803	Marmaduke School District	1	Gardner, Kyle	Life/Earth Science	169	Physical /Earth Science 7-12	12-13	Granted
2305	Mayflower School District	3	Flud, Britney	English 7-12	113	Drama Endorsement 7-12	12-13	Granted
			Rhine, Yolanda	ECE P-4	305	Gifted & Talented P-8	12-13	Granted
			Rhine, Yolanda	ECE P-4	306	Gifted & Talented 7-12	12-13	Granted
6102	Maynard School District	1	Bindea, Cassandra	ECE P-4	170	Life/Earth Science 7-12	11-12	Granted
5703	Mena School District	2	Atchley, Josh	Middle Childhood Education, PE/Wellness/Leisure 7-12	167	Social Studies 7-12	12-13	Granted
			Vizueth, Catalina	Middle Childhood Education	004	Spanish 7-12	12-13	Denied
			Roach, Will	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	12-13	Granted
3211	Midland School District	3	Eggerman, Jonathan	PE/Wellness/Leisure, Coaching	411	Career Orientation Endorsement 7-12	12-13	Granted
			Hurst, Karen	Middle Childhood Education, Science 7-12, FACS 4-12, Business 7-12	299	Guidance & Counseling P-8	12-13	Granted

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/D enied
Midland School District Continued	Midland School District Continued	3	Hurst, Karen	Middle Childhood Education, Science 7-12, FACS 4-12, Business 7-12	300	Guidance & Counseling 7-12	12-13	Granted
			Adams, Bernard	ECE P-4, Elementary K-6	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Howard, Martha	Elementary 1-6	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Poirier, Wanna	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Boykin, Heather	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
			Cater, Keri	ECE P-4, 5th/6th Endorsement	230	Sp Education Instructional Specialist 4-12	11-12	Granted
			Hill, Cristal	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11	Granted
			Hilton, Sarah	Elementary 1-6	001	Early Childhood Education P-4	11-12	Granted
			Holderfield, Deborah	PE, Library Media 7-12, Business Education	235	Physical Education, Wellness & Leisure P-8	12-13	Granted
			Jarrett, Stephanie	Middle Childhood Education	209	Algebra I Endorsement 8	11-12	Granted
4902 Mount Ida School District	4902 Mount Ida School District	6	Lay, Randall	Middle Childhood Education, Elementary 1-6, Special Ed P-12	302	Building Level Administrator 5-12	12-13	Granted
			Bates, Jonathan	MS Science, PE/Wellness/Leisure	169	Physical /Earth Science 7-12	10-11	Granted
			Black, Angela	Elementary 1-6, Business Technology	201	Art P-8	11-12	Granted
			Black, Angela	Elementary 1-6, Business Technology	203	Vocal Music P-8	12-13	Granted
			Black, Angela	Elementary 1-6, Business Technology	205	Instrumental Music P-8	12-13	Granted
			Lowery, Norma	General Science, Life/Earth Science	169	Physical /Earth Science 7-12	12-13	Granted
			Smith, Jeanne	Elementary Principal, Elementary 1-6	311	District Administrator P-12	12-13	Granted

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/Denied
2607	Mountain Pine School District	1	Blees, Terry	PE 4-12, Coaching, Driver's Ed	235	Physical Education, Wellness & Leisure P-8	10-11 11-12 12-13	Granted
1703	Mountainburg School District	4	Cater, Sarah	FACS 7-12	169	Physical /Earth Science 7-12	11-12 12-13	Granted
			Hoelscher, Racindy	Social Studies	166	English/ Language/ Arts 7-12	11-12 12-13	Denied
			Hooten, Terry	Spanish 7-12	108	Journalism 7-12	11-12 12-13	Denied
			Newman, Amy	English 7-12	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted
1704	Mulberry/Mt. Pleasant Bi-County School District	8	Carney, Julia	Social Studies 7-12, Special Ed P-12	114	Speech Endorsement 7-12	12-13	Denied
			Crumrine, Brandi	Social Studies	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Gipson, Carrie	ECE P-4	299	Guidance & Counseling P-8	12-13	Granted
			Gipson, Carrie	ECE P-4	300	Guidance & Counseling 7-12	12-13	Granted
			Graham, Angela	ECE P-4	305	Gifted & Talented P-8	11-12 12-13	Granted
			Graham, Angela	ECE P-4	306	Gifted & Talented 7-12	11-12 12-13	Granted
			Higdon, Dana	Bldg. Adm., Curriculum Program Adm., ECE P-4, Special Education :-12	311	District Administrator P-12	11-12 12-13	Granted
			Hopper, Sheila	Speech Language Pathology	320	Curr/Program Adm/Sped P-12	11-12 12-13	Granted
6002	N. Little Rock School District	2	Burks, Amy	Elementary K-6	305	Gifted & Talented P-8	12-13	Granted
			Girdler, Ray	Mathematics 7-12	239	Curriculum/Prog/Adm/Curriculum P-12	12-13	Granted
3105	Nashville School District	2	Graham, Jr. Douglas	PE/Wellness/Leisure, Coaching	200	Mathematics 7-12	11-12 12-13	Granted
			Williams, Lori	Middle Childhood Education	200	Mathematics 7-12	11-12 12-13	Granted
1503	Nemo Vista School District	3	Dildine, Joy	ECE P-4, Special Ed P-4, ESL P-12	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
			Trafford, Lindsey	ECE P-4	295	Library Media Science P-8	12-13	Granted

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/Denied
	Nemo Vista School District Continued		Trafford, Lindsey	ECE P-4	296	Library Media Science 7-12	12-13	Granted
1611	Nettleton School District	4	Easley, Jamie	FACS 7-12	231	Sp Ed Ech Inst Specialist P-4	10-11	Denied
			Nelms, Misty	PE	230	Sp Education Instructional Specialist 4-12	11-12	
			Swift, Jamie	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Woodbury, Joseph	Social Studies	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Bullard, Brian	PE/Wellness/Leisure P-12	230	Sp Education Instructional Specialist 4-12	12-13	Granted
3403	Newport School District	6	Driver, Ami	ECE P-4	305	Gifted & Talented P-8	10-11	Granted
			Mabry, Natasha Dawn	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12	
			McDouglas, Ambra	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Turner, Nan	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Welch, Melissa	ECE P-4, Elementary K-6	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
0304	Norfolk School District	4	Havner, Stacy	Middle Childhood Education	166	English/ Language/ Arts 7-12	11-12	Granted
			Havner, Stacy	Middle Childhood Education	108	Journalism 7-12	12-13	
			Hudspeth, Shelly	Middle Childhood Education	169	Physical /Earth Science 7-12	11-12	Granted
			Laymon, Amy	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Forbess, Lucas	PE/Wellness/Leisure P-12, Coaching 7-12	002	English/Language/Social Studies 4-8	12-13	Granted
7006	Norphlet School District	3	Forbess, Lucas	PE/Wellness/Leisure P-12, Coaching 7-12	168	Science/Mathematics 4-8	12-13	Granted
			Roberts, DuAnna	ECE P-4, Special Ed P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Gotte, Misty	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12	Granted
	Northcentral Co-op	1					12-13	Granted

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/Denied
4713	Osceola School District	1	Pilcher, Jeaneen	Social Studies	166	English/ Language/ Arts	11-12	Granted
5706	Ouachita River School District	1	Ledbetter, Chris	PE/Wellness/Leisure P-12, Coaching, Driver's Ed	167	Social Studies 7-12	12-13	Granted
	Ozark Guidance	1	Gunsolus, Eric	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
6505	Ozark Mountain School District	2	Hurt, Justin	Business Technology 7-12	200	Mathematics 7-12	10-11	
							11-12	
							12-13	Granted
2404	Ozark School District	4	Pilgrim, Laurel	Middle Childhood Education	200	Mathematics 7-12	11-12	Granted
			Culver, Brad	Elementary K-6	299	Guidance & Counseling P-8	12-13	Granted
			Davis, Charles	Middle Childhood Education, PE P-12	167	Social Studies 7-12	12-13	Granted
			McLaughlin, Lana	ECE P-4	107	Grade 5/6 Endorsement (P-4)	11-12	
			Stane, Leah	English 7-12	113	Drama Endorsement 7-12	12-13	Granted
7007	Parkers Chapel School Dist.	1	Murph, Katherine Lee	Business Technology 7-12	411	Career Orientation Endorsement 7-12	12-13	Granted
0407	Pea Ridge School District	1	Neal, Rick	Secondary Principal, Health/PE 7-12	311	District Administrator P-12	12-13	Granted
1104	Piggott School District	3	Harris, Erica	Elementary K-6, Reading K-12	312	Building Administrator P-8	11-12	Granted
			Morgan, Pam	Elementary P-6	295	Library Media Science P-8	12-13	Granted
			Reynolds, David	PE/Wellness/Leisure	167	Social Studies 7-12	12-13	Granted
6103	Pocahontas School District	1	Sullinger, Rachel	English/Language Arts 7-12	108	Journalism 7-12	12-13	Granted
2703	Poyen School District	3	Barrett, Robert Keith	PE/Wellness/Leisure	169	Physical /Earth Science 7-12	12-13	Granted
			Burrow, Kimberly	Art P-12	305	Gifted & Talented P-8	11-12	Denied
			Burrow, Kimberly	Art P-12	306	Gifted & Talented 7-12	12-13	Denied
7206	Prairie Grove School District	7	Miner, Stephanie	English 7-12	108	Journalism 7-12	12-13	Granted
			Paroubek, Nik	PE P-12, Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	11-12	Granted
			Seaton, Dustin	Social Studies	305	Gifted & Talented P-8	12-13	Granted

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/Denied
	Prairie Grove School District Continued		Seaton, Dustin	Social Studies	306	Gifted & Talented 7-12	11-12 12-13	Granted
			Shephard, Tonya	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12	Granted
			Weyl, Jennifer	ECE P-4	299	Guidance & Counseling P-8	12-13	Granted
			Weyl, Jennifer	ECE P-4	300	Guidance & Counseling 7-12	12-13	Granted
				MS Science/Social Studies, Elementary 1-6, Special Ed Instructional Specialist P-12				
5006	Prescott School District	1	Hudman, Heather		320	Curr/Program Adm/Sped P-12	12-13	Granted
1203	Quitman School District	2	Eichelberger, Michelle	English/Language Arts 7-12	295	Library Media Science P-8	10-11 11-12 12-13	Granted
			Eichelberger, Michelle	English/Language Arts 7-12	296	Library Media Science 7-12	10-11 11-12 12-13	Granted
1106	Rector School District	1	Frost, Heather	Elementary K-6	201	Art P-8	12-13	Granted
1613	Riverside School District	4	Ivy, Brandy	ECE P-4	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Denied
			Jordan, Melody	ECE P-4	299	Guidance & Counseling P-8	11-12 12-13	Granted
			Jordan, Melody	ECE P-4	300	Guidance & Counseling 7-12	11-12 12-13	Granted
			Pemberton, Sara	Language Arts 7-12	295	Library Media Science P-8	12-13	Denied
7310	Rose Bud School District	2	Petray, Jennifer	Business Ed, English 7-12, Journalism	295	Library Media Science P-8	10-11 11-12 12-13	Granted
			Petray, Jennifer	Business Ed, English 7-12, Journalism	296	Library Media Science 7-12	10-11 11-12 12-13	Granted
5805	Russellville School District	4	Larson, Jaclyn	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
			Moudy, Jennifer	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted
			Pipes, Tina	Life/Earth Science	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/Denied
	Russellville School District Continued		Sitkowski, Joe	Social Studies 7-12	302	Building Level Administrator 5-12	10-11 11-12 12-13	Granted
2502	Salem School District	2	Barker, Steven Watson, Josh	Social Studies, Physical/Earch Science Biology	412 169	Career Preparation 7-12 Physical /Earth Science 7-12	12-13 12-13	Granted Granted
	Sammie Gail Sanders Children's Learning Center	1	Burnett, Jessica	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
6502	Searcy County School District	4	Cox, Lisa Cox, Lisa Hollis, Terin Simmons, Kelly	Middle Childhood Education, Biology Middle Childhood Education, Biology ECE P-4, Vocal/Instructional Music P-12 Social Studies 7-12	299 300 230 166	Guidance & Counseling P-8 Guidance & Counseling 7-12 Sp Education Instructional Specialist 4-12 English/ Language/ Arts 7-12	12-13 12-13 12-13 12-13	Granted Granted Granted Granted
7311	Searcy School District	4	Boatman, Elizabeth Renee Hall, Rinda Hendricks, Bailey Hutcherson, Jennifer	Middle Childhood Education Business Technology 7-12 ECE P-4 ECE P-4, Reading K-12	230 411 230 231	Sp Education Instructional Specialist 4-12 Career Orientation Endorsement 7-12 Sp Education Instructional Specialist 4-12 Sp Ed Ech Inst Specialist P-4	12-13 12-13 12-13 12-13	Granted Granted Granted Denied
2705	Sheridan School District	5	DeSoto, Sherri Lynn Diemer, Mary Elizabeth Keilser, Jessica Reid, Jennifer Lynn	Vocal Music P-12 ECE P-4, Elementary K-6 ECE P-4 ECE P-4	305 230 107 107	Gifted & Talented P-8 Sp Education Instructional Specialist 4-12 Grade 5/6 Endorsement (P-4) Grade 5/6 Endorsement (P-4)	10-11 11-12 12-13 12-13	Granted Granted Granted Granted
7104	Shirley School District	2	Semon, Katharine Holt, Alicia Kyle, Brittany	Life/Earth Science ECE P-4 ECE P-4	169 107 107	Physical /Earth Science 7-12 Grade 5/6 Endorsement (P-4) Grade 5/6 Endorsement (P-4)	12-13 12-13 11-12 12-13	Granted Granted Granted Denied

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/Denied
0406 Siloam Springs School District		6	Asencio-Porter, Shawna	ECE P-4, MS Social Studies and Science	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted
			Bingham, Stacy	English, ESL	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Gutierrez, Samantha	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Janes, Henry	Life/Earth Science	169	Physical /Earth Science 7-12	12-13	Granted
			Wheat, Krystal	Business Education	300	Guidance & Counseling 7-12	12-13	Granted
			Wood, Lisa D.	Middle Childhood Education	114	Speech Endorsement 7-12	12-13	Denied
3806	Sloan-Hendrix School Dist.	1	Winston, Burton	Middle Childhood Education	200	Mathematics 7-12	11-12 12-13	Granted
1507	So. Conway Co. School District	3	Martin, Renae	Elementary 1-6	224	Business Technology 4-8	12-13	Granted
				Middle Childhood Education, PE/Wellness/Leisure 7-12, Coaching	167	Social Studies 7-12	12-13	Granted
			Powell, Thomas			Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Williams, Lucretia	FACS 7-12, Career Orientation	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted
5504	South Pike County School District	8	Gleba, Lynn	ECE P-4, Special Ed P-4	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Hicks, Susan	Special Education P-12	203	Vocal Music P-8	11-12 12-13	Denied
			Hicks, Susan	Special Education P-12	205	Instrumental Music P-8	11-12 12-13	Denied
			Hill, Sheryl	Middle Childhood Education	201	Art P-8	10-11 11-12 12-13	Denied
			Perez, Amber	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted
			Studard, Denise	Elementary, MS Social Studies	167	Social Studies 7-12	10-11 11-12 12-13	Denied
			Walker, Marilyn	Elementary Principal, Elementary 1-6, Special Ed P-12	203	Vocal Music P-8		Granted
							12-13	Granted

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/D enied
	South Pike County School District Continued		Walker, Marilyn	Elementary Principal, Elementary 1-6, Special Ed P-12	205	Instrumental Music P-8	12-13	Granted
7105	South Side School District	2	Hulse, Shammi Lovell, Tonya	ECE P-4, Special Ed P-4 Elem 1-6, MS Social Studies	305 299	Gifted & Talented P-8 Guidance & Counseling P-8	12-13 12-13	Granted Granted
3209	Southside School District	2	Moran, Allison Ryan, Jennifer	Middle Childhood Education ECE P-4	231 231	Sp Ed Ech Inst Specialist P-4 Sp Ed Ech Inst Specialist P-4	12-13 12-13	Granted Denied
	Stepping Stone DDTCS	5	Callahan, Crystal Edwards, Jessica McCabe, Meredith Roberts, Patrice Yates, Sara	ECE P-4 ECE P-4 ECE P-4 ECE P-4 ECE P-4	231 231 231 231 231	Sp Ed Ech Inst Specialist P-4 Sp Ed Ech Inst Specialist P-4 Sp Ed Ech Inst Specialist P-4 Sp Ed Ech Inst Specialist P-4 Sp Ed Ech Inst Specialist P-4	12-13 12-13 12-13 12-13 12-13	Denied Denied Granted Denied Granted
7009	Strong-Huttig School District	6	Bellot, Ashley Inman, Ruark Inman, Ruark Klein, Elijah McCaughan, Lisa Story, Shakita Knight, Elizabeth Jacobs	ECE P-4 Vocal and Instrumental Music 7-12 Vocal and Instrumental Music 7-12 Mathematics 7-12 English 7-12 Social Studies 7-12 ECE P-4	200 203 205 4546 113 299 231	Mathematics 7-12 Vocal Music P-8 Instrumental Music P-8 Transitional Math Drama Endorsement 7-12 Guidance & Counseling P-8 Sp Ed Ech Inst Specialist P-4	12-13 12-13 12-13 12-13 12-13 12-13 12-13	Granted Granted Granted Granted Granted Granted Granted
0104	Stuttgart School District	1	Knight, Elizabeth Jacobs	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
4605	Texarkana School District	1	Miller, Michael	PE/Wellness/Leisure	200	Mathematics 7-12	12-13	Granted
5605	Trumann School District	1	Tennyson, Lisa	Elem K-6, Gifted Education P-12, Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	12-13	Granted

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/Denied
7510	Two Rivers School District	1	Taylor, Lauren	Business Education 7-12	411	Career Orientation Endorsement 7-12	12-13	Granted
0505	Valley Springs School District	2	Mangrum, Clarissa	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12	Denied
			Scott, Kim	ECE P-4, Middle Childhood Education, Elementary K-6	296	Library Media Science 7-12	12-13	Granted
1612	Valley View School District	2	Harrell, Laura	ECE P-4	208	Drama/Speech 7-12	12-13	Granted
			Westmoreland, Jenny	Social Studies 5-12	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted
2307	Vilonia School District	1	Ault, Karla	Health, PE, Coaching, CCVE	235	Physical Education, Wellness & Leisure P-8	10-11 11-12 12-13	Granted
	Vista Health	1	Addington, Teresa	English/Language Arts 7-12, Business 7-12	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted
6401	Waldron School District	5	Black, Jessica	ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Cothran, Dusti	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Jeffery, Darla	ECE P-4	295	Library Media Science P-8	11-12 12-13	Granted
			Jeffery, Darla	ECE P-4	296	Library Media Science 7-12	11-12 12-13	Granted
			McCorkle, Christopher	Social Studies	169	Physical /Earth Science 7-12	12-13	Granted
1803	West Memphis School District	3	Evans, Sharmane	ECE P-4	295	Library Media Science P-8	12-13	Granted
			Evans, Sharmane	ECE P-4	296	Library Media Science 7-12	12-13	Granted
			Strickland, Frankland	English 7-12	114	Speech Endorsement 7-12	12-13	Granted
1204	West Side School District	3	Davis, Justin Shane	PE/Health/Wellness	167	Social Studies 7-12	07-08 08-09 09-10	Denied
			McNew, Malina	Middle Childhood Education	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
			McNew, Malina	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted

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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/D enied
1602	Westside Cons. School District	2	Bullard, Steven Brian	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12	Granted
			Troutt, Tiffany	ECE P-4	305	Gifted & Talented P-8	11-12	Granted
3606	Westside School District	1	Jones, Mary Kathryn	Speech Language Pathology	320	Curr/Program Adm/Sped P-12	11-12	Granted
7304	White Co. Central School Dist.	1	Jones, Mary Collen	Elementary 1-6	230	Sp Education Instructional Specialist 4-12	10-11	Granted
1505	Wonderview School District	2	Hoelzeman, Tawnia	ECE P-4	299	Guidance & Counseling P-8	12-13	Granted
			Hoelzeman, Tawnia	ECE P-4	300	Guidance & Counseling 7-12	12-13	Granted
1905	Wynne School District	1	Jones, Russell	Middle Childhood Education, Career Orientation	167	Social Studies 7-12	12-13	Granted
4502	Yellville-Summit School Dist.	3	Brewer, Jennifer	Middle Childhood Education	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Davenport, Hope	Middle Childhood Education	200	Mathematics 7-12	11-12	Granted
			Duffy, Kary	PE K-12, Coaching, MS Math, Mathematics 7-12, Guidance Elementary, Applied Math I & II	300	Guidance & Counseling 7-12	11-12	Granted
Total # Districts		577	Total # Waivers Requested this Month					
173 Requesting Waivers					Total # Waivers Granted		518	
					Total # Waivers Denied		59	
					Total # Waivers Requested this Month		577	

Section 1

Second Lien Bonds

Arkansas Code Annotated (A. C. A.) § 6-20-1229 (b) states the following:

(b) All second-lien bonds issued by school districts shall have semi-annual interest payments with the first interest payment due within eight (8) months of the issuance of the second-lien bond. All second lien bonds shall be repaid on payment schedules that are either:

- (1) Equalized payments in which the annual payments are substantially equal in amount; or
- (2) Decelerated payments in which the annual payments decrease over the life of the schedule.

**STATE BOARD OF EDUCATION MEETING
OCTOBER 8, 2012
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

3 2nd Lien	\$	27,030,000.00
<hr/>		<hr/>
3	\$	27,030,000.00

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

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Cabot	Lonoke	10,049	\$11,740,000	11.73%	\$70,150,000	Funding the District's portion of the following partnership projects: constructing and equipping the Freshman Academy (9th grade complex) - Project #112-4304-001 (\$9,515,000); high school S renovations - Project #1314-4304-15 (\$1,493,761); constructing and equipping classrooms at the middle school - Project #1314-4304-001 (\$443,850); and cost of issuance and underwriter's discount allowance (\$287,389).
Fayetteville	Washington	8,932	\$1,290,000	12.82%	\$169,294,458	Renovating and equipping existing school facilities (\$1,264,200) and cost of issuance and underwriter's discount allowance (\$25,800).
Fort Smith	Sebastian	13,778	\$14,000,000	5.14%	\$72,393,522	Constructing and equipping new school facilities, renovating and equipping existing school facilities (\$13,734,000) and cost of issuance and underwriter's discount allowance (\$266,000).

Section 2

Voted Bonds

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

A school district may borrow money and issue negotiable bonds to repay borrowed moneys from school funds for: building and equipping school buildings; making additions and repairs to school buildings; purchasing sites for school buildings; purchasing new or used school buses; refurbishing school buses; providing professional development and training of teachers or other programs authorized under the federally recognized Qualified Zone Academy Bond program, 26 U.S.C. § 1397E; and paying off outstanding postdated warrants, installment contracts, revolving loans, and lease-purchase agreements, as provided by law.

**STATE BOARD OF EDUCATION MEETING
OCTOBER 8, 2012
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

2 Voted	\$	23,470,000.00
<hr/>		<hr/>
2	\$	23,470,000.00

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

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Stuttgart	Arkansas	1,780	\$16,280,000	9.02%	\$16,445,668	Refunding the outstanding bond issue dated July 1, 2010 (\$11,544,486); constructing, refurbishing, remodeling and equipping school facilities (\$4,351,354); and cost of issuance and underwriter's discount allowance (\$384,160).
Vilonia	Faulkner	3,152	\$7,190,000	14.88%	\$22,838,401	Building and equipping a new intermediate school including extending sewer service to the new high school (\$5,731,200); constructing a safe room at the high school (\$1,100,000); constructing a safe room at the primary school (\$175,000); and cost of issuance and underwriter's discount allowance (\$183,800) with any remaining funds to be used for other capital projects and equipment purchases.

Cross County School District

Dr. Matt McClure, Superintendent

BOARD MEMBERS:

August 28, 2012

Joan Ball
President

Re: Cross County Elementary Technology Academy amendment request

Dear State Board Members,

Ricky Harrison
Vice President

As a newly formed conversion charter school, there have been many positives associated with this change. One positive associated with this change is a continued increase in the student enrollment of the school. An increase in student growth is an anomaly in the delta and has brought with it another set of challenges. These challenges include our outgrowing our current facility that was just built three years ago and having to bring in a portable building to help combat the growth. Another challenge that has just presented itself is the growth in an individual grade that is pushing us over the standard for students in a classroom. Because of these challenges, Cross County Elementary Technology Academy is seeking an amendment to waive the class size standards 10.02, 10.02.2, 10.02.3, and 10.02.4 for grades K-6.

Craig T. Walker
Secretary

As of July 1, 2012 the school has enrolled 53 new students according to the "new to district" APSCN report. With this, the elementary school has seen a total increase of 23 students.

James Matlock

With problem-based learning and student interventions, classrooms can accommodate more students than the imposed standard. As part of the TAP model of effective teaching, the schools master and mentor teachers are in classrooms modeling and co-teaching on a weekly basis to assist teachers. Administrators, master, and mentor teachers monitor classroom productivity and progress. Ongoing support and applied professional development is implemented to assist teachers in effective teaching and meeting the needs of additional students.

Richard Imboden

Shane Bell

The district had already planned for additional growth but the growth has occurred faster than anticipated. The school has experienced growth for three consecutive years but had previously seen a consistent decline in student enrollment for over a decade. The district should have the additional classrooms built by the 2014-15 school year.

Thank you for your time and consideration in this matter.

Sincerely,



Matt McClure, Ed.D.

Cross County Administrative Offices
Dr. Matt McClure, Superintendent
21 CR 215
P.O. Box 180
Cherry Valley, AR 72324
870-588-3338 ext 3000
870-588-3565 fax

Cross County Elementary School
Stephen Prince, Principal
2622 Hwy 42
P.O. Box 300
Cherry Valley, AR 72324
870-588-3327 ext 3050
870-588-4454 fax

Cross County High School
A New Tech School
David Clark, Principal
21 CR 215
P.O. Box 180
Cherry Valley, AR 72324
870-588-3337 ext 3020
870-588-4606 fax

Arkansas Better Chance Grants 2012-2013

Agency	Vendor Number	Purpose of Grant
Arkansas State University	9901250001	ERS Assessment & TA
Arkansas State University	9901250001	Work Sampling Assessment & TA
University of Arkansas	9901350042	Professional Development
TOTAL		

Amount	
\$	313,274.15
\$	27,131.73
\$	102,084.00
\$	442,489.88

NOTICE LETTER



ARKANSAS DEPARTMENT OF EDUCATION

September 11, 2012

Dr. Tom W. Kimbrell
Commissioner

Mr. Gary Wayman, Superintendent
DeWitt School District
1841 South Grandview Drive
DeWitt, Arkansas 72042

State Board
of Education

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

**Re: Petition for Closure of the Gillett Elementary School
VIA REGULAR MAIL AND CERTIFIED MAIL**

Dear Superintendent Wayman:

The Arkansas Department of Education is in receipt of the petition of the DeWitt School District to close the Gillett Elementary School pursuant to Ark. Code Ann. § 6-20-602(b)(2).

This letter is to notify you that the State Board of Education (State Board) will hold a hearing concerning the petition on **Monday, October 8, 2012, at 9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas.** The State Board will conduct the hearing pursuant to the legal authority and jurisdiction vested in the State Board by Ark. Code Ann. § 6-20-602. Enclosed for your review are copies of Ark. Code Ann. § 6-20-602 and the Arkansas Department of Education Rules Governing the Closure of Isolated Schools.

You, along with any school board members and/or other representatives of your school district are requested to attend the hearing to address any questions of the State Board. Any additional materials you choose to submit to the State Board should be provided to my office **no later than 12:00 noon on Wednesday, September 18, 2012.**

Thank you for your attention to this matter. Please contact me at (501) 682-4227 should you have any questions or require additional information.

Respectfully,

Jeremy Lasiter
General Counsel

Enclosures

cc: Dr. Tom Kimbrell, Commissioner of Education
Mr. Tony Wood, Deputy Commissioner of Education
Ms. Phyllis Stewart, State Board Liaison
Mr. Tripp Walter, Arkansas Public School Resource Center

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

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[Book Browse](#)**A.C.A. § 6-20-602 (Copy w/ Cite)**

Pages: 3

A.C.A. § 6-20-602

Arkansas Code of 1987 Annotated Official Edition

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*** Legislation is current through the 2012 Fiscal Session and updates ***

*** received from the Arkansas Code Revision Commission through ***

*** June 12, 2012. ***

Title 6 Education

Subtitle 2. Elementary And Secondary Education Generally

Chapter 20 Finances

Subchapter 6 -- Local School District Isolated Funding

A.C.A. § 6-20-602 (2012)**6-20-602. Isolated schools.**

(a) "Isolated school" means a school within a school district that:

(1) Prior to administrative consolidation or annexation under this section, § 6-13-1601 et seq., and § 6-13-1405(a)(5) qualified as an isolated school district under § 6-20-601; and

(2) Is subject to administrative consolidation or annexation under this section, § 6-13-1601 et seq., and § 6-13-1405(a)(5).

(b) Any isolated school within a resulting or receiving district shall remain open unless the school board of directors of the resulting or receiving district adopts a motion to close the isolated school or parts thereof by:

(1) Unanimous vote of the full board of directors; or

(2) (A) A majority vote of the full board of directors, but less than a unanimous vote, and the motion is considered by and approved by a majority vote of members of the State Board of Education.

(B) Any school board of directors seeking the state board approval to close isolated schools or parts thereof under subdivision (b)(2)(A) of this section shall:

(i) No less than thirty (30) days prior to a regularly scheduled state board meeting, request a hearing on the matter before the state board and file a petition to have the motion reviewed and approved by the state board.

(ii) The petition shall:

(a) Identify the specific isolated schools or part thereof that the local board of directors has moved to close;

(b) State all reasons that the isolated schools or part thereof should be closed;

(c) State how the closure will serve the best interests of the students in the district as a whole;

(d) State if the closure will have any negative impact on desegregation efforts or violate any valid court order from a court of proper jurisdiction; and

(e) Have attached a copy of the final motion approving the closure by the local board of directors.

(C) (i) Upon receiving a petition for approval of a motion to close all or part of an isolated school under subdivision (b)(2)(A) of this section, the state board shall have the authority to review and approve or disapprove the petition.

(ii) The state board shall only approve a motion to close isolated schools or parts thereof under subdivision (b)(2)(A) of this section if the closure is in the best interest of the students in the school district as a whole.

(iii) The state board shall not close a school if the state board finds that the closure will have any negative impact on desegregation efforts or will violate any valid court order from a court of proper jurisdiction.

(D) (i) Except under subdivision (b)(2)(D)(ii) of this section, the state board shall not require the closure of all or part of an isolated school without a motion from the local board of directors as required under subdivision (b)(2)(A) of this section.

(ii) This section shall not be construed to restrict the authority of the Department of Education and the state board otherwise granted by law.

(c) Funding for isolated school districts shall be expended by the resulting or receiving district only on the operation, maintenance, and other expenses of the isolated schools within the resulting or receiving district.

HISTORY: Acts 2003 (2nd Ex. Sess.), No. 60, § 5; 2005, No. 1397, § 2; 2011, No. 1131, § 2.

View Full

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Book Browse

A.C.A. § 6-20-602 (Copy w/ Cite)

Pages: 3

In

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**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE CLOSURE OF ISOLATED SCHOOLS
September 2012**

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Closure of Isolated Schools.

2.00 AUTHORITY

- 2.01 The State Board of Education enacted these rules pursuant to Ark. Code Ann. §§ 6-11-105, 6-13-1603, 6-20-602 and 25-15-201 et seq.

3.00 DEFINITIONS

- 3.01 "Affected district" means a school district that:
- 3.01.1 Loses territory or students as a result of an administrative annexation; or
 - 3.01.2 Is involved in an administrative consolidation.
- 3.02 "Closure" means the cessation of use of an isolated school for the purpose of daily classroom instruction.
- 3.03 "Isolated school" means a school within a school district that:
- 3.03.1 Prior to administrative consolidation or annexation under Ark. Code Ann. § 6-13-1601 et seq. qualified as an isolated school district under Ark. Code Ann. § 6-20-601; and
 - 3.03.2 Is subject to administrative consolidation under Ark. Code Ann. § 6-13-1601 et seq.
- 3.04 "Partial closure" means the cessation of daily classroom instruction in one or more grade levels of an isolated school. This definition does not include the cessation of daily classroom instruction in classrooms within a particular grade level.
- 3.05 "Receiving district" means a school district or districts that receive territory or students, or both, from an affected district as a result of an administrative annexation; and
- 3.06 "Resulting district" means the new school district created from an affected district or districts as a result of an administrative consolidation.

4.00 CLOSING OF ISOLATED SCHOOLS

- 4.01 Any isolated school within a resulting or receiving district shall remain open unless the school board of directors of the resulting or receiving district adopts a motion to close the isolated school or parts thereof by:

4.01.1 Unanimous vote of the full board of directors; or

4.01.2 A majority vote of the full board of directors, but less than a unanimous vote, and the motion is considered by and approved by a majority vote of members of the State Board of Education (State Board).

- 4.02 Any school board of directors seeking the state board approval to close isolated schools or parts thereof under subdivision 4.01.2 of these rules shall:

4.02.1 No less than thirty (30) days prior to a regularly scheduled State Board meeting, request a hearing on the matter before the State Board and file a petition to have the motion reviewed and approved by the State Board.

4.02.2 The petition shall:

4.02.2.1 Identify the specific isolated schools or part thereof that the local board of directors has moved to close;

4.02.2.2 State all reasons that the isolated schools or part thereof should be closed;

4.02.2.3 State how the closure will serve the best interests of the students in the district as a whole;

4.02.2.4 State if the closure will have any negative impact on desegregation efforts or violate any valid court order from a court of proper jurisdiction; and

4.02.2.5 Have attached a copy of the final motion approving the closure by the local board of directors.

- 4.03 Upon receiving a petition for approval of a motion to close all or part of an isolated school under subdivisions 4.01.2 and 4.02 of these rules, the State Board shall have the authority to review and approve or disapprove the petition.

- 4.04 The State Board shall only approve a motion to close isolated schools or parts thereof under subdivisions 4.01.2 and 4.02 of these rules if the closure is in the best interest of the students in the school district as a whole.
- 4.05 The State Board shall not close a school if the State Board finds that the closure will have any negative impact on desegregation efforts or will violate any valid court order from a court of proper jurisdiction.
- 4.06 Except under subsection 4.07 of these rules, the State Board shall not require the closure of all or part of an isolated school without a motion from the local board of directors as required under subdivisions 4.01.2 and 4.02 of these rules.
- 4.07 Ark. Code Ann. § 6-20-602 and these rules shall not be construed to restrict the authority of the Department of Education and the State Board otherwise granted by law.
- 4.08 Funding for isolated school districts shall be expended by the resulting or receiving district only on the operation, maintenance, and other expenses of the isolated schools within the resulting or receiving district.

5.00 STATE BOARD HEARING PROCEDURES – CLOSURE OF ISOLATED SCHOOLS

- 5.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.
- 5.02 The spokesperson(s) for the petitioning school district shall have a total of fifteen (15) minutes to present the school district's remarks. The State Board may allow more than fifteen (15) minutes if necessary.
- 5.03 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of fifteen (15) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than fifteen (15) minutes if necessary.
- 5.04 The spokesperson(s) for the petitioning school district shall have a total of five (5) minutes to present closing remarks to the State Board. The State Board may allow more than five (5) minutes if necessary.
- 5.05 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school district's petition.
- 5.06 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all

discussions, deliberations and votes upon the matter take place in a public hearing.

5.07 The State Board shall issue a written order concerning the matter.

SCHOOL DISTRICT PETITION

DEWITT SCHOOL DISTRICT
GARY WAYMAN, SUPERINTENDENT
MEMBER NORTH CENTRAL ASSOCIATION

DIRECTORS

Johnny Lookley, President
Kenneth Graves, Vice-President
Shirawanna Wansley, Secretary
Mike Dodson
Brad Koen
Bruce Morgan
Bary Joe Wilson

August 20, 2012

Marty Weaver
DeWitt High School Principal
Greg Evans
DeWitt Middle School Principal
Robert Frauda
DeWitt Elementary Principal
Vicki Reel
Gillett Elementary Principal

CERTIFIED DELIVERY
RETURN RECEIPT REQUESTED

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
#4 State Capitol Mall - Room 304-A
Little Rock, AR 72201

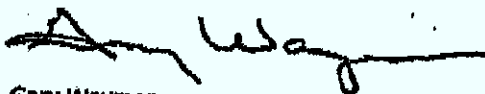
Dear Dr. Kimbrell:

This letter is to inform you that in its June meeting the Dewitt School Board voted by a 5-2 vote that 2012-2013 will be the last year for the Gillett Elementary School to be open. (copy of minutes enclosed) After that time all students will be on our campuses at DeWitt. The board feels this is a financially sound move for our district. We, like many districts, have fought balances and keeping that campus open brings the district a very conservative figure of \$150,000.00 loss every year. We will work hard to have a place for the few staff members there through retirements and other factors that always take place. This will be an ongoing project throughout this entire school year.

A formal petition will be filed with the ADE legal department, hopefully us to get State Board approval in October. This must be done because of Gillett being an isolated school.

We look forward to this being a positive move for our students. Please advise me of anything I need to do regarding any information you need.

Yours truly,



Gary Wayman
Superintendent of Schools

(870) 946-3576

PO Box 700 1841 S Grandview Drive DeWitt, AR 72042
An Equal Opportunity Employer

Fax (870) 946-1491

SEP 07 2012

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION
IN THE MATTER OF THE CLOSURE OF THE
GILLETT ELEMENTARY OF THE DE WITT SCHOOL DISTRICT IN ARKANSAS
COUNTY

DEPARTMENT OF EDUCATION
GENERAL DIVISION

PETITION FOR CLOSURE OF AN ISOLATED SCHOOL

COMES NOW the DeWitt School District of Arkansas County (Petitioner), acting by and through its Superintendent and the President of the Board of Directors duly authorized as indicated by their signatures below, to petition the State Board of Education to officially close its Gillett Elementary School campus and hereby submits to the Board as follows:

I. Statutory Basis for Closure

Pursuant to Ark. Code Ann. § 6-20-602 and the Arkansas Department of Education Rules Governing the Closure of Isolated Schools, the Petitioner hereby submits and incorporates into this Petition as Exhibit 1 attached hereto, proof of the legally binding local board resolution of the DeWitt School District Board of Directors to close the Gillett Elementary School campus as approved by a majority of the quorum of the Board of Directors present at the meeting.

II. Reasons for Closure of Gillett Elementary School

a. Financial

As noted in the attached Exhibit 2 to this Petition, the DeWitt School District experienced a net loss of approximately \$138,580.66 in its operation of the Gillett Elementary School campus during the 2011-2012 school year. It is expected that a similar operating loss will occur for the Gillett Elementary School during the current 2012-2013 school year.

b. Facilities

As noted in the attached Exhibit 3 to this Petition, there would be significant facilities costs incurred by the DeWitt School District to keep the fifty-six (56) year old Gillett Elementary campus functioning beyond the current school year.

The Gillett Elementary School facility is fully functioning and operational, and is properly housing its current student body, but will be unable to stay in full compliance with health and safety codes and regulations beyond this school year without the expenditure of a significant amount of district funds.

If the State Board of Education grants this Petition for closure, District students living in the Gillett area will attend classes in the DeWitt Elementary

School, a modern (built in 2005) facility which has adequate space to properly house these students along with its current student population.

c. Transportation

The DeWitt School District understands the importance of providing timely transportation for its Gillett Elementary School students to its DeWitt campus. As is described in the attached Exhibit 4 to this Petition, the DeWitt School District has performed an analysis of the bus routes serving Gillett.

The results of the analysis show that the times of picking up students in the morning and the delivery of students in the afternoon will not change. Additionally, the District has the ability to increase the number of students transported by placing a bus with more seating on one of the Gillett routes if necessary.

d. No Segregative Effect Due to the Closure

The DeWitt School District annexed the Gillett School District as part of the original "Act 60" school mergers in 2004. At that time, the Attorney General opined (copy of opinion attached as Exhibit 5 to this Petition) that the annexation of the Gillett School District into the DeWitt School District would cause no segregative effect. The DeWitt School District is not subject to a Federal District Court desegregation order, and the District believes that the State Board of Education's approval of this Petition would not cause any negative impact on the desegregation efforts of any school district, nor would it violate any valid court order.

III. The Closure Will Benefit All of the District's Students

The DeWitt School District recognizes and embraces its obligation to provide a quality education to all of its students in the best possible educational environment.

By closing the Gillett Elementary School campus, DeWitt School District will be able to provide all of its elementary school students with a quality education in a quality educational facility. The Gillett Elementary students will benefit, as will the current DeWitt Elementary students, from the advanced technological capacity present in the DeWitt Elementary facility.


The DeWitt Junior and Senior High campuses have, since 2008, successfully accommodated the Junior and Senior High Students from Gillett, and the District is prepared from all educational and logistical standpoints to welcome the Gillett Elementary School students to the DeWitt campus.


IV. Conclusion

The DeWitt School District submits that as shown in this Petition that the closure of the Gillett Elementary School is in compliance with the requirements of Ark. Code Ann. § 6-20-602, and the closure of the school is in the best interest of all of the students in the DeWitt School District. The District reserves the right to submit additional information to the State Board of Education.

Therefore, the DeWitt School District and its Board of Directors respectfully request that the State Board of Education grant this Petition, and approve the closure of the Gillett Elementary School effective at the end of the current 2012-2013 school year.

SIGNED THIS 6th DAY OF SEPTEMBER, 2012.


Gary Wayman
Superintendent
DeWitt School District


Johnny Lockley
President
DeWitt School District
Board of Directors

DEWITT SCHOOL BOARD

June 12, 2012

The Board of Directors of the DeWitt School District met for its regular monthly meeting on Tuesday, June 12, 2012, at 7:00 p.m. in the Board Room of the Administration Building.

President Johnny Lockley called the meeting to order. Others present were Vice-president Kenneth Graves, Secretary Shawanna Wansley, and Board Members Mike Dodson, Brad Koen, Bruce Morgan, and Barry Joe Wilson, along with Superintendent Gary Wayman.

Old Business

Gillett Elementary - A motion was made by Mr. Morgan to accept the recommendation that school year 2012-2013 be the last year for Gillett Elementary. Second by Mrs. Wansley. The roll call vote is as follows:

Mr. Dodson	No
Mr. Wilson	Yes
Mrs. Wansley	Yes
Mr. Graves	No
Mr. Morgan	Yes
Mr. Koen	Yes
Mr. Lockley	Yes

Motion carried 5-2.

New Business

Consent Agenda - A motion to approve the consent agenda as presented was made by Mr. Wilson. Second by Mr. Dodson. Motion carried.

2011 Audit - Mr. Graves made a motion to approve the 2011 audit as recommended. Second by Mr. Wilson. Motion carried.

Proposed 2013-2014 Budget - A motion to adopt the attached and recommended Proposed Budget of Expenditures with Lax Levy for fiscal year beginning July 1, 2013 to and including June 30, 2014, as printed was made by Mr. Morgan. Second by Mrs. Wansley.

Student Insurance - Mr. Koen made a motion to accept the recommendation to renew student insurance with United Healthcare at a cost of \$13,480.00. Second by Mr. Dodson. Motion carried.

Accreditation Report - A motion to approve the accreditation report as recommended was made by Mr. Wilson. Second by Mr. Koen. Motion carried.

Professional Development Calendar - Mr. Wilson made a motion to approve the 2012-2013 Professional Development Calendar as recommended. Second by Mr. Koen. Motion carried.



DeWitt School Board

Page 2

June 12, 2012

Electronic Fund Transfers - A motion was made by Mr. Dodson to approve the Electronic Transfers policy (7.20) as recommended. Second by Mrs. Wansley. Motion carried. (Copy attached).

Electronic Fund Transfers Required by State - Mr. Wilson made a motion to approve the electronic transfer of all funds required by the State as recommended. Second by Mr. Dodson. Motion carried.

Advanced Ed (North Central) - A motion to pursue district accreditation from Advanced Ed (formerly North Central) as recommended, was made by Mr. Morgan. Second by Mr. Dodson. Motion carried.

Lunchroom Cost Changes - Mr. Wilson made a motion to approve a five-cent increase in the cost of lunches in accordance with a state recommendation. The cost for lunches will now be as follows:

Breakfast (all schools)	\$.85
Lunch: DeWitt Elementary	
Gillett Elementary	\$1.35
DeWitt Middle School	\$1.60
DeWitt High School	\$1.85
All Adult Lunches	\$2.55

Second by Mr. Koen. Motion carried.

Personnel

Resignations - A motion was made by Mr. Koen to accept the resignations of the following:

Jerry Tolbert - Bus Driver
Dara Neville - Bus Driver - Regular and PCC
Mark Dardenne - Bus Driver
Amy Rosegrant - Elementary Teacher
Robin Carter - Elementary Title I Teacher
Deborah Reed - Elementary Teacher
Austin Winters - Middle School Teacher/Assistant Coach

Second by Mrs. Wansley. Motion carried.

Employment - Mr. Dodson made a motion to employ the following for the 2012-2013 year:

Jill Shook - Special Ed Para-Professional
Kelli Morton - Title I Para-Professional - DeWitt Elementary
Cerae Howard - ABC Pre-School Aide
Michael Strain - Bus Driver (Extra-Long Route/PCC)
Ashley Smith - High School Counselor

Second by Mr. Graves. Motion carried.

DeWitt School Board


Page 3

June 12, 2012

There being no further business to come before the board, the meeting was adjourned at 8:15 p.m. on a motion by Mr. Wilson and second by Mr. Koen.

DATE APPROVED: July 10, 2012


JOHNNY LOCKLEY, PRESIDENT


SHAWANNA WANSLEY, SECRETARY

DEWITT SCHOOL DISTRICT
GARY WAYMAN, SUPERINTENDENT
MEMBER NORTH CENTRAL ASSOCIATION

DIRECTORS

Johnny Lookley, President
Kenneth Graves, Vice-President
Shawanna Wansley, Secretary
Mike Dodson
Brad Koen
Bruce Morgan
Barry Joe Wilson

Marty Weaver
DeWitt High School Principal
Greg Evans
DeWitt Middle School Principal
Robert Franks
DeWitt Elementary Principal
Vicki Reed
Gillett Elementary Principal

April 25, 2012

*Letter
I sent to
our board.*

TO: All Board Members

Here is a new revenue/expenditure sheet for the Gillett campus with the changes made that for so many have caused problems. We seem to be getting away from the big picture of the district losing money and want to get into a discussion over two or three thousand dollars.

You have the revenue figures on 80 students. But, the actual count as of last board meeting was 78. Some will now say that figure is 79. When do we stop and look at the district as a whole?

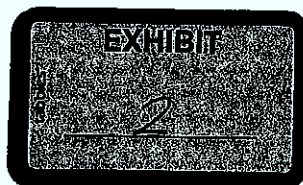
- 1.) Drew Horton - charge to that campus is based on two periods a day (with no coaching stipends figured in which is another thing being said).
- 2.) Even though the Title I money has to be spent on that campus, I have taken Sheila Dodson's salary out of the figures (another small shot taken out).
- 3.) As you can see, I have added the bonuses given to the employees, but it did not ^{charge} ~~change~~ any percent of bonuses for anybody not full time down there. Example: S Noble, T Young, W. Wright, D Horton)

Also added was the cost for the subs and fringe benefits for them.

(870) 946-3576

PO Box 700 1841 S Grandview Drive DeWitt, AR 72042
An Equal Opportunity Employer

Fax (870) 946-1491



Board Members

Page 2

April 25, 2012

Expenditures:

The utilities list you have is for 1/11 - 12/11. In checking from 1/12 to now they are running about the same or just a few hundred higher so the \$87,772.82 will be a good fair average number. Also, remember this does not include any repairs to HVAC systems or any other major repairs we have done to those buildings, just utilities.

Bottom line is this - does it matter to you whether the district loses \$148,130.47 or \$138,580.57? How much is too much - that's the question. My feelings are when you have a ship you are running very tightly you cannot afford to keep losing money in any amount.

If you have any questions, please call me.

GILLETT 2011-12

4/25/2011

REVENUE

12/9/11 ENROLLMENT

80 X 6144 491,250.00 SFF
80 X 1000 80,000.00 ISOLATED
571,250.00 TOTAL REVENUE

4/10/2012 Actual enrollment figures

78 x 6144 479,232.00
78 x 1000 78,000.00
557,232.00

EXPENDITURES

CERTIFIED

DONNA BARNETT 42,100.00 100%
SARA LONG 45,625.00 100%
KRIS LYNCH 46,625.00 100%
TAMMIE OLSON 44,550.00 100% REDUCED GT COORDINATOR
DEBBIE REED 46,625.00 100%
VICKIE REED 59,231.18 87% REDUCED 1 DAY/WEEK & CURR. STIPEND
KATHY TRITES 43,625.00 100%
GAYLE WOMACK 42,100.00 100%
TRICIA YOUNG 9,570.40 20% 1 DAY PER WEEK
SHELIA NOBLE 2,568.48 12% 1 DAY PER WEEK
DREW HORTON 9,100.05 **Changed 4/19 1 1/4 days per week (2 periods/day)
WANDA WRIGHT 8,420.00 20% 1 DAY PER WEEK

LISA JONES 24,624.00
VIRGINIA SULLIVAN 30,354.00
VALARIE BROWN 12,778.50
TERRI PACE 18,105.67
SHEILA BOBSON 17,754.00 TITLE 1 removed 4/23/2012 from calculations
503,756.28 486,002.28

14% RETIREMENT 71,709.89 68,040.32
MATCHED SS 30,333.51 37,179.17
614,789.68 591,221.77

4/19/2012 Adjustments to December calculations

Bonus 8,000.00 **
Subs 5,824.89
Fringe on Bonus/
Subs 2,993.08
608,039.74 (-50807.74) Based on 78 students 4/23/2012
Utilities 87,772.82
695,812.56 (-138,580.56) Salaries/Fringe/Utilities only

**Did not charge to Gillett any portion of S.Noble, T.Young, W.Wright or D.Horton bonus

THIS DOES NOT INCLUDE 2 ABC EMPLOYEES AS THOSE STUDENTS ARE NOT
IN COUNT ABOVE OR SUBS FOR THAT PROGRAM

To: Gary Wayman, Superintendent of Schools

From: Jeff Rader, Director of Facilities

Subject: Facilities Division Report, Gillett Campus

Date: July 23, 2012

On March 29th, 2012, the Facilities Division made an annual visit to the Gillett Campus K-5 Grade Configuration. The building was built in 1956 with a square footage of 28,266. In review of their report, the elementary campus is in need of corrective maintenance to the building. The following is a list of request to correct the issues:

Minor Issues:

- Electrical work was needed in most rooms to cut down on the number of electrical cord being used for technology devices.
- Playground equipment was in need of being replaced or repaired
- Fall zone material too shallow in landing area
- Continues problems with fire alarm system

Major Issues:

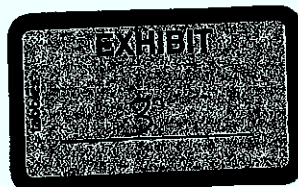
- Absence of emergency lights in the building
- Suppression system in cafeteria is not in compliance with state standards.

***The state fire marshal is required to be contacted in all major issues.**

Estimated cost to replace the suppression system is about \$60,000.00

Estimated cost to remove and replace emergency lighting to building is about \$40,000.00

Estimated cost for all minor repairs is about \$20,000



To: Gary Wayman, Superintendent of Schools

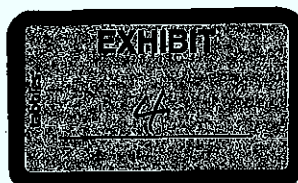
From: Jeff Rader, Director of Transportation

Subject: Closing of Gillett Elementary

Date: July 23, 2012

In review of the two bus routes currently in the Gillett area, the school district has determined that it will not have any impact in transportation of students. The times of picking students up in the morning and the delivery of students in the afternoon will not change. The district currently transports a total of about 82 students with the two 71 passenger buses. The Nady/Weber bus route (#36) could become shorter, due to graduation and the moving of parents to another part of the district. Currently, the first student gets on the Nady bus about 6:05 a.m. and gets home about 5:00 in the afternoon. The Arkansas Post and the in town route (#35) will not be affected by this change at all. It will continue to run the same route. One small change could be made; both buses could be required to shuttle to the Gillett campus to and from the DeWitt Campuses.

In comparison to bus routes in the Gillett area to the bus routes in DeWitt area, we currently have four routes in DeWitt with the same pickup and delivery times of students. The district will not have to extend any routes currently in the DeWitt area due to the closing the Gillett campus. The district has the resources to increase the capacity by placing a 77 passenger bus on one of the routes if needed.





THE ATTORNEY GENERAL
STATE OF ARKANSAS
MIKE BEEBE

Timothy G. Gauger
Senior Assistant Attorney General

Direct dial: (501) 682-2586
E-mail: tim.gauger@ag.state.ar.us

April 23, 2004

VIA FACSIMILE AND U.S. MAIL

Mr. Tom Courtway, Interim Director
Arkansas Department of Education
4 Capitol Mall
Little Rock, Arkansas 72201-1071

Re: Administrative Annexation of Humphrey and Gillett School Districts to the
DeWitt School District

Dear Mr. Courtway:

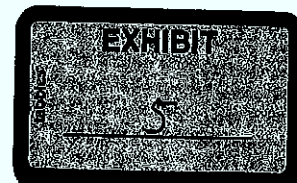
This is in response to your letters to General Beebe dated April 2, 2004, in which you ask for an advisory opinion as to whether proposed administrative annexations of the Humphrey and Gillett School Districts to the DeWitt School District "would negatively affect, hamper or delay the desegregation efforts of the affected or any other school districts." Act 60 of the Second Extraordinary Session of the 84th General Assembly provides, among other things, that "[a]ll administrative consolidations or annexations [approved by the State Board of Education] shall be accomplished so as not to create a school district that hampers, delays, or in any manner negatively affects the desegregation of another school district in this state." Along with your letters you enclosed copies of the relevant Petitions for Voluntary Annexation and supporting documentation. To assist the Department and the Board in fulfilling their responsibilities under Act 60, we offer the following observations concerning the proposed annexations.

Act 60 does not define the term "desegregation." Under United States Supreme Court precedent, the term "desegregation" is a legal term of art that describes the process by which a school district eliminates, to the extent practicable, the lingering effects or "vestiges" of prior *de jure* racial discrimination. Thus, in the absence of a finding that a school district has engaged in the past in activities prohibited by the Fourteenth Amendment to the United States Constitution, and that there are presently lingering effects or vestiges of that discrimination that remain unaddressed, a school district is not "desegregating" as that term is used in case law. In this case, the State Board is considering the annexation of the Humphrey and Gillett districts to the DeWitt district, which would create one large district encompassing most of southern-southeast Arkansas County, with an "appendage" that runs up western Arkansas County and includes small

323 Center Street • Suite 200 • Little Rock, Arkansas 72201

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Internet Website • <http://www.ag.state.ar.us/>



portions of Jefferson and Lonoke Counties. The school districts contiguous to this newly formed district are the Arkansas City, Delta Special, Dumas, Elaine, Gould, Alzheimer Unified, Carlile, Hazen, Stuttgart, and Holly Grove School Districts.¹ We are unaware of any pending desegregation court decrees in those surrounding districts that might be impacted or adversely affected by the proposed annexations of the Humphrey and Gillett districts to the DeWitt district. Therefore, based upon the information available to us, we cannot say that the proposed annexations will have any negative effect on any "desegregation" efforts in those surrounding districts.

While the language of Act 60 speaks in terms of the creation of a "new" district that would negatively affect desegregation efforts in "another" school district, we believe that the Board must also consider whether the proposed annexation would negatively impact any desegregation efforts that may be ongoing in the petitioning districts themselves. On that issue, we note that in the Petitions for Annexation submitted by the affected districts the superintendents of each district have each certified under oath that their respective districts are not involved in desegregation litigation in a United States Court or under the continuing jurisdiction of a United States Court order regarding desegregation of a public school or schools. We therefore cannot say that the proposed annexations will interfere in any way with any desegregation efforts in the petitioning districts.

Finally, as will be the case in any proposed annexation or consolidation, the Board must be cognizant that even if there is no evidence that an existing desegregation order will be impacted, the Board should not approve any annexation or consolidation plan that has been proposed with the purpose or intent to create racially segregated schools. As the Supreme Court noted in *Missouri v. Jenkins*, 500 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation — that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1, Denver*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or intent to segregate." *Id.*, at 208 (emphasis in original).

The requisite unconstitutional intent may be established by direct proof, or by inference. *Keyes, supra*, 413 U.S. at 201. Furthermore, an inference of unlawful intent can be drawn from the foreseeable effects of official action. "Adherence to a particular policy or practice, with full knowledge of the predictable effects of such adherence upon racial imbalance in a school system is one factor among many others which may be considered by a court in determining whether an

¹ I note that the Board has already considered petitions for administrative annexations of the Delta Special and Arkansas City School Districts to the McGhee School District, and that pending before the Board is a petition for the administrative consolidation of the Grady and Gould School Districts. I also note that Holly Grove is slated for consolidation under Act 60, but it has not petitioned for voluntary annexation or consolidation.

inference of segregative intent should be drawn." *Columbus Bd. of Educ. v. Penick*, 443 U.S. 449, 464-65 (1979).

There are numerous cases that discuss legal challenges to school district annexations and consolidations in the context of desegregation litigation, but in each case the question of whether a particular annexation or consolidation (or series of annexations or consolidations) were done with the requisite unconstitutional intent is a highly fact-specific inquiry. A good example is provided by the case of *Hoots v. Commonwealth of Pennsylvania*, 672 F.2d 1107 (3d Cir. 1982). In *Hoots*, the Pennsylvania legislature passed laws in the 1960's that required county boards of education to submit, and for the State Board of Education to review and approve, plans for the reorganization of the state's school districts. Pursuant to state law, the State and county boards established the General Braddock Area School District (GBASD) in east-central Allegheny County. The student population of the GBASD was 63% black. The boards also established nearly all-white school districts (ranging from 87% to 98% white) surrounding the GBASD. The population of the GBASD area was becoming increasingly black at an accelerated pace, and the GBASD area was economically depressed and encompassed "declining" communities. Residents of the GBASD filed suit, alleging that the State and county boards' actions in reorganizing the school districts in east-central Allegheny County violated the Fourteenth Amendment. The trial court agreed with the plaintiffs, and the Third Circuit Court of Appeals affirmed. The Court of Appeals acknowledged, as noted earlier, that unconstitutional intent is a fact specific inquiry, and that unlawful intent to segregate can be proven directly or by inference. The Court of Appeals held that there was ample direct and indirect evidence of unconstitutional intent. The Court cited to direct evidence that local officials in areas surrounding the GBASD opposed merger with the majority-black GBASD area due to racial considerations, and that those concerns were communicated to the State and county boards. There was also indirect evidence from which unlawful intent could be inferred:

The district court, for example, considered it significant that the Boards' redistricting plan disregarded statutory and administrative reorganization standards, e.g., the statutory 4000 pupil minimum guideline, the requirement that existing facilities be used where possible, the requirement of racial and cultural diversity, and the requirement that each district be capable of providing a comprehensive educational program.

Furthermore, the district court properly weighed evidence such as the Board members' admitted knowledge that their redistricting decisions would cause and perpetuate segregation, the foreseeability of the segregative result, the Boards' formulation of boundaries that promoted no other interest other than racial segregation, [and] the Boards' rejection of alternative school district configurations in favor of a segregation-maximizing alternative[.]

Hoots, 672 F.2d at 1118.

Given the highly fact-specific nature of cases such as this, and given the limited information available to us, we cannot definitively opine as to whether or not a Fourteenth Amendment challenge to the proposed annexations of Humphrey and Gillett to DeWitt would succeed. Given the case law, we strongly urge the State Board to scrupulously adhere to the statutory criteria set forth in Act 60 and its implementing regulations in each and every proposed annexation or consolidation, and that the Board satisfy itself that the proposed annexations or consolidations are supportable by considerations other than racial concerns. "[A] series of Board actions and practices that cannot be explained without reference to racial concerns" and that causes "racial separation of the schools" is strong evidence of racial discrimination. *Columbus Bd. of Educ. v. Penick, supra*, 443 U.S. at 461-62.

To assist the State Board, we have attached as Exhibit A a spreadsheet showing the racial composition of the petitioning districts and the surrounding districts, based upon 2003-04 enrollment data posted on the Department of Education's "AS-IS" website. As the Board will note, a combined Humphrey-Gillett-DeWitt district as a whole would have a student population that is 79.61% white and 19.68% black. The surrounding districts have a weighted average student population that is 42.48% white and 54.84% black. While neither Act 60 nor federal law requires the Board to create school districts in a manner that would achieve any particular "racial balance" in the student population of a school district, this data should give the Board pause because, examining this data only, it might be seen as evidence that Gillett's and/or Humphrey's decision to annex to DeWitt was based upon racial considerations, i.e., an effort to create or maintain a majority-white resulting district surrounded by districts with substantial minority populations for racial reasons. In addition, one might particularly point to the proposed annexation of Humphrey to DeWitt as looking somewhat suspect, since (unlike the case of a Gillett-DeWitt annexation, which creates a relatively compact district), the annexation of Humphrey to DeWitt creates an odd-looking "appendage" to the resulting district. In addition, although Humphrey appears to be contiguous to DeWitt in the sense that the two districts share a border, a letter of objection submitted by the Superintendent of the Altheimer School District asserts that one must travel through the Stuttgart School District to reach DeWitt schools from Humphrey schools. For these reasons, we strongly advise the Board to scrutinize these proposed annexations with great care and to satisfy itself that there are legitimate, non-racially-motivated reasons why the annexations of Humphrey and Gillett to DeWitt would be superior to an annexation or consolidation of Humphrey and Gillett with their other potential "partners."

Finally, while your letter did not request an opinion concerning non-desegregation-related matters, during our review of the Petitions we identified the following issue the Department and the Board may wish to consider when it hears this petition:

- At paragraph 5 of both the Gillett / DeWitt and Humphrey / DeWitt Petitions, the Petitions suggest that the permanent school board shall be elected at the "first regular school election following the petitioned annexation," i.e., September 2004. But, both Petitions state that the total number of permanent board members will be nine. This is contrary to Act 60.

Mr. Tom Courtway
April 23, 2004
Page 5

Very truly yours,

A handwritten signature in black ink, appearing to read "Timothy G. Gauger", written over a horizontal line.

TIMOTHY G. GAUGER
Senior Assistant Attorney General

TGG/dn

**INFORMATION FROM PARTIES
OPPOSING THE PETITION**

GILLETT ELEMENTARY

VICKI REED, PRINCIPAL



MAIL: PO BOX 700

DEWITT, AR 72042

SHIP: 313 S. 6TH

GILLETT, AR 72055

PHONE: (870) 548-2466

FAX: (870) 548-2281

TO: Jeremy Lasiter

FROM: Gillett

DATE: 9/18/12

Of Pages (Including This Page) 7

FAX 1 of 3

COMMENTS: _____

Those speaking for Gillett Elementary October 8, 2012:

Jared Holzhauer, Gillett Mayor

Vicki Reed, Gillett Principal

Mike Dodson, School Board representative

September 17, 2012

To: State Board of Education,

My name is Kenneth Graves, a current school board member of the DeWitt School District. I was one of two no votes to close Gillett Elementary.

I received my letter today, on Monday the 17th, informing me of the October 8th meeting concerning the Gillett Elementary closure. I am collecting my info for my decision to be presented to you on this Tuesday morning to get in the mail to you on Wednesday. I have included information given to me from past school board meetings and have some extra that I have come up with on my own. Included are the past 4 years ending balances for the district, financial figures from our Supt. Gary Wayman, Gillett elementary info of school success, a total of tax money collected from the Gillett school district from the 2005 tax year, and other items.

Item A: A list of salaries is provided, but on the bottom of the second page those figures are not correct if I am right. The loss of \$113,227.00 in my thinking is incorrect. If you lose isolated status, you lose that \$80,000. If you close, that still does not figure in. To me, that is a play on numbers that I caught. It should only be a deficit of \$33,227.00.

Item B: Other figures I take are correct.

Item C: Gillett Elementary info stating success of students. Top Ten school as recognized by the State of Arkansas and Dept. of Education.

Item D: A monthly balance sheet from the past 4 years. Shows a growing balance.

Item E: A letter stating the 2005 tax monies received from the Gillett School District that should be around \$503,539 before the Gillett High School closure. That figure should be more than that now with any increases in taxes. None of that money is included in any figures.

Item F: Any other last minute additions.

Below are some reasons I voted no.

Reason 1: Item E, see above.

Reason 2: With the closure of any school you would hope the receiving district could find a place for everyone so no one loses their job. In this case, the teachers from Gillett have seniority and would replace any one in a similar position in DeWitt. At this time, I don't think we are in a position to absorb extra people. That is what I do not want or would like to happen for anyone to lose their job.

Reason 3: When a school closure happens, the receiving district usually sells the property of the closing school district, so as not to have upkeep on the buildings and property. In this case, I had a secondary reason to vote no to close. In the event the closure goes through, I would hope it would be possible for the Gillett Farmers and Businessman Organization to wind up with the gym. Some of you may have heard of and or attended the "Coon Supper" in Gillett. One of the most well known places to be in an election year. I did not want to be responsible for that. If they do not keep the gym in some way, a tradition would die in that town.

In closing, I do not think it is as bad as it seems. It depends on how you figure it with all the figures. Will they close eventually? Possibly. And at the right time I would have to vote yes, but it is not now. It is easy to vote on something concerning the "faceless" taxpayers. I live among them and know a lot of them. The decision is in your hands now. Look at the figures. Thank you for your time. As a school board member, I know the hard decision you have to make.

*Kenneth
Gause*

Gillett Elementary

Foundation \$6,267 X 74 = 463,758
 Isolated 1,000 X 74 = 74,000
\$ 537,758

*All figures
 were taken
 from contracts
 on Website.*

Certified:

K	Kathleen Walters	34,500
1	Krls Lynch	46,625
2	Betsy Long	44,625
3	Gayle Womack	42,100
4/GT	Tammie Olson	43,550
5	Donna Barnett	42,100
SpEd/Coun	Kathy Trites	45,125
Llb	Tricia Young	9,815
Art	Nancy Corley	3,631
PE	Drew Horton	5,337
Mus	Lisa Sampson	7,367
Prln	Vicki Reed	<u>56,445</u>
		339,220

2012/13 1 day (FTE .20)
 2012/13 6/8 of one day (FTE .15)
 1 period (FTE .125)
 7/8 of 1 day (FTE .175)
 4 days (FTE .80)
Total Certified

Classified:

Nur	Leighann Haynes	25,771
Caf	Terri Young	18,981
Caf	Valarie Brown	12,281
Sec	Lisa Jones	<u>24,340</u>
		\$ 81,373

*NSLA funds are usually used for these salaries.

TOTAL SALARIES**\$420,593**

Benefits Est. 24%

100,943
\$ 521,536 (+16,222)

****This does not include Transportation money, Title Programs, NSLA, or ABC Funding**

****Starting at zero balance (no carry-over like the District)**

*** 6B Funds are usually used for part of Sp.Ed. salaries**

Non District Funds:

Shella Dodson	100% Title I
Danielle Phillips	100% ABC
Cerae Berry	100% ABC

***** If GES closes there will be a loss of \$74,000 (\$1,000 per child) in Isolated funding.**

D

DEWITT SCHOOL DISTRICT

MONTHLY BALANCES IN OPERATING FUND, LEGAL BALANCE AND ALL FUNDS SUMMARY

UNRESTRICTED

UNRESTRICTED

MONTH	OPERATING FUND	LEGAL BALANCE	ALL FUNDS BALANCE		OPERATING FUND	LEGAL BALANCE	ALL FUNDS BALANCE
FUNDS 1,2,4				FUNDS 1,2,4			
2008-2009				2009-2010			
JULY	980,052.07	1,347,490.20	2,084,813.41	JULY	1,000,878.51	1,082,688.07	1,534,852.12
AUG	1,133,148.08	918,632.89	1,578,687.88	AUG	666,146.77	720,101.16	1,142,910.30
SEPT	1,017,121.52	534,101.38	1,177,541.42	SEPT	348,990.89	343,784.96	732,091.64
OCT	800,954.34	393,320.60	874,209.03	OCT	907,381.83	849,178.82	1,472,024.43
NOV	1,810,027.05	1,581,218.22	1,880,939.97	NOV	963,383.83	1,141,744.57	1,559,937.88
DEC	1,637,518.29	1,315,036.80	1,704,425.63	DEC	1,097,689.58	1,123,137.41	1,642,062.57
JAN	1,823,278.35	1,549,418.79	2,338,617.37	JAN	1,213,826.16	1,288,878.12	1,723,461.80
FEB	1,500,082.98	1,281,833.84	2,148,274.54	FEB	1,043,805.08	1,057,329.57	1,579,888.05
MAR	1,142,139.52	989,145.72	1,707,188.90	MAR	846,463.17	754,845.39	1,290,284.27
APRIL	845,205.61	677,439.18	1,428,480.33	APRIL	1,133,098.94	932,145.14	1,368,172.69
MAY	844,760.78	421,988.43	1,123,166.00	MAY	1,187,322.11	1,017,673.11	1,344,809.81
JUNE	1,077,888.36	1,127,538.04	1,870,798.50	JUNE	1,447,749.89	1,328,828.82	1,883,815.65

2010-2011				2011-2012			
JULY	726,374.60	705,290.45	838,268.64	JULY	867,040.89	794,363.82	1,088,844.16
AUG	820,027.88	495,777.45	718,481.18	AUG	855,413.52	827,744.16	828,810.71
SEPT	347,066.34	173,483.53	444,960.81	SEPT	475,377.77	399,821.38	688,482.47
OCT	1,090,028.60	934,928.84	1,288,801.37	OCT	1,208,116.12	1,153,488.79	1,435,017.52
NOV	1,370,674.08	1,249,340.95	1,188,889.25	NOV	1,338,908.71	1,358,283.24	1,888,988.28
DEC	1,183,889.87	1,078,470.92	1,335,243.18	DEC	1,272,283.84	1,308,933.73	1,806,857.07
JAN	1,771,899.07	1,720,804.79	1,698,767.60	JAN	1,891,035.65	1,804,244.74	1,931,498.52
FEB	1,570,725.11	1,495,170.25	1,853,673.05	FEB	1,800,188.33	1,428,543.28	1,786,817.24
MAR	1,305,482.88	1,240,248.63	1,532,004.62	MAR	1,193,888.07	1,263,518.28	1,482,548.31
APRIL	1,186,716.85	1,045,885.71	1,346,211.00	APRIL	1,076,882.76	1,077,029.83	1,297,171.74
MAY	1,014,438.81	870,203.84	1,213,463.25	MAY	1,103,787.47	1,070,691.34	1,430,349.46
JUNE	1,487,662.08	1,384,298.78	1,790,894.79	JUNE	1,487,972.01	1,488,112.74	1,953,778.63

Ending balance has increased the last four years.



ARKANSAS COUNTY TREASURER

Charles A. Horton
870/ 946-4210 - Phone
870/946-1532 - Fax
101 Court Square
DeWitt, Arkansas 72042

February 15, 2012

To Whom it may concern,

Today Mr. Kenneth Graves came to my office.

He had a question concerning the taxes collected for the Gillett school district in 2005.

We discussed the figure he was trying to determine. We decided the total amount would be the Collector's Unapportioned, Delinquent Personal, State Land Redemption and Individual Land Redemption funds. Upon researching the 2005 records I determined these amounts to be: \$491,802.32, 6,096.48, 611.22, & 5,029.92 or a total of \$503,539.94.

Thank you,

Charles A Horton

GILLETT ELEMENTARY**VICKI REED, PRINCIPAL****MAIL: PO BOX 700****DEWITT, AR 72042****SHIP: 313 S. 6TH****GILLETT, AR 72055****PHONE: (870) 548-2466****FAX: (870) 548-2281****TO:** Jeremy Lasiter**FROM:** Gillett**DATE:** 9/18/12# Of Pages (Including This Page) 10

Fax 2 of 3

COMMENTS:

Gillett Elementary School

Public Meeting

October 11, 2011

2011 OEP Awards: High Achieving "Overall" School

A. Benchmark Scores in Mathematics, 2011

Table 1: Top 20 Elementary Schools in Arkansas Based on Benchmark Math Achievement School (District) Region1

<i>Grades Served</i>	<i>% Proficient/Advanced</i>	<i>Region1</i>
• 1	Gillett Elementary (DeWitt)	SE K-5 100%
• 2	College Hill Elementary (Texarkana)	SW K-4 99%
• 3	Salem Elementary (Bryant)	CN K-6 98%
• 3	Viola Elementary (Viola)	NE K-6 98%
• 5	Tuckerman Elementary (Jackson County)	NE K-4 97%
• 5	Evening Strade Math & Science Academy (Cave City)	NE K-4 97%
• 5	Richland Elementary (West Memphis)	NE K-6 97%
• 5	Pottsville Elementary (Pottsville)	NW K-3 97%
• 5	Morrilton Elementary (South Conway County)	NW K-5 97%
• 5	Arnold Drive Elementary (Pulaski County)	CN K-5 97%
• 5	Ellen Smith Elementary (Conway)	CN K-4 97%
• 5	Center Valley Elementary (Russellville)	NW K-4 97%
• 5	Mount Pleasant Elementary (Melbourne)	NE K-6 97%
• 5	Woodrow Cummins Elementary (Conway)	CN K-4 97%
• 15	Park Magnet (Hot Springs)	CN K-4 96%
• 15	Academy of Technology (Vilonia)	CN K-4 96%
• 15	Jim Stone Elementary (Conway)	CN K-4 96%
• 15	Dover Elementary (Dover)	NW K-4 96%
• 15	Central Park at Morning Star Elementary (Bentonville)	NW K-5 96%
• 15	Mountain Springs Elementary (Cabot)	CN K-4 96%

1	Park Magnet (Hot Springs)	CN	K-4	98%	Region	Grades
Table 3: Top 20 Elementary Schools in Arkansas Based on Benchmark Literacy Achievement School/District						
Served	% Proficient/Advanced					

Rank	School	Gender	Level	Score	Score
2	College Hill Elementary (Texarkana)	SW	K-4	97%	
3	Mount Pleasant Elementary (Melbourne)	NE	K-6	96%	
3	Academy of Technology (Vidonia)	CN	2-4	96%	
5	Richland Elementary (West Memphis)	NE	K-6	95%	
5	Forest Park Elementary (Little Rock)	CN	K-5	95%	
5	Arm Stone Elementary (Conway)	CN	K-4	95%	
8	Eagle Heights Elementary (Harrison)	NW	K-4	94%	
8	Ellen Smith Elementary (Conway)	CN	K-4	94%	
8	Evening Shade Math & Science Academy (Cave City)	NE	K-4	94%	
8	Arnold Drive Elementary (Pulaski County)	CN	K-5	94%	
12	Woodland Heights Elementary (Harrison)	NW	K-4	93%	
12	Gillett Elementary (DeWitt)	SE	K-5	93%	
12	Central Park at Morning Star Elementary (Bentonville)	NW	K-4	93%	
12	Pottsville Elementary (Pottsville)	NW	K-3	93%	
12	Valley View Elementary (Valley View)	NE	K-6	93%	
12	Viola Elementary (Viola)	NE	K-6	93%	
12	Salem Elementary (Bryant)	CN	K-6	93%	
12	Eastside Elementary (Rogers)	NW	K-5	93%	
20	Dover Elementary (Dover)	NW	K-4	92%	
20	Chapel Elementary (Pulaski County)	CN	K-5	92%	
20	Vandergriff Elementary (Fayetteville)	NW	K-5	92%	
20	Imboden Area Charter (Imboden Area Charter)	NE	K-8	92%	
20	Morrison Elementary (South Conway County)	NW	2-3	92%	
20	Hunt Elementary (Springdale)	NW	K-5	92%	
20	Springhill Elementary (Bryant)	CN	K-5	92%	
20	Williams Magnet Elementary (Little Rock)	CN	K-5	92%	
20	Elm Tree Elementary (Bentonville)	NW	K-4	92%	
20	Woodrow Cummins Elementary (Conway)	CN	K-4	92%	

Table 5: Top 20 Elementary Schools in Arkansas Based on Benchmark Math and Literacy Achievement

1	College Hill Elementary (Texarkana)	SW	K-4	98%
2	Park Magnet (Hot Springs)	CN	K-4	97%
2	Gillett Elementary (Dewitt)	SE	K-5	97%
4	Mount Pleasant Elementary (Melbourne)	NE	K-6	96%
4	Academy of Technology (Vilonia)	CN	2-4	96%
4	Richland Elementary (West Memphis)	NE	K-6	96%
4	Ellen Smith Elementary (Conway)	CN	K-4	96%
4	Evening Shade Math & Science Academy (Cave City)	NE	K-4	96%
4	Arnold Drive Elementary (Pulaski County)	CN	K-5	96%
4	Jim Stone Elementary (Conway)	CN	K-4	96%
11	Viola Elementary (Viola)	NE	K-6	95%
11	Salem Elementary (Bryant)	CN	K-6	95%
11	Pottsville Elementary (Pottsville)	NW	K-3	95%
11	Morrilton Elementary (South Conway County)	NW	2-3	95%
15	Central Park at Morning Star Elementary (Bentonville)	NW	K-4	94%
15	Forest Park Elementary (Little Rock)	CN	K-5	94%
15	Tuckerman Elementary (Jackson County)	NE	K-4	94%
15	Dover Elementary (Dover)	NW	K-4	94%
15	Woodrow Cummins Elementary (Conway)	CN	K-4	94%
15	Center Valley Elementary (Russellville)	NW	K-4	94%

Common Core State Standards

- **Full Implementation in Grades K-2**
- **Partial Implementation in Grades 3-5**
- **Crosswalk from ADE Website**
- **New Reading Textbooks – PD with Harcourt Representative**
- **Rigor**
- **Higher Level Thinking Skills**
- **CGI Math- Cognitive Guided Instruction**
- **After-school Tutoring for Benchmark**

PLCs

Professional Learning Communities

- Drop Box
- Analyzed Test Data
- Target Specific SLE & Specific Students
- Common Assessments
- AIP Professional Development
- Collaboration using Technology
- ALA with DMS- Norms, Mission, What is PLC?

Technology

- **GES is Schoolwide Title I**
- **Stimulus Funds used to buy:**
 - 3 SmartBoards**
 - 13 Computers**
 - 6 White Boards**
 - 3 Media Carts**
 - 20 iPods**
 - Library Books**
- **Special Education Stimulus Funds- 1 SmartBoard**

Technology in the Classroom

- Virtual Tour of Washington, DC; Native American Museum; Williamsburg
- Interactive reading of stories in Reading Books
(Can choose male/female voice), Student Interactive Activities.
- Study Dog- Software Literacy Program for Pre-K – 1st Grade students Web based
- Teacher Tube Videos – Story on Double Dutch Jump rope
- Publishing Student Writing – Microsoft Word
- Used Website to practice Latitude/Longitude for Soc. Studies
- AM- Accelerated Math and AR Accelerated Reading



ABC Preschool

- Arkansas Better Chance for School Success
- State Directed & funded by DHS
- Students in ABC Programs:

Vocabulary scores up 31%

Math Skills up 37%

Print Awareness up 23%

- Arkansas is the national leader in standards for quality preschool environment
- ECERS – Highs Language-Reasoning 7.00; Program Structure 6.75; Interaction 6.00;

Overall 5.74

GILLETT ELEMENTARY**VICKI REED, PRINCIPAL****MAIL:** PO BOX 700

DEWITT, AR 72042

SHIP: 313 S. 6TH

GILLETT, AR 72055

PHONE: (870) 548-2466**FAX:** (870) 548-2281**TO:** Jeremy Loziter**FROM:** Gillett**DATE:** 9/18/12# Of Pages (Including This Page) 11

FAX 3 of 3

COMMENTS: __________

B. Benchmark Scores in Literacy, 2012

Table 3: Top 25 Elementary Schools in Arkansas Based on Benchmark Literacy Achievement

School (District)	Region	Grades Served	% Proficient/Advanced	GPA
1. Ellen Smith Elementary School (Conway)	CN	K-4	98%	3.82
1 Mount Pleasant Elementary School (Melbourne) ♦	NE	K-6	98%	3.82
3. Park Wagner School (Hot Springs)	CN	K-5	98%	3.79
4 College Hill Elementary School (Texarkana) ♦	SW	K-4	97%	3.78
4. Vandegriff Elementary School (Gayleville)	NW	K-5	96%	3.78
6 Woodland Heights Elementary School (Harrison) ♦	NW	K-4	98%	3.77
7. Academy of Technology (Vilonia)	CN	2-4	96%	3.76
7 Bellview Elementary (Rogers)	NW	K-5	95%	3.76
7. Forest Park Elementary School (Little Rock)	CN	P-5	97%	3.76
7 Jim Stone Elementary School (Conway) ♦	CN	K-4	97%	3.76
11. Arnold Drive Elementary School (Pulaski County) ♦	CN	P-5	95%	3.75
11 Richland Elementary School (West Memphis) ♦	NE	K-6	97%	3.75
13. Central Park at Morning Star Elementary (Bentonville)	NW	K-4	95%	3.74
13 Hunt Elementary School (Springdale) ♦	NW	K-5	94%	3.73
15. Dover Elementary School (Dover)	NW	K-4	93%	3.72
16 Chenal Elementary School (Pulaski County) ♦	CN	K-5	95%	3.71
16 Elm Tree Elementary School (Bentonville)	NW	K-4	94%	3.71
16 Gillett Elementary School (DeWitt) ♦	SE	P-5	95%	3.71
16. London Elementary School (Russellville)	NW	K-4	97%	3.71
16 Pottsville Elementary School (Pottsville) ♦	NW	K-3	94%	3.71
16. Woodrow Cummins Elementary School (Conway)	CN	K-4	97%	3.71
22 Arrie Goforth Elementary (Norfolk)	NW	K-6	96%	3.70
23. Salem Elementary School (Bryan)	CN	K-5	95%	3.69
24 Don R. Roberts Elementary School (Little Rock)	CN	P-5	93%	3.68
24. Eagle Heights Elementary School (Harrison)	NW	K-4	93%	3.68
24 Julia Lee Moore Elementary School (Conway)	CN	K-4	92%	3.68
24. Lowell Elementary School (Rogers)	NW	K-5	95%	3.68

♦ Indicates school placed on same list in 2010-11.

OEP Awards Response

Page 1 of 1

OEP Awards Response

Michael L. Crouch [mlcrouch@uark.edu]

Sent: Thursday, September 06, 2012 4:56 PM

To: Vicki Reed

Cc: Gary Ritter [garyr@uark.edu]

OEP 2012
math

Hi Vicki,

This is in response to your inquiry about the OEP Awards that were released today. I looked at our test score databases, and I see that your school scored 100% last year in math, with a 3.74 Math GPA score. This year, your school had a 95% proficient or advanced rating, with a 3.58 Math GPA score. Of course, your school's scores from both years are fantastic, but our Math GPA cut-off for this year was 3.70. While your school did score higher on the percentage rating than a few of the award schools from this year, we only base our awards on GPA.

I will say congratulations on the Literacy award (where you improved by .21 from last year), and you were within .02 of the Combined award list. If you have anymore questions for us, please do not hesitate to e-mail us or give our office a call. Thanks!

Michael Crouch

SCHOOL PROFILE—GRADE 3 MATHEMATICS

Results by Gender and Ethnicity

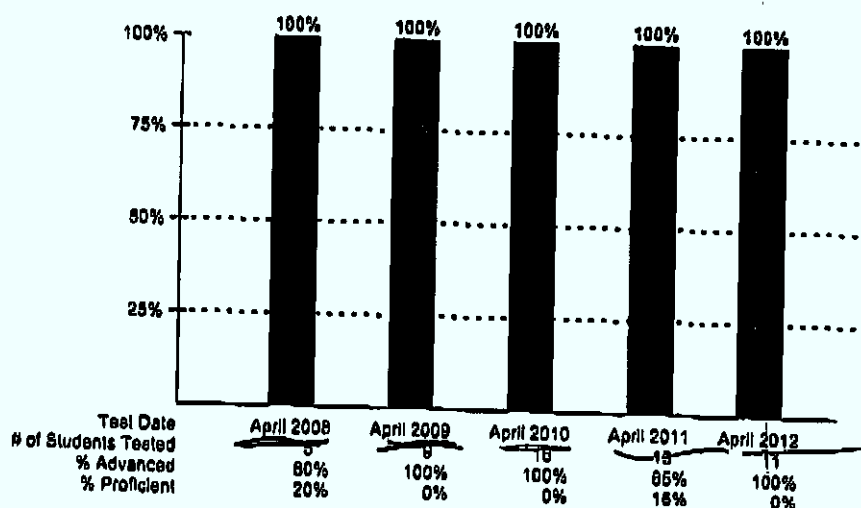
The following table shows the number and percent of Grade 3 students in your School at each performance level for the Gender and Ethnicity Population Groups. More detailed data for these and other population groups and comparisons to District, Region, and State results can be found in your School Summary Reports.

Population Group	Below Basic		Basic		Proficient		Advanced	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Combined Population	0	0%	0	0%	0	0%	11	100%
Gender								
Female	0	0%	0	0%	0	0%	6	100%
Male	0	0%	0	0%	0	0%	5	100%
Ethnicity								
Hispanic	0	0%	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%	0	0%
Native Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0	0%
American Indian/Alaska Native	0	0%	0	0%	0	0%	0	0%
Black	0	0%	0	0%	0	0%	1	100%
White	0	0%	0	0%	0	0%	10	100%
Two or More Races	0	0%	0	0%	0	0%	0	0%

Mean Scale Scores		
School	District	State
673	621	607
661	627	611
663	616	604
	598	596
		653
		544
		599
665	581	556
674	631	625
	642	607

Proficient and Advanced Performance History

The following graph displays the number of Grade 3 students tested in your School and the percent scoring at the Proficient or Advanced performance levels on the Arkansas Augmented Benchmark Examination in Mathematics since April 2008.



Longitudinal data

SCHOOL PROFILE—GRADE 4 MATHEMATICS

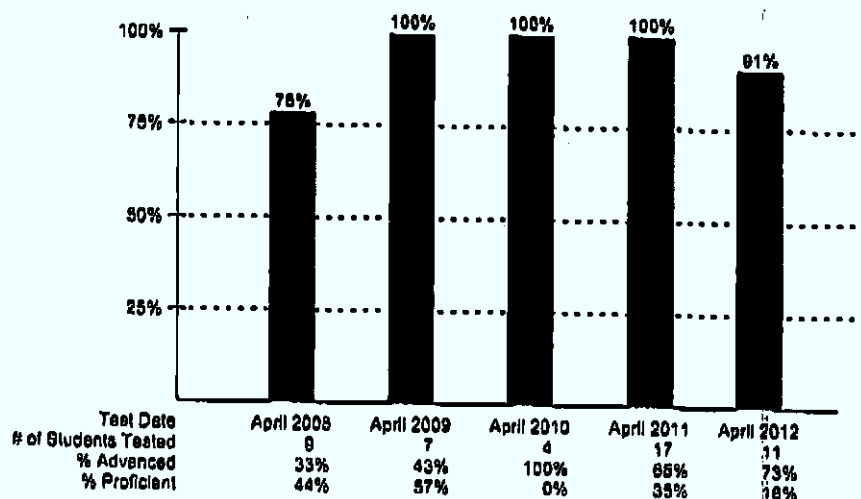
Results by Gender and Ethnicity

The following table shows the number and percent of Grade 4 students in your School at each performance level for the Gender and Ethnicity Population Groups. More detailed data for these and other population groups and comparisons to District, Region, and State results can be found in your School Summary Reports.

Population Group	Below Basic		Basic		Proficient		Advanced		Mean Scale Scores		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	School	District	State
Combined Population	0	0%	1	9%	2	18%	8	73%	663	614	637
Gender											
Female	0	0%	1	17%	1	17%	4	67%	635	629	641
Male	0	0%	0	0%	1	20%	4	80%	696	604	633
Ethnicity											
Hispanic	0	0%	0	0%	1	100%	0	0%	580	613	624
Asian	0	0%	0	0%	0	0%	0	0%			684
Native Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0	0%			662
American Indian/Alaska Native	0	0%	0	0%	0	0%	0	0%			639
Black	0	0%	0	0%	0	0%	0	0%		554	590
White	0	0%	1	10%	1	10%	8	80%	671	627	654
Two or More Races	0	0%	0	0%	0	0%	0	0%		575	642

Proficient and Advanced Performance History

The following graph displays the number of Grade 4 students tested in your School and the percent scoring at the Proficient or Advanced performance levels on the Arkansas Augmented Benchmark Examination in Mathematics since April 2008.



SCHOOL PROFILE—GRADE 5 MATHEMATICS

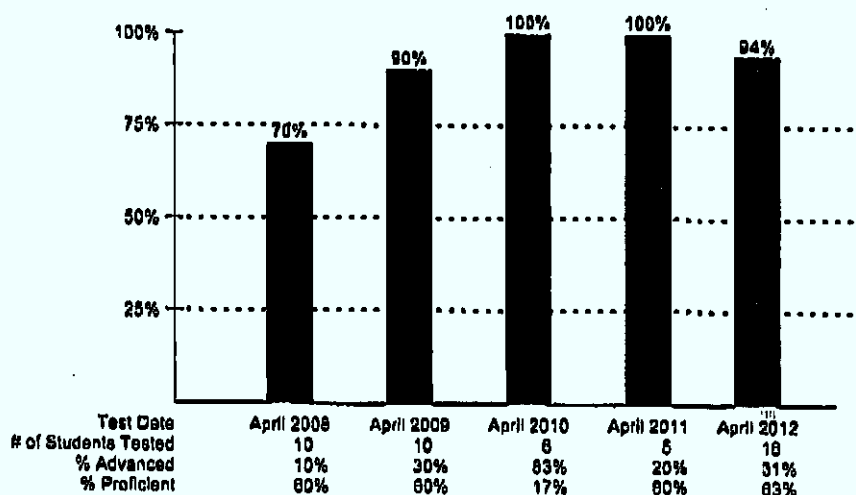
Results by Gender and Ethnicity

The following table shows the number and percent of Grade 5 students in your School at each performance level for the Gender and Ethnicity Population Groups. More detailed data for these and other population groups and comparisons to District, Region, and State results can be found in your School Summary Reports.

Population Group	Below Basic		Basic		Proficient		Advanced		Mean Scale Scores		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	School	District	State
Combined Population	0	0%	1	0%	10	63%	5	31%	665	663	671
Gender											
Female	0	0%	0	0%	3	36%	5	63%	700	678	676
Male	0	0%	1	13%	7	88%	0	0%	630	667	665
Ethnicity											
Hispanic	0	0%	0	0%	0	0%	1	100%	702	598	657
Asian	0	0%	0	0%	0	0%	0	0%			732
Native Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0	0%			600
American Indian/Alaska Native	0	0%	0	0%	0	0%	0	0%			674
Black	0	0%	0	0%	1	100%	0	0%	676	695	617
White	0	0%	1	7%	9	84%	4	29%	662	686	689
Two or More Races	0	0%	0	0%	0	0%	0	0%		678	675

Proficient and Advanced Performance History

The following graph displays the number of Grade 5 students tested in your School and the percent scoring at the Proficient or Advanced performance levels on the Arkansas Augmented Benchmark Examination in Mathematics since April 2009.



SCHOOL PROFILE—GRADE 3 LITERACY

Results by Gender and Ethnicity

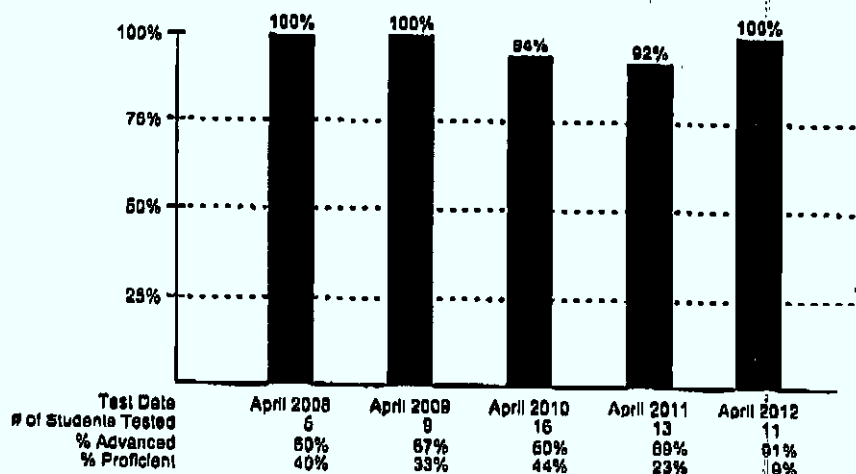
The following table shows the number and percent of Grade 3 students in your School at each performance level for the Gender and Ethnicity Population Groups. More detailed data for these and other population groups and comparisons to District, Region, and State results can be found in your School Summary Reports.

Population Group	Below Basic		Basic		Proficient		Advanced	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Combined Population	0	0%	0	0%	1	9%	10	91%
Gender								
Female	0	0%	0	0%	1	17%	5	83%
Male	0	0%	0	0%	0	0%	5	100%
Ethnicity								
Hispanic	0	0%	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%	0	0%
Native Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0	0%
American Indian/Alaska Native	0	0%	0	0%	0	0%	0	0%
Black	0	0%	0	0%	0	0%	1	100%
White	0	0%	0	0%	1	10%	9	90%
Two or More Races	0	0%	0	0%	0	0%	0	0%

Mean Scale Scores		
School	District	State
758	667	649
753	692	689
705	642	613
	649	620
		733
		654
		634
751	654	672
759	670	677
	665	644

Proficient and Advanced Performance History

The following graph displays the number of Grade 3 students tested in your School and the percent scoring at the Proficient or Advanced performance levels on the Arkansas Augmented Benchmark Examination in Literacy (Reading and Writing) since April 2008.



SCHOOL PROFILE—GRADE 4 LITERACY

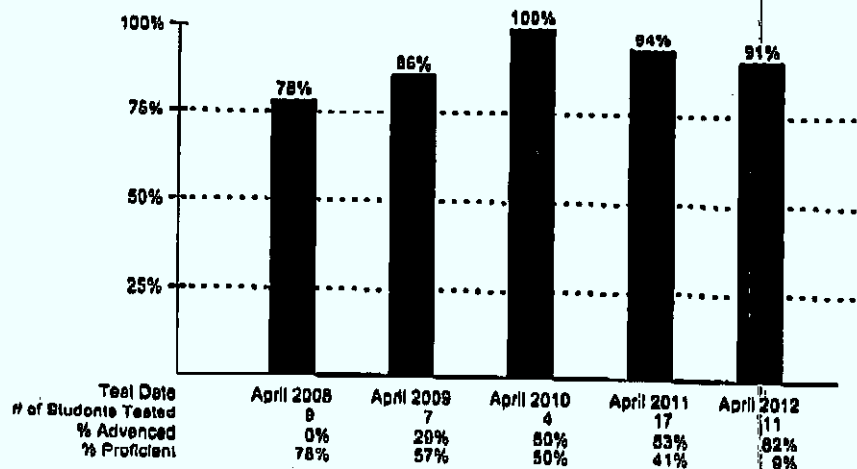
Results by Gender and Ethnicity

The following table shows the number and percent of Grade 4 students in your School at each performance level for the Gender and Ethnicity Population Groups. More detailed data for these and other population groups and comparisons to District, Region, and State results can be found in your School Summary Reports.

Population Group	Below Basic		Basic		Proficient		Advanced		Mean Scale Scores		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	School	District	State
Combined Population	0	0%	1	9%	1	9%	9	82%	777	703	726
Gender											
Female	0	0%	1	17%	0	0%	5	83%	786	737	761
Male	0	0%	0	0%	1	30%	4	80%	603	679	697
Ethnicity											
Hispanic	0	0%	0	0%	0	0%	1	100%	781	732	701
Asian	0	0%	0	0%	0	0%	0	0%			777
Native Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0	0%			618
American Indian/Alaska Native	0	0%	0	0%	0	0%	0	0%			737
Black	0	0%	0	0%	0	0%	0	0%		693	657
White	0	0%	1	10%	1	10%	6	80%	777	722	756
Two or More Races	0	0%	0	0%	0	0%	0	0%		711	740

Proficient and Advanced Performance History

The following graph displays the number of Grade 4 students tested in your School and the percent scoring at the Proficient or Advanced performance levels on the Arkansas Augmented Benchmark Examination in Literacy (Reading and Writing) since April 2008.



SCHOOL PROFILE—GRADE 5 LITERACY

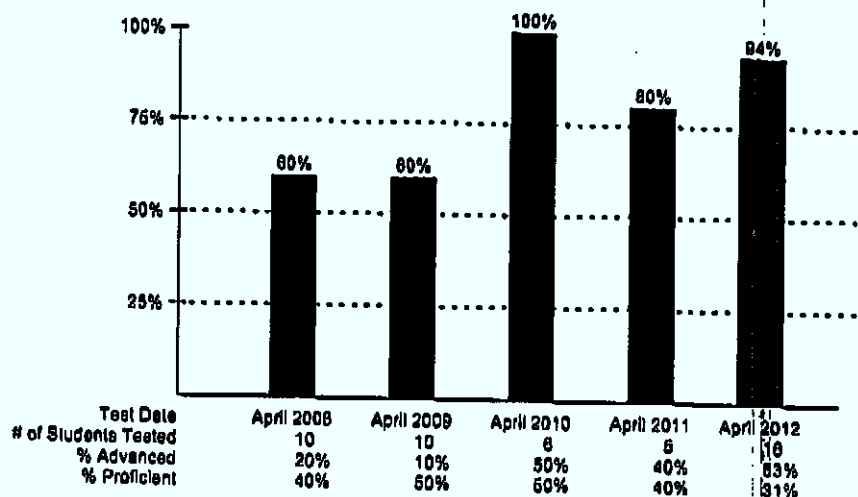
Results by Gender and Ethnicity

The following table shows the number and percent of Grade 5 students in your School at each performance level for the Gender and Ethnicity Population Groups. More detailed data for these and other population groups and comparisons to District, Region, and State results can be found in your School Summary Reports.

Population Group	Below Basic		Basic		Proficient		Advanced		Mean Scale Scores		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	School	District	State
Combined Population	0	0%	1	6%	5	31%	10	63%	797	802	766
Gender											
Female	0	0%	0	0%	2	25%	6	75%	868	818	789
Male	0	0%	1	13%	3	38%	4	50%	725	793	736
Ethnicity											
Hispanic	0	0%	0	0%	0	0%	1	100%	964	811	743
Asian	0	0%	0	0%	0	0%	0	0%			830
Native Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0	0%			661
American Indian/Alaska Native	0	0%	0	0%	0	0%	0	0%			781
Black	0	0%	0	0%	1	100%	0	0%	761	780	695
White	0	0%	1	7%	4	29%	9	64%	787	810	792
Two or More Races	0	0%	0	0%	0	0%	0	0%		885	766

Proficient and Advanced Performance History

The following graph displays the number of Grade 5 students tested in your School and the percent scoring at the Proficient or Advanced performance levels on the Arkansas Augmented Benchmark Examination in Literacy (Reading and Writing) since April 2008.





DeWitt School District

Excellence in Education

District

Students

Staff

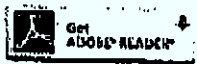
Community

Quick Links

[ADE Website Requirements](#)
[Bulletins](#)
[District Calendar](#)
[District News](#)
[Email Login](#)
[Go Dragons!](#)
[Homework](#)
[Media Centers](#)
[Menus](#)
[Photo Galleries](#)
[Pinnacle Student Gradebook](#)
[Pinnacle Teacher Gradebook](#)
[School Board Meeting Minutes](#)

Schools

[DeWitt High School](#)
[DeWitt Middle School](#)
[DeWitt Elementary School](#)
[Gillett Elementary School](#)



District Test Scores

The results from Benchmark and EOC tests for district students for the 2011-12 school year are now available. In a July letter to district staff, Superintendent Gary Wayman stated, "I want to tell you what a great overall job our district did with test scores. We had some great gains, few drops, and a few holding their own, but overall we made very positive gains."

	<u>DeWitt Elementary</u>		<u>Gillett Elementary</u>	
	<u>2011</u>	<u>2012</u>	<u>2011</u>	<u>2012</u>
Grade 3 (Math)	78%	93%	100%	100%
Grade 4 (Math)	83%	77%	100%	100%
Grade 5 (Math)	82%	82%	100%	94%
Grade 3 (Literacy)	61%	65%	92%	100%
Grade 4 (Literacy)	82%	82%	94%	91%
Grade 5 (Literacy)	77%	93%	80%	94%
Grade 5 (Science)	65%	73%	80%	69%

"Some of these scores on the surface look like they went down, but look at it closer. Last year's 3rd grade math at DES was 78% and this year's 4th grade math was 77%. So, we held our ground. Gillett's last year's 3rd grade literacy was 92%. This year's 4th grade literacy was 91%. So, the same could be said there."

DeWitt Middle School

	<u>2011</u>	<u>2012</u>
Grade 6 (Math)	69%	66%
Grade 7 (Math)	63%	77%
Grade 8 (Math)	48%	58%
Grade 6 (Literacy)	61%	70%
Grade 7 (Literacy)	52%	79%
Grade 8 (Literacy)	70%	70%
Grade 7 (Science)	23%	29%

"Good things happened at DeWitt Middle School with a lot of hard work and good things, we think, will keep happening. Their scores show that a lot of hard work was done and Middle School can be proud."

"Now, for DeWitt High School. We made gains and also had a few drops here, but once again it was overall a good job."

DeWitt High School

	<u>2011</u>	<u>2012</u>
11 Grade Literacy	72%	65%
EOC Geometry	69%	59%
EOC Biology	48.3%	42%
Algebra I	75.3%	82%

"There is some work to be done, but we can get there by working hard together as a district."

Mr. Wayman went on to say that he wanted to send the letter to district staff, "So that everyone has a knowledge of scores because we are truly in this together."



DES GES
DMS DHS



For more information on district school performance for previous years, visit the Arkansas School Performance website, www.normanassasweb.uark.edu.

Calendar Updates

A professional development presentation on cyberbullying will be held on Monday, August 13, as part of required staff development days for district faculty. Lunch will be provided. The available flex dates in August will now be August 8, 9, 10, and 17. Please click below for an updated 2012-13 school year calendar.

>>> [2012-13 Color Coded Calendar \(Updated July 12, 2012\)](#)
>>> [2012-13 Text Calendar](#)

Upcoming Events

- August 8-17
Staff Development
- August 20
First Day of School

>>> [See more events](#)

Recently Updated

- May 8, 2012
School Board Meeting Minutes
- Archived Stories on District News
- 04/30/12 Fund Balances



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ENROLLMENT DATA

DeWitt Total School District Enrollment by Race and Gender

2011-2012

LEA	DISTRICT	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	MALE	FEMALE	TOTAL
0101000	DEWITT SCHOOL DISTRICT	17	2	202	41	4	0	1037	672	631	1303

Source: ADE Data Center

2010-2011

LEA	DISTRICT	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	MALE	FEMALE	TOTAL
0101000	DEWITT SCHOOL DISTRICT	22	0	212	36	4	0	1074	698	650	1348

Source: ADE Data Center

2009-2010

LEA	DISTRICT	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	MALE	FEMALE	TOTAL
0101000	DEWITT SCHOOL DISTRICT	18	1	205	30	4	2	1100	707	653	1360

Source: ADE Data Center

DeWitt Elementary School Enrollment by Race and Gender

2011-2012

LEA	SCHOOL	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	MALE	FEMALE	TOTAL
0101001	DEWITT ELEMENTARY SCHOOL	11	0	79	16	1	0	386	253	240	493

Source: ADE Data Center

2010-2011

LEA	SCHOOL	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	MALE	FEMALE	TOTAL
0101001	DEWITT ELEMENTARY SCHOOL	20	0	73	15	1	0	426	277	258	535

Source: ADE Data Center

2009-2010

LEA	SCHOOL	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	MALE	FEMALE	TOTAL
0101001	DEWITT ELEMENTARY SCHOOL	18	0	79	12	1	0	443	293	260	553

Source: ADE Data Center

Gillett Elementary School Enrollment by Race and Gender

2011-2012

LEA	SCHOOL	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	MALE	FEMALE	TOTAL
0101008	GILLETT ELEMENTARY SCHOOL	2	0	4	3	0	0	66	40	35	75

Source: ADE Data Center

2010-2011

LEA	SCHOOL	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	MALE	FEMALE	TOTAL
0101008	GILLETT ELEMENTARY SCHOOL	0	0	7	4	0	0	65	42	34	76

Source: ADE Data Center

2009-2010

LEA	SCHOOL	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	MALE	FEMALE	TOTAL
0101008	GILLETT ELEMENTARY SCHOOL	0	0	3	4	0	0	57	37	27	64

Source: ADE Data Center

DeWitt Elementary School Enrollment by Grade

2011-2012

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
88	80	86	69	87	83	0	0	0	0	0	0	0	0	0	493

Source: ADE Data Center

2010-2011

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
74	90	77	91	88	115	0	0	0	0	0	0	0	0	0	535

Source: ADE Data Center

2009-2010

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
93	77	88	90	106	99	0	0	0	0	0	0	0	0	0	553

Source: ADE Data Center

Gillett Elementary School Enrollment by Grade

2011-2012

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
9	15	16	8	10	17	0	0	0	0	0	0	0	0	0	75

Source: ADE Data Center

2010-2011

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
16	17	7	12	16	8	0	0	0	0	0	0	0	0	0	76

Source: ADE Data Center

2009-2010

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
16	7	12	16	7	6	0	0	0	0	0	0	0	0	0	64

Source: ADE Data Center

**DEWITT SCHOOL DISTRICT
REPORT CARD**

2011 District REPORT CARD for DEWITT SCHOOL DISTRICT

INDICATOR 1: STUDENT ACHIEVEMENT

	Percent tested overall	Percent below basic	Percent Basic	Percent Proficient	Percent Advanced	Percent proficient and above
Grade Three Literacy						
Combined Population	95% or Greater	18.2	17.2	32.3	32.3	64.6
African-American	95% or Greater	38.5	30.8	23.1	7.7	30.8
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	16.5	15.2	32.9	35.4	68.4
Economic Disadvantaged	95% or Greater	22.4	19.4	35.8	22.4	58.2
Students with Disabilities	95% or Greater	66.7	13.3	6.7	13.3	20
Limited English Proficient	Not Available	RV	RV	RV	RV	RV
Female	95% or Greater	15.9	9.1	40.9	34.1	75
Male	95% or Greater	20	23.6	25.5	30.9	56.4
Migrant	Not Available	RV	RV	RV	RV	RV

Grade Three Mathematics						
Combined Population	95% or Greater	6.1	13.1	27.3	53.5	80.8
African-American	95% or Greater	23.1	15.4	38.5	23.1	61.5
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	3.8	13.9	24.1	58.2	82.3
Economic Disadvantaged	95% or Greater	9	13.4	26.9	50.7	77.6
Students with Disabilities	95% or Greater	40	26.7	13.3	20	33.3
Limited English Proficient	Not Available	RV	RV	RV	RV	RV
Female	95% or Greater	2.3	11.4	31.8	54.5	86.4
Male	95% or Greater	9.1	14.5	23.6	52.7	76.4
Migrant	Not Available	RV	RV	RV	RV	RV

Grade Four Literacy						
Combined Population	95% or Greater	6.3	9.5	35.8	48.4	84.2
African-American	95% or Greater	RV	RV	RV	RV	RV
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	7.5	7.5	35	50	85
Economic Disadvantaged	95% or Greater	10.7	10.7	33.9	44.6	78.6
Students with Disabilities	95% or Greater	60	10	20	10	30
Female	95% or Greater	2.4	7.3	29.3	61	90.2
Male	95% or Greater	9.3	11.1	40.7	38.9	79.6

Grade Four Mathematics						
Combined Population	95% or Greater	5.3	7.4	27.4	60	87.4
African-American	95% or Greater	RV	RV	RV	RV	RV

Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	3.8	7.5	27.5	61.3	88.8
Economic Disadvantaged	95% or Greater	8.9	12.5	26.8	51.8	78.6
Students with Disabilities	95% or Greater	20	30	30	20	50
Female	95% or Greater	4.9	7.3	17.1	70.7	87.8
Male	95% or Greater	5.6	7.4	35.2	51.9	87

Grade Five Literacy						
Combined Population	95% or Greater	3.4	19.7	47.9	29.1	76.9
African-American	95% or Greater	6.3	31.3	50	12.5	62.5
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	3.2	17.2	47.3	32.3	79.6
Economic Disadvantaged	95% or Greater	5	22.5	52.5	20	72.5
Students with Disabilities	95% or Greater	28.6	35.7	21.4	14.3	35.7
Female	95% or Greater	0	11.5	49.2	39.3	88.5
Male	95% or Greater	7.1	28.6	46.4	17.9	64.3
Migrant	Not Available	RV	RV	RV	RV	RV

Grade Five Mathematics						
Combined Population	95% or Greater	6.8	10.3	45.3	37.6	82.9
African-American	95% or Greater	18.8	25	37.5	18.8	56.3
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	3.2	8.6	46.2	41.9	88.2
Economic Disadvantaged	95% or Greater	10	13.8	45	31.3	76.3
Students with Disabilities	95% or Greater	35.7	35.7	7.1	21.4	28.6
Female	95% or Greater	1.6	9.8	44.3	44.3	88.5
Male	95% or Greater	12.5	10.7	46.4	30.4	76.8
Migrant	Not Available	RV	RV	RV	RV	RV

Grade Five Science						
Combined Population	95% or Greater	6.8	27.4	56.4	9.4	65.8
African-American	Not Available	6.3	56.3	31.3	6.3	37.5
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	5.4	24.7	59.1	10.8	69.9
Economic Disadvantaged	95% or Greater	10	30	55	5	60
Students with Disabilities	Not Available	28.6	50	14.3	7.1	21.4
Female	95% or Greater	3.3	27.9	60.7	8.2	68.9
Male	95% or Greater	10.7	26.8	51.8	10.7	62.5
Migrant	Not Available	RV	RV	RV	RV	RV

Grade Six Literacy						
Combined Population	95% or Greater	7.7	32.7	35.6	24	59.6
African-American	95% or Greater	5.6	44.4	33.3	16.7	50

Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	8.6	30.9	33.3	27.2	60.5
Economic Disadvantaged	95% or Greater	9.9	39.4	36.6	14.1	50.7
Students with Disabilities	95% or Greater	RV	RV	RV	RV	RV
Female	95% or Greater	2.5	22.5	47.5	27.5	75
Male	95% or Greater	10.9	39.1	28.1	21.9	50

Grade Six Mathematics						
Combined Population	95% or Greater	12.5	18.3	27.9	41.3	69.2
African-American	95% or Greater	16.7	27.8	33.3	22.2	55.6
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	11.1	16	24.7	48.1	72.8
Economic Disadvantaged	95% or Greater	16.9	21.1	32.4	29.6	62
Students with Disabilities	95% or Greater	RV	RV	RV	RV	RV
Female	95% or Greater	7.5	12.5	32.5	47.5	80
Male	95% or Greater	15.6	21.9	25	37.5	62.5

Grade Seven Literacy						
Combined Population	95% or Greater	6.3	40.2	36.6	17	53.6
African-American	95% or Greater	11.1	61.1	27.8	0	27.8
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	5.6	35.6	37.8	21.1	58.9
Economic Disadvantaged	95% or Greater	8.2	46.6	35.6	9.6	45.2
Students with Disabilities	95% or Greater	38.5	53.8	0	7.7	7.7
Female	95% or Greater	3.8	32.1	43.4	20.8	64.2
Male	95% or Greater	8.5	47.5	30.5	13.6	44.1

Grade Seven Mathematics						
Combined Population	95% or Greater	19.6	15.2	34.8	30.4	65.2
African-American	95% or Greater	27.8	22.2	38.9	11.1	50
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	18.9	14.4	31.1	35.6	66.7
Economic Disadvantaged	95% or Greater	20.5	21.9	38.4	19.2	57.5
Students with Disabilities	95% or Greater	92.3	0	0	7.7	7.7
Female	95% or Greater	15.1	13.2	37.7	34	71.7
Male	95% or Greater	23.7	16.9	32.2	27.1	59.3

Grade Seven Science						
Combined Population	95% or Greater	44.6	31.3	21.4	2.7	24.1
African-American	Not Available	61.1	38.9	0	0	0
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	41.1	28.9	26.7	3.3	30
Economic Disadvantaged	95% or Greater	54.8	28.8	15.1	1.4	16.4

Students with Disabilities	Not Available	92.3	0	0	7.7	7.7
Female	95% or Greater	45.3	28.3	24.5	1.9	26.4
Male	95% or Greater	44.1	33.9	18.6	3.4	22

Grade Eight Literacy						
Combined Population	95% or Greater	9.8	16.7	51	22.5	73.5
African-American	95% or Greater	12	24	44	20	64
Caucasian	95% or Greater	9.2	14.5	52.6	23.7	76.3
Economic Disadvantaged	95% or Greater	12.1	24.1	50	13.8	63.8
Students with Disabilities	95% or Greater	64.3	21.4	0	14.3	14.3
Female	95% or Greater	3.3	13.3	53.3	30	83.3
Male	95% or Greater	19	21.4	47.6	11.9	59.5

Grade Eight Mathematics						
Combined Population	95% or Greater	24.5	23.5	42.2	9.8	52
African-American	95% or Greater	52	20	24	4	28
Caucasian	95% or Greater	15.8	23.7	48.7	11.8	60.5
Economic Disadvantaged	95% or Greater	34.5	25.9	31	8.6	39.7
Students with Disabilities	95% or Greater	85.7	0	0	14.3	14.3
Female	95% or Greater	18.3	21.7	48.3	11.7	60
Male	95% or Greater	33.3	26.2	33.3	7.1	40.5

Grade Eleven Literacy						
Combined Population	95% or Greater	1.4	25.7	56.8	16.2	73
African-American	95% or Greater	RV	RV	RV	RV	RV
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	1.6	17.7	61.3	19.4	80.6
Economic Disadvantaged	95% or Greater	3.1	37.5	46.9	12.5	59.4
Students with Disabilities	95% or Greater	RV	RV	RV	RV	RV
Female	95% or Greater	0	23.1	61.5	15.4	76.9
Male	95% or Greater	2.9	28.6	51.4	17.1	68.6

EOC Algebra						
Combined Population	95% or Greater	4.3	20.4	60.2	15.1	75.3
African-American	95% or Greater	4.8	23.8	66.7	4.8	71.4
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	4.3	20	57.1	18.6	75.7
Economic Disadvantaged	95% or Greater	5.8	23.1	59.6	11.5	71.2
Students with Disabilities	95% or Greater	RV	RV	RV	RV	RV
Female	95% or Greater	3.4	18.6	62.7	15.3	78
Male	95% or Greater	5.9	23.5	55.9	14.7	70.6

EOC Geometry						
Combined Population	95% or Greater	5	26	48	21	69
African-American	95% or Greater	10.5	52.6	36.8	0	36.8
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	2.6	20.5	51.3	25.6	76.9
Economic Disadvantaged	95% or Greater	5.9	29.4	51	13.7	64.7
Students with Disabilities	95% or Greater	RV	RV	RV	RV	RV
Limited English Proficient	Not Available	RV	RV	RV	RV	RV
Female	95% or Greater	2.1	27.7	46.8	23.4	70.2
Male	95% or Greater	5.8	25	50	19.2	69.2

Biology						
Combined Population	94.7	17.2	34.5	37.9	10.3	48.3
African-American	Not Available	46.7	40	13.3	0	13.3
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	94.6	11.8	32.4	42.6	13.2	55.9
Economic Disadvantaged	89.1	17.9	38.5	35.9	7.7	43.6
Students with Disabilities	Not Available	25	16.7	41.7	16.7	58.3
Limited English Proficient	Not Available	RV	RV	RV	RV	RV
Female	95% or Greater	10	35	40	15	55
Male	92.2	23.9	32.6	37	6.5	43.5

Number of Recently Arrived LEP Students Not Assessed in Literacy

Grade Three	0
Grade Four	0
Grade Five	0
Grade Six	0
Grade Seven	0
Grade Eight	0
Grade Eleven	0
Total	0

Norm-Reference Test (ITBS)

Grade One Reading Comprehension	62
Grade One Math Problems	56
Grade Two Reading Comprehension	62
Grade Two Math Problems	57
Grade Three Reading	46
Grade Three Math	49
Grade Four Reading	54
Grade Four Math	63
Grade Five Reading	47
Grade Five Math	51
Grade Five Science	59

Grade Six Reading	41
Grade Six Math	43
Grade Seven Reading	43
Grade Seven Math	47
Grade Seven Science	50
Grade Eight Reading	43
Grade Eight Math	44
Grade Nine Reading Comprehension	47
Grade Nine Math Concepts and Problems	53
American College Test (ACT)	
Number of Students Taking Voluntary Universal ACT	
District Provided College Prep for Students Taking ACT in Grades 9-11	
Number of Students in College Preparatory Enrichment Program (CPEP)	
Number of Students Taking ACT in Grades 9-11	42
Number of Students Taking ACT in Grade 12	52
Mathematics	19.1
Science	19.3
English	18.6
Composite	18.9
Reading	19.6
Scholastic Assessment Test (SAT)	
Number of Students Taking SAT College Admission Test	2
SAT Critical Reading Mean	RV
SAT Math Mean	RV
SAT Writing Mean	RV
Advanced Placement Courses (AP)	
Number of Students Taking AP courses	61
Number of AP exams taken	80
Number of Exams scored 3,4 or 5	8
Number of Students Taking International Baccalaureate Courses	

INDICATOR 2: SCHOOL PERFORMANCE

No Child Left Behind Met Adequate Yearly Progress (AYP)

Achieving Standards	2
First Year Not to Meet Standards (Alert)	1
Year One of Targeted School Improvement	0
Year Two of Targeted School Improvement	0
Targeted Corrective Action	0
Targeted Intensive School Improvement	0
Targeted Restructuring	0
Year One of Whole School Improvement	0
Year Two of Whole School Improvement	0
Whole School Corrective Action	0

Whole School Intensive Improvement	0
Whole School Intensive Restructuring	0
State Directed	1
Improvement School Rating (Gains)	
1-Schools in Need of Immediate Improvement	1
2-Schools Approaching Standards (Alert)	2
3-Schools Meeting Improvement Standards	1
4-Schools Exceeding Improvement Standards	0
5-Schools of Excellence for Improvement	0
Performance School Rating (Status)	
1-Schools in Need of Immediate Improvement	0
2-Schools on Alert	0
3-Schools Meeting Standards	1
4-Schools Exceeding Standards	2
5-Schools of Excellence	1
Annual Accreditation Status	
Accredited	4
Accredited-Cited	0
Accredited-Probationary	0
Attendance rate	97.3
Dropout rate	4
Combined Population Graduation Rate	91.3
African American Graduation Rate	79.2
Hispanic Graduation Rate	RV
Caucasian Graduation Rate	96
Economically Disadvantaged Graduation Rate	85.2
Limited English Proficient Graduation Rate	RV
Students with a Disability Graduation Rate	100
Grade Inflation Rate	6.1
Remediation Rate	58.8
October Enrollment	1348

INDICATOR 3: RETENTION

Number of Students Retained at Grade One	10
Percent of Students Retained at Grade One	9.3
Number of Students Retained at Grade Two	3
Percent of Students Retained at Grade Two	3.6
Number of Students Retained at Grade Three	3

Percent of Students Retained at Grade Three	2.9
Number of Students Retained at Grade Four	2
Percent of Students Retained at Grade Four	1.9
Number of Students Retained at Grade Five	1
Percent of Students Retained at Grade Five	0.8
Number of Students Retained at Grade Six	8
Percent of Students Retained at Grade Six	7.3
Number of Students Retained at Grade Seven	15
Percent of Students Retained at Grade Seven	12.3
Number of Students Retained at Grade Eight	5
Percent of Students Retained at Grade Eight	4.6

INDICATOR 4: SAFE & ORDERLY ENVIRONMENT

Discipline Policies Distributed to Parents	Y
Discipline Training Provided to Staff	Y
Parental Involvement Plan Adopted	Y
Expulsions	0
Weapons Incidents	0.2
Staff Assaults	0.1
Student Assaults	0.3

INDICATOR 5: TEACHER QUALITY

Percent of Teachers Completely Certified (Licensed)	96.9
Percent Teaching with Emergency/ Provisional Credentials	2.3
Percent of Teachers with Bachelor's Degree	59.5
Percent of Teachers with Master's Degree	36.6
Percent of Teachers with Advanced Degree	0.8
Teachers in High Poverty Schools	
Percent of Classes not Taught by Highly Qualified Teachers	
Teachers in Low Poverty Schools	
Percent of Classes not Taught by Highly Qualified Teachers	0
Aggregate all Economic Levels	
Percent of Classes not Taught by Highly Qualified Teachers	0.2

Indicator 6: Choice

Percent of Students Obtained Through School Choice	0
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Indicator 7: Economic

District Total Mills Voted	34.5
District Expenditure Per Student	8,967
District Average Teacher Salary	44,451
District Total Expenditures	13,329,291
District Instructional Expenditures	7,043,369
District Administrative Expenditures	1,268,643

District Extracurricular Expenditures	440,148
District Capital Expenditures	621,837
District Debt Service Expenditures	622,864
Percent of Students Eligible for Free and Reduced Meals	60.3
State Free and Reduced-Price Meal Rate **	59.7%
National Free and Reduced-Price Meal Rate **	51.49%

**DEWITT ELEMENTARY SCHOOL
REPORT CARD**

2011 SCHOOL REPORT CARD for DEWITT ELEMENTARY SCHOOL

INDICATOR 1: STUDENT ACHIEVEMENT

	Percent tested overall	Percent below basic	Percent Basic	Percent Proficient	Percent Advanced	Percent proficient and above
Grade Three Literacy						
Combined Population	95% or Greater	20.7	18.4	33.3	27.6	60.9
African-American	Not Available	38.5	30.8	23.1	7.7	30.8
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	19.1	16.2	33.8	30.9	64.7
Economic Disadvantaged	95% or Greater	25	20	36.7	18.3	55
Students with Disabilities	Not Available	71.4	14.3	0	14.3	14.3
Limited English Proficient	Not Available	RV	RV	RV	RV	RV
Female	95% or Greater	18.4	10.5	42.1	28.9	71.1
Male	95% or Greater	22.4	24.5	26.5	26.5	53.1
Migrant	Not Available	RV	RV	RV	RV	RV

Grade Three Mathematics						
Combined Population	95% or Greater	6.9	14.9	28.7	49.4	78.2
African-American	Not Available	23.1	15.4	38.5	23.1	61.5
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	4.4	16.2	25	54.4	79.4
Economic Disadvantaged	95% or Greater	10	15	26.7	48.3	75
Students with Disabilities	Not Available	42.9	28.6	7.1	21.4	28.6
Limited English Proficient	Not Available	RV	RV	RV	RV	RV
Female	95% or Greater	2.6	13.2	34.2	50	84.2
Male	95% or Greater	10.2	16.3	24.5	49	73.5
Migrant	Not Available	RV	RV	RV	RV	RV

Grade Four Literacy						
Combined Population	95% or Greater	6.3	11.4	34.2	48.1	82.3
African-American	Not Available	RV	RV	RV	RV	RV
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	7.7	9.2	33.8	49.2	83.1
Economic Disadvantaged	95% or Greater	10.4	12.5	31.3	45.8	77.1
Students with Disabilities	Not Available	RV	RV	RV	RV	RV
Female	95% or Greater	2.9	8.8	26.5	61.8	88.2
Male	95% or Greater	8.9	13.3	40	37.8	77.8

Grade Four Mathematics						
Combined Population	95% or Greater	6.3	8.9	25.3	59.5	84.8
African-American	Not Available	RV	RV	RV	RV	RV

Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	4.6	9.2	24.6	61.5	86.2
Economic Disadvantaged	95% or Greater	10.4	14.6	22.9	52.1	75
Students with Disabilities	Not Available	RV	RV	RV	RV	RV
Female	95% or Greater	5.9	8.8	20.6	64.7	85.3
Male	95% or Greater	6.7	8.9	28.9	55.6	84.4

Grade Five Literacy						
Combined Population	95% or Greater	3.7	20.2	47.7	28.4	76.1
African-American	Not Available	6.7	33.3	53.3	6.7	60
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	3.4	17	47.7	31.8	79.5
Economic Disadvantaged	95% or Greater	5.5	23.3	52.1	19.2	71.2
Students with Disabilities	Not Available	33.3	41.7	16.7	8.3	25
Female	95% or Greater	0	12.7	47.3	40	87.3
Male	95% or Greater	7.4	27.8	48.1	16.7	64.8
Migrant	Not Available	RV	RV	RV	RV	RV

Grade Five Mathematics						
Combined Population	95% or Greater	7.3	11	44	37.6	81.7
African-American	Not Available	20	26.7	33.3	20	53.3
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	3.4	9.1	46.6	40.9	87.5
Economic Disadvantaged	95% or Greater	11	15.1	42.5	31.5	74
Students with Disabilities	Not Available	41.7	41.7	8.3	8.3	16.7
Female	95% or Greater	1.8	10.9	41.8	45.5	87.3
Male	95% or Greater	13	11.1	46.3	29.6	75.9
Migrant	Not Available	RV	RV	RV	RV	RV

Grade Five Science						
Combined Population	95% or Greater	7.3	28.4	55	9.2	64.2
African-American	Not Available	6.7	60	26.7	6.7	33.3
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	5.7	25	59.1	10.2	69.3
Economic Disadvantaged	95% or Greater	11	31.5	52.1	5.5	57.5
Students with Disabilities	Not Available	33.3	58.3	0	8.3	8.3
Female	95% or Greater	3.6	30.9	56.4	9.1	65.5
Male	95% or Greater	11.1	25.9	53.7	9.3	63
Migrant	Not Available	RV	RV	RV	RV	RV

Norm-Reference Test (ITBS)

Grade One Reading Comprehension	60
Grade One Math Problems	54

Grade Two Reading Comprehension	56
Grade Two Math Problems	53
Grade Three Reading	41
Grade Three Math	44
Grade Four Reading	53
Grade Four Math	63
Grade Five Reading	47
Grade Five Math	50
Grade Five Science	59
Grade Six Reading	NA
Grade Six Math	NA
Grade Seven Reading	NA
Grade Seven Math	NA
Grade Seven Science	NA
Grade Eight Reading	NA
Grade Eight Math	NA
Grade Nine Reading Comprehension	NA
Grade Nine Math Concepts and Problems	NA
American College Test (ACT)	
Number of Students Taking Voluntary Universal ACT	
District Provided College Prep for Students Taking ACT in Grades 9-11	
Number of Students in College Preparatory Enrichment Program (CPEP)	
Number of Students Taking ACT in Grades 9-11	
Number of Students Taking ACT in Grade 12	
Mathematics	
Science	
English	
Composite	
Reading	
Scholastic Assessment Test (SAT)	
Number of Students Taking SAT College Admission Test	
SAT Critical Reading Mean	
SAT Math Mean	
SAT Writing Mean	
Advanced Placement Courses (AP)	
Number of Students Taking AP courses	
Number of AP exams taken	
Number of Exams scored 3,4 or 5	
Number of Students Taking International Baccalaureate Courses	

INDICATOR 2: SCHOOL PERFORMANCE

No Child Left Behind Met Adequate Yearly Progress (AYP)

Achieving Standards	N
---------------------	---

First Year Not to Meet Standards (Alert)	Y
Year One of Targeted School Improvement	N
Year Two of Targeted School Improvement	N
Targeted Corrective Action	N
Targeted Intensive School Improvement	N
Targeted Restructuring	N
Year One of Whole School Improvement	N
Year Two of Whole School Improvement	N
Whole School Corrective Action	N
Whole School Intensive Improvement	N
Whole School Intensive Restructuring	N
State Directed	N

Improvement School Rating (Gains)

Improvement School Rating (Gains)	3-Schools Meeting Improvement Standards
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Performance School Rating (Status)

Performance School Rating (Status)	4-Schools Exceeding Standards
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Annual Accreditation Status

Accredited	YES
Accredited-Cited	NO
Accredited-Probationary	NO

Attendance rate	95.1
-----------------	------

Dropout rate	
--------------	--

Combined Population Graduation Rate	
African American Graduation Rate	
Hispanic Graduation Rate	
Caucasian Graduation Rate	
Economically Disadvantaged Graduation Rate	
Limited English Proficient Graduation Rate	
Students with a Disability Graduation Rate	

Grade Inflation Rate *This Indicator is not applicable to this school	NA
---	----

Remediation Rate	
------------------	--

October Enrollment	535
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INDICATOR 3: RETENTION

Number of Students Retained at Grade One	9
Percent of Students Retained at Grade One	10
Number of Students Retained at Grade Two	3
Percent of Students Retained at Grade Two	3.9

Number of Students Retained at Grade Three	2
Percent of Students Retained at Grade Three	2.2
Number of Students Retained at Grade Four	2
Percent of Students Retained at Grade Four	2.3
Number of Students Retained at Grade Five	1
Percent of Students Retained at Grade Five	0.9
Number of Students Retained at Grade Six	0
Percent of Students Retained at Grade Six	0
Number of Students Retained at Grade Seven	0
Percent of Students Retained at Grade Seven	0
Number of Students Retained at Grade Eight	0
Percent of Students Retained at Grade Eight	0

INDICATOR 4: SAFE & ORDERLY ENVIRONMENT

Discipline Policies Distributed to Parents	Y
Discipline Training Provided to Staff	Y
Parental Involvement Plan Adopted	Y
Expulsions	0
Weapons Incidents	0
Staff Assaults	0.2
Student Assaults	0.6

INDICATOR 5: TEACHER QUALITY

Percent of Teachers Completely Certified (Licensed)	100
Percent Teaching with Emergency/ Provisional Credentials	0
Percent of Teachers with Bachelor's Degree	76.6
Percent of Teachers with Master's Degree	21.3
Percent of Teachers with Advanced Degree	2.1
Teachers in High Poverty Schools	
Percent of Classes not Taught by Highly Qualified Teachers	NA
Teachers in Low Poverty Schools	
Percent of Classes not Taught by Highly Qualified Teachers	NA
Aggregate all Economic Levels	
Percent of Classes not Taught by Highly Qualified Teachers	0.4

Indicator 6: Choice

Percent of Students Obtained Through School Choice	0
--	---

Indicator 7: Economic

District Total Mills Voted	34.5
District Expenditure Per Student	8,967
District Average Teacher Salary	44,451
District Total Expenditures	13,329,291
District Instructional Expenditures	7,043,369

District Administrative Expenditures	1,268,643
District Extracurricular Expenditures	440,148
District Capital Expenditures	621,837
District Debt Service Expenditures	622,864
Percent of Students Eligible for Free and Reduced Meals	65.2
State Free and Reduced-Price Meal Rate **	59.7%
National Free and Reduced-Price Meal Rate **	51.49%

**GILLETT ELEMENTARY SCHOOL
REPORT CARD**

2011 SCHOOL REPORT CARD for GILLETT ELEMENTARY SCHOOL

INDICATOR 1: STUDENT ACHIEVEMENT

	Percent tested overall	Percent below basic	Percent Basic	Percent Proficient	Percent Advanced	Percent proficient and above
Grade Three Literacy						
Combined Population	Not Available	0	8.3	25	66.7	91.7
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	Not Available	0	9.1	27.3	63.6	90.9
Economic Disadvantaged	Not Available	RV	RV	RV	RV	RV
Students with Disabilities	Not Available	RV	RV	RV	RV	RV
Female	Not Available	RV	RV	RV	RV	RV
Male	Not Available	RV	RV	RV	RV	RV

Grade Three Mathematics						
Combined Population	Not Available	0	0	16.7	83.3	100
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	Not Available	0	0	18.2	81.8	100
Economic Disadvantaged	Not Available	RV	RV	RV	RV	RV
Students with Disabilities	Not Available	RV	RV	RV	RV	RV
Female	Not Available	RV	RV	RV	RV	RV
Male	Not Available	RV	RV	RV	RV	RV

Grade Four Literacy						
Combined Population	Not Available	6.3	0	43.8	50	93.8
African-American	Not Available	RV	RV	RV	RV	RV
Caucasian	Not Available	6.7	0	40	53.3	93.3
Economic Disadvantaged	Not Available	RV	RV	RV	RV	RV
Students with Disabilities	Not Available	RV	RV	RV	RV	RV
Female	Not Available	RV	RV	RV	RV	RV
Male	Not Available	RV	RV	RV	RV	RV

Grade Four Mathematics						
Combined Population	Not Available	0	0	37.5	62.5	100
African-American	Not Available	RV	RV	RV	RV	RV
Caucasian	Not Available	0	0	40	60	100
Economic Disadvantaged	Not Available	RV	RV	RV	RV	RV
Students with Disabilities	Not Available	RV	RV	RV	RV	RV
Female	Not Available	RV	RV	RV	RV	RV
Male	Not Available	RV	RV	RV	RV	RV

Grade Five Literacy						
Combined Population	Not Available	RV	RV	RV	RV	RV
African-American	Not Available	RV	RV	RV	RV	RV
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	Not Available	RV	RV	RV	RV	RV
Economic Disadvantaged	Not Available	RV	RV	RV	RV	RV
Students with Disabilities	Not Available	RV	RV	RV	RV	RV
Female	Not Available	RV	RV	RV	RV	RV
Male	Not Available	RV	RV	RV	RV	RV

Grade Five Mathematics						
Combined Population	Not Available	RV	RV	RV	RV	RV
African-American	Not Available	RV	RV	RV	RV	RV
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	Not Available	RV	RV	RV	RV	RV
Economic Disadvantaged	Not Available	RV	RV	RV	RV	RV
Students with Disabilities	Not Available	RV	RV	RV	RV	RV
Female	Not Available	RV	RV	RV	RV	RV
Male	Not Available	RV	RV	RV	RV	RV

Grade Five Science						
Combined Population	Not Available	RV	RV	RV	RV	RV
African-American	Not Available	RV	RV	RV	RV	RV
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	Not Available	RV	RV	RV	RV	RV
Economic Disadvantaged	Not Available	RV	RV	RV	RV	RV
Students with Disabilities	Not Available	RV	RV	RV	RV	RV
Female	Not Available	RV	RV	RV	RV	RV
Male	Not Available	RV	RV	RV	RV	RV

Norm-Reference Test (ITBS)

Grade One Reading Comprehension	68
Grade One Math Problems	62
Grade Two Reading Comprehension	93
Grade Two Math Problems	85
Grade Three Reading	71
Grade Three Math	76
Grade Four Reading	58
Grade Four Math	67
Grade Five Reading	61
Grade Five Math	64
Grade Five Science	64
Grade Six Reading	NA

Grade Six Math	NA
Grade Seven Reading	NA
Grade Seven Math	NA
Grade Seven Science	NA
Grade Eight Reading	NA
Grade Eight Math	NA
Grade Nine Reading Comprehension	NA
Grade Nine Math Concepts and Problems	NA
American College Test (ACT)	
Number of Students Taking Voluntary Universal ACT	
District Provided College Prep for Students Taking ACT in Grades 9-11	
Number of Students in College Preparatory Enrichment Program (CPEP)	
Number of Students Taking ACT in Grades 9-11	
Number of Students Taking ACT in Grade 12	
Mathematics	
Science	
English	
Composite	
Reading	
Scholastic Assessment Test (SAT)	
Number of Students Taking SAT College Admission Test	
SAT Critical Reading Mean	
SAT Math Mean	
SAT Writing Mean	
Advanced Placement Courses (AP)	
Number of Students Taking AP courses	
Number of AP exams taken	
Number of Exams scored 3,4 or 5	
Number of Students Taking International Baccalaureate Courses	

INDICATOR 2: SCHOOL PERFORMANCE

No Child Left Behind Met Adequate Yearly Progress (AYP)

Achieving Standards	Y
First Year Not to Meet Standards (Alert)	N
Year One of Targeted School Improvement	N
Year Two of Targeted School Improvement	N
Targeted Corrective Action	N
Targeted Intensive School Improvement	N
Targeted Restructuring	N
Year One of Whole School Improvement	N
Year Two of Whole School Improvement	N
Whole School Corrective Action	N
Whole School Intensive Improvement	N

Whole School Intensive Restructuring	N
State Directed	N
Improvement School Rating (Gains)	
Improvement School Rating (Gains)	2-Schools Approaching Standards (Alert)
Performance School Rating (Status)	
Performance School Rating (Status)	5-Schools of Excellence
Annual Accreditation Status	
Accredited	YES
Accredited-Cited	NO
Accredited-Probationary	NO
Attendance rate	95.8
Dropout rate	
Combined Population Graduation Rate	
African American Graduation Rate	
Hispanic Graduation Rate	
Caucasian Graduation Rate	
Economically Disadvantaged Graduation Rate	
Limited English Proficient Graduation Rate	
Students with a Disability Graduation Rate	
Grade Inflation Rate *This Indicator is not applicable to this school	NA
Remediation Rate	
October Enrollment	76

INDICATOR 3: RETENTION

Number of Students Retained at Grade One	1
Percent of Students Retained at Grade One	5.9
Number of Students Retained at Grade Two	0
Percent of Students Retained at Grade Two	0
Number of Students Retained at Grade Three	1
Percent of Students Retained at Grade Three	8.3
Number of Students Retained at Grade Four	0
Percent of Students Retained at Grade Four	0
Number of Students Retained at Grade Five	0
Percent of Students Retained at Grade Five	0
Number of Students Retained at Grade Six	0
Percent of Students Retained at Grade Six	0
Number of Students Retained at Grade Seven	0
Percent of Students Retained at Grade Seven	0

Number of Students Retained at Grade Eight	0
Percent of Students Retained at Grade Eight	0

INDICATOR 4: SAFE & ORDERLY ENVIRONMENT

Discipline Policies Distributed to Parents	Y
Discipline Training Provided to Staff	Y
Parental Involvement Plan Adopted	Y
Expulsions	0
Weapons Incidents	0
Staff Assaults	0
Student Assaults	0

INDICATOR 5: TEACHER QUALITY

Percent of Teachers Completely Certified (Licensed)	100
Percent Teaching with Emergency/ Provisional Credentials	0
Percent of Teachers with Bachelor's Degree	46.2
Percent of Teachers with Master's Degree	53.8
Percent of Teachers with Advanced Degree	0
Teachers in High Poverty Schools	
Percent of Classes not Taught by Highly Qualified Teachers	NA
Teachers in Low Poverty Schools	
Percent of Classes not Taught by Highly Qualified Teachers	NA
Aggregate all Economic Levels	
Percent of Classes not Taught by Highly Qualified Teachers	0

Indicator 6: Choice

Percent of Students Obtained Through School Choice	0
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Indicator 7: Economic

District Total Mills Voted	34.5
District Expenditure Per Student	8,967
District Average Teacher Salary	44,451
District Total Expenditures	13,329,291
District Instructional Expenditures	7,043,369
District Administrative Expenditures	1,268,643
District Extracurricular Expenditures	440,148
District Capital Expenditures	621,837
District Debt Service Expenditures	622,864
Percent of Students Eligible for Free and Reduced Meals	64.5
State Free and Reduced-Price Meal Rate **	59.7%
National Free and Reduced-Price Meal Rate **	51.49%

ARK. CODE ANN. § 6-20-602

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*** Legislation is current through the 2012 Fiscal Session and updates ***

*** received from the Arkansas Code Revision Commission through ***

*** June 12, 2012. ***

Title 6 Education

Subtitle 2. Elementary And Secondary Education Generally

Chapter 20 Finances

Subchapter 6 -- Local School District Isolated Funding

A.C.A. § 6-20-602 (2012)

6-20-602. Isolated schools.

(a) "Isolated school" means a school within a school district that:

(1) Prior to administrative consolidation or annexation under this section, § 6-13-1601 et seq., and § 6-13-1405(a)(5) qualified as an isolated school district under § 6-20-601; and

(2) Is subject to administrative consolidation or annexation under this section, § 6-13-1601 et seq., and § 6-13-1405(a)(5).

(b) Any isolated school within a resulting or receiving district shall remain open unless the school board of directors of the resulting or receiving district adopts a motion to close the isolated school or parts thereof by:

(1) Unanimous vote of the full board of directors; or

(2) (A) A majority vote of the full board of directors, but less than a unanimous vote, and the motion is considered by and approved by a majority vote of members of the State Board of Education.

(B) Any school board of directors seeking the state board approval to close isolated schools or parts thereof under subdivision (b)(2)(A) of this section shall:

(i) No less than thirty (30) days prior to a regularly scheduled state board meeting, request a hearing on the matter before the state board and file a petition to have the motion reviewed and approved by the state board.

(ii) The petition shall:

(a) Identify the specific isolated schools or part thereof that the local board of directors has moved to close;

(b) State all reasons that the isolated schools or part thereof should be closed;

(c) State how the closure will serve the best interests of the students in the district as a whole;

(d) State if the closure will have any negative impact on desegregation efforts or violate any valid court order from a court of proper jurisdiction; and

(e) Have attached a copy of the final motion approving the closure by the local board of directors.

(C) (i) Upon receiving a petition for approval of a motion to close all or part of an isolated school under subdivision (b)(2)(A) of this section, the state board shall have the authority to review and approve or disapprove the petition.

(ii) The state board shall only approve a motion to close isolated schools or parts thereof under subdivision (b)(2)(A) of this section if the closure is in the best interest of the students in the school district as a whole.

(iii) The state board shall not close a school if the state board finds that the closure will have any negative impact on desegregation efforts or will violate any valid court order from a court of proper jurisdiction.

(D) (i) Except under subdivision (b)(2)(D)(ii) of this section, the state board shall not require the closure of all or part of an isolated school without a motion from the local board of directors as required under subdivision (b)(2)(A) of this section.

(ii) This section shall not be construed to restrict the authority of the Department of Education and the state board otherwise granted by law.

(c) Funding for isolated school districts shall be expended by the resulting or receiving district only on the operation, maintenance, and other expenses of the isolated schools within the resulting or receiving district.

HISTORY: Acts 2003 (2nd Ex. Sess.), No. 60, § 5; 2005, No. 1397, § 2; 2011, No. 1131, § 2.

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RULES

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE CLOSURE OF ISOLATED SCHOOLS
September 2012**

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Closure of Isolated Schools.

2.00 AUTHORITY

- 2.01 The State Board of Education enacted these rules pursuant to Ark. Code Ann. §§ 6-11-105, 6-13-1603, 6-20-602 and 25-15-201 et seq.

3.00 DEFINITIONS

- 3.01 "Affected district" means a school district that:
- 3.01.1 Loses territory or students as a result of an administrative annexation; or
 - 3.01.2 Is involved in an administrative consolidation.
- 3.02 "Closure" means the cessation of use of an isolated school for the purpose of daily classroom instruction.
- 3.03 "Isolated school" means a school within a school district that:
- 3.03.1 Prior to administrative consolidation or annexation under Ark. Code Ann. § 6-13-1601 et seq. qualified as an isolated school district under Ark. Code Ann. § 6-20-601; and
 - 3.03.2 Is subject to administrative consolidation under Ark. Code Ann. § 6-13-1601 et seq.
- 3.04 "Partial closure" means the cessation of daily classroom instruction in one or more grade levels of an isolated school. This definition does not include the cessation of daily classroom instruction in classrooms within a particular grade level.
- 3.05 "Receiving district" means a school district or districts that receive territory or students, or both, from an affected district as a result of an administrative annexation; and
- 3.06 "Resulting district" means the new school district created from an affected district or districts as a result of an administrative consolidation.

4.00 CLOSING OF ISOLATED SCHOOLS

- 4.01 Any isolated school within a resulting or receiving district shall remain open unless the school board of directors of the resulting or receiving district adopts a motion to close the isolated school or parts thereof by:
 - 4.01.1 Unanimous vote of the full board of directors; or
 - 4.01.2 A majority vote of the full board of directors, but less than a unanimous vote, and the motion is considered by and approved by a majority vote of members of the State Board of Education (State Board).
- 4.02 Any school board of directors seeking the state board approval to close isolated schools or parts thereof under subdivision 4.01.2 of these rules shall:
 - 4.02.1 No less than thirty (30) days prior to a regularly scheduled State Board meeting, request a hearing on the matter before the State Board and file a petition to have the motion reviewed and approved by the State Board.
 - 4.02.2 The petition shall:
 - 4.02.2.1 Identify the specific isolated schools or part thereof that the local board of directors has moved to close;
 - 4.02.2.2 State all reasons that the isolated schools or part thereof should be closed;
 - 4.02.2.3 State how the closure will serve the best interests of the students in the district as a whole;
 - 4.02.2.4 State if the closure will have any negative impact on desegregation efforts or violate any valid court order from a court of proper jurisdiction; and
 - 4.02.2.5 Have attached a copy of the final motion approving the closure by the local board of directors.
- 4.03 Upon receiving a petition for approval of a motion to close all or part of an isolated school under subdivisions 4.01.2 and 4.02 of these rules, the State Board shall have the authority to review and approve or disapprove the petition.

- 4.04 The State Board shall only approve a motion to close isolated schools or parts thereof under subdivisions 4.01.2 and 4.02 of these rules if the closure is in the best interest of the students in the school district as a whole.
- 4.05 The State Board shall not close a school if the State Board finds that the closure will have any negative impact on desegregation efforts or will violate any valid court order from a court of proper jurisdiction.
- 4.06 Except under subsection 4.07 of these rules, the State Board shall not require the closure of all or part of an isolated school without a motion from the local board of directors as required under subdivisions 4.01.2 and 4.02 of these rules.
- 4.07 Ark. Code Ann. § 6-20-602 and these rules shall not be construed to restrict the authority of the Department of Education and the State Board otherwise granted by law.
- 4.08 Funding for isolated school districts shall be expended by the resulting or receiving district only on the operation, maintenance, and other expenses of the isolated schools within the resulting or receiving district.

5.00 STATE BOARD HEARING PROCEDURES – CLOSURE OF ISOLATED SCHOOLS

- 5.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.
- 5.02 The spokesperson(s) for the petitioning school district shall have a total of fifteen (15) minutes to present the school district's remarks. The State Board may allow more than fifteen (15) minutes if necessary.
- 5.03 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of fifteen (15) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than fifteen (15) minutes if necessary.
- 5.04 The spokesperson(s) for the petitioning school district shall have a total of five (5) minutes to present closing remarks to the State Board. The State Board may allow more than five (5) minutes if necessary.
- 5.05 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school district's petition.
- 5.06 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all

discussions, deliberations and votes upon the matter take place in a public hearing.

5.07 The State Board shall issue a written order concerning the matter.

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

Publisher	ISBN. NO.	TITLE	Copyright Date	Edition	Grade	Wholesale Price
Big Ideas Learning, LLC	978-1-60840-226-7	Big Ideas Math (Green): A Common Core Curriculum Pupil Edition	2012	1st	6	\$59.70
Big Ideas Learning, LLC	978-1-60840-341-7	Big Ideas Math (Green): A Common Core Curriculum Dynamic Student Edition Online (6 years)	2013	1st	6	\$49.96
Big Ideas Learning, LLC	978-1-60840-339-4	Big Ideas Math (Green): A Common Core Curriculum Dynamic Student Edition DVD	2013	1st	6	\$49.96
Big Ideas Learning, LLC	978-1-60840-229-8	Big Ideas Math (Green): A Common Core Curriculum Teaching Edition	2012	1st	6	\$122.40
Big Ideas Learning, LLC	978-1-60840-232-8	Big Ideas Math (Green): A Common Core Curriculum Record and Practice Journal	2012	1st	6	\$2.00
Big Ideas Learning, LLC	978-1-60840-155-0	Big Ideas Math: A Common Core Curriculum Skills Review and Basic Skills Handbook	2011	1st	6-8	\$10.25
Big Ideas Learning, LLC	978-0-54787-663-7	Common Core Assessment Readiness Workbook Grade 6	2014	1st	6	\$5.95
Big Ideas Learning, LLC	978-0-54787-589-7	Common Core Assessment Readiness Workbook Teacher Guide Grade 6	2014	1st	6	\$25.00
Big Ideas Learning, LLC	978-0-54768-823-7	On Core Mathematics Middle School Deluxe ExamView CD-ROM Grades 6-8	2012	1st	6-8	\$92.90
Big Ideas Learning, LLC	978-1-60840-036-2	Big Ideas Math (Green): A Common Core Curriculum Assessment Book	2010	1st	6	\$63.25
Big Ideas Learning, LLC	978-1-60840-039-3	Big Ideas Math (Green): A Common Core Curriculum Resources by Chapter	2010	1st	6	\$275.40
Big Ideas Learning, LLC	978-1-60840-304-2	Big Ideas Math: A Common Core Curriculum Dynamic Assessment Resources DVD	2013	1st	6-8	\$193.80
Big Ideas Learning, LLC	978-1-60840-306-6	Big Ideas Math: A Common Core Curriculum Dynamic Teaching Resources DVD	2013	1st	6-8	\$428.40
Big Ideas Learning, LLC	978-1-60840-227-4	Big Ideas Math (Red): A Common Core Curriculum Pupil Edition	2012	1st	7	\$59.70
Big Ideas Learning, LLC	978-1-60840-344-8	Big Ideas Math (Red): A Common Core Curriculum Dynamic Student Edition Online (6 years)	2013	1st	7	\$49.96
Big Ideas Learning, LLC	978-1-60840-342-4	Big Ideas Math (Red): A Common Core Curriculum Dynamic Student Edition DVD	2013	1st	7	\$49.96

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

Big Ideas Learning, LLC	978-1-60840-300-4	Big Ideas Math (Red) Accelerated: A Common Core Curriculum Teaching Edition	2013	1st	7	\$122.40
Big Ideas Learning, LLC	978-1-60840-233-5	Big Ideas Math (Red): A Common Core Curriculum Record and Practice Journal	2012	1st	7	\$2.00
Big Ideas Learning, LLC	978-1-60840-155-0	Big Ideas Math: A Common Core Curriculum Skills Review and Basic Skills Handbook	2011	1st	6-8	\$10.25
Big Ideas Learning, LLC	978-0-54787-623-8	Common Core Assessment Readiness Workbook Grade 7	2014	1st	7	\$5.95
Big Ideas Learning, LLC	978-0-54787-585-9	Common Core Assessment Readiness Workbook Teacher Guide Grade 7	2014	1st	7	\$25.00
Big Ideas Learning, LLC	978-0-54768-823-7	On Core Mathematics Middle School Deluxe ExamView CD-ROM Grades 6-8	2012	1st	6-8	\$92.90
Big Ideas Learning, LLC	978-1-60840-302-8	Big Ideas Math (Red) Accelerated: A Common Core Curriculum Assessment Book	2013	1st	7	\$63.25
Big Ideas Learning, LLC	978-1-60840-303-5	Big Ideas Math (Red) Accelerated: A Common Core Curriculum Resources by Chapter	2013	1st	7	\$275.40
Big Ideas Learning, LLC	978-1-60840-304-2	Big Ideas Math: A Common Core Curriculum Dynamic Assessment Resources DVD	2013	1st	6-8	\$193.80
Big Ideas Learning, LLC	978-1-60840-306-6	Big Ideas Math: A Common Core Curriculum Dynamic Teaching Resources DVD	2013	1st	6-8	\$428.40
Big Ideas Learning, LLC	978-1-60840-299-1	Big Ideas Math (Red) Accelerated: A Common Core Curriculum Pupil Edition	2012	1st	7	\$65.70
Big Ideas Learning, LLC	978-1-60840-355-4	Big Ideas Math (Red) Accelerated: A Common Core Curriculum Dynamic Student Edition Online (6 years)	2013	1st	7	\$49.96
Big Ideas Learning, LLC	978-1-60840-354-7	Big Ideas Math (Red) Accelerated: A Common Core Curriculum Dynamic Student Edition DVD	2013	1st	7	\$49.96
Big Ideas Learning, LLC	978-1-60840-300-4	Big Ideas Math (Red) Accelerated: A Common Core Curriculum Teaching Edition	2012	1st	7	\$122.40
Big Ideas Learning, LLC	978-1-60840-301-1	Big Ideas Math (Red) Accelerated: A Common Core Curriculum Record and Practice Journal	2012	1st	7	\$2.00
Big Ideas Learning, LLC	978-0-54787-623-8	Common Core Assessment Readiness Workbook Grade 7	2014	1st	7	\$5.95
Big Ideas Learning, LLC	978-0-54787-613-9	Common Core Assessment Readiness Workbook Grade 8	2014	1st	8	\$5.95

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

Big Ideas Learning, LLC	978-0-54787-585-9	Common Core Assessment Readiness Workbook Teacher Guide Grade 7	2014	1st	7	\$25.00
Big Ideas Learning, LLC	978-0-54787-588-0	Common Core Assessment Readiness Workbook Teacher Guide Grade 8	2014	1st	8	\$25.00
Big Ideas Learning, LLC	978-0-54768-823-7	On Core Mathematics Middle School Deluxe ExamView CD-ROM Grades 6-8	2012	1st	6-8	\$92.90
Big Ideas Learning, LLC	978-1-60840-302-8	Big Ideas Math (Red) Accelerated: A Common Core Curriculum Assessment Book	2010	1st	7	\$63.25
Big Ideas Learning, LLC	978-1-60840-303-5	Big Ideas Math (Red) Accelerated: A Common Core Curriculum Resources by Chapter	2010	1st	7	\$275.40
Big Ideas Learning, LLC	978-1-60840-304-2	Big Ideas Math: A Common Core Curriculum Dynamic Assessment Resources DVD	2013	1st	6-8	\$193.80
Big Ideas Learning, LLC	978-1-60840-306-6	Big Ideas Math: A Common Core Curriculum Dynamic Teaching Resources DVD	2013	1st	6-8	\$428.40
Big Ideas Learning, LLC	978-1-60840-228-1	Big Ideas Math (Blue): A Common Core Curriculum Pupil Edition	2012	1st	8	\$59.70
Big Ideas Learning, LLC	978-1-60840-347-9	Big Ideas Math (Blue): A Common Core Curriculum Dynamic Student Edition Online (6 years)	2013	1st	8	\$49.96
Big Ideas Learning, LLC	978-1-60840-345-5	Big Ideas Math (Blue): A Common Core Curriculum Dynamic Student Edition DVD	2013	1st	8	\$49.96
Big Ideas Learning, LLC	978-1-60840-231-1	Big Ideas Math (Blue): A Common Core Curriculum Teaching Edition	2012	1st	8	\$122.40
Big Ideas Learning, LLC	978-1-60840-234-2	Big Ideas Math (Blue): A Common Core Curriculum Record and Practice Journal	2012	1st	8	\$2.00
Big Ideas Learning, LLC	978-1-60840-155-0	Big Ideas Math: A Common Core Curriculum Skills Review and Basic Skills Handbook	2011	1st	6-8	\$10.25
Big Ideas Learning, LLC	978-0-54787-613-9	Common Core Assessment Readiness Workbook Grade 8	2014	1st	8	\$5.95
Big Ideas Learning, LLC	978-0-54787-588-0	Common Core Assessment Readiness Workbook Teacher Guide Grade 8	2014	1st	8	\$25.00
Big Ideas Learning, LLC	978-0-54768-823-7	On Core Mathematics Middle School Deluxe ExamView CD-ROM Grades 6-8	2012	1st	6-8	\$92.90
Big Ideas Learning, LLC	978-1-60840-038-6	Big Ideas Math (Blue): A Common Core Curriculum Assessment Book	2010	1st	8	\$63.25

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

Big Ideas Learning, LLC	978-1-60840-041-6	Big Ideas Math (Blue): A Common Core Curriculum Resources by Chapter	2010	1st	8	\$275.40
Big Ideas Learning, LLC	978-1-60840-304-2	Big Ideas Math: A Common Core Curriculum Dynamic Assessment Resources DVD	2013	1st	6-8	\$193.80
Big Ideas Learning, LLC	978-1-60840-306-6	Big Ideas Math: A Common Core Curriculum Dynamic Teaching Resources DVD	2013	1st	6-8	\$428.40
We agree to furnish teacher's editions at the ratio of one to each classroom collection of pupil's editions purchased						
Houghton Mifflin Harcourt School Publishers		GO MATH/ ARKANSAS			K-6	
HMH	9.78055E+12	Student Edition and Arkansas Practice Book Bundle, 6-Year	2012		K	69.95
HMH	9.78055E+12	Student Edition and Arkansas Practice Book Bundle, 1-Year	2012		K	18.95
HMH	9.78055E+12	Teacher Edition and Planning Guide Bundle	2012		K	232.55
HMH	9.78055E+12	Teacher Edition Collection	2012		K	208.25
HMH	9.78055E+12	Teacher Chapter Book Chapter 1	2012		K	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 2	2012		K	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 3	2012		K	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 4	2012		K	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 5	2012		K	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 6	2012		K	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 7	2012		K	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 8	2012		K	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 9	2012		K	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 10	2012		K	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 11	2012		K	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 12	2012		K	15.35
HMH	9.78055E+12	Teacher Planning Guide	2012		K	15.35
HMH	9.78055E+12	Arkansas Student Edition Transition Guide	2012		K	8.95
HMH	9.78055E+12	Strategic Intervention and RTI Activity Guide w/o Annos	2012		K	65.00
HMH	9.78055E+12	RTI Intensive Intervention Kit -1	2012		K-1	82.75
HMH	9.78055E+12	Student Enrichment Workbook	2012		K	6.25
HMH	9.78055E+12	Reteach Workbook Student Edition	2012		K	5.15

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

HMH	9.78055E+12	Reteach Blackline Masters	2012		K	31.20
HMH	9.78055E+12	Enrichment Blackline Master	2012		K	31.20
HMH	9.78055E+12	Assessment Guide	2012		K	31.20
HMH	9.78055E+12	Arkansas Online Teacher Resource Center, 1-Year	2012		K	135.20
HMH	9.78055E+12	Arkansas Online Teacher Resource Center, 6-Year	2012		K	650.00
HMH	9.78055E+12	PARCC Test Prep Student Edition	2012		K	4.30
HMH	9.78055E+12	PARCC Test Prep Teacher Edition	2012		K	8.50
HMH	9.78055E+12	Online Student Edition, 6-Year	2012		K	48.75
HMH	9.78055E+12	Online Student Edition, 1-Year	2012		K	14.20
HMH	9.78055E+12	Online eTeacher Edition, 6-Year	2012		K	207.60
HMH	9.78055E+12	Online Teacher Edition, 1-Year	2012		K	68.75
HMH	9.78055E+12	Online ePlanner, 6-Year	2012		K	299.95
HMH	9.78055E+12	Online ePlanner, 1-Year	2012		K	60.00
HMH	9.78055E+12	Online Soar to Success, 6-Year	2012		K-6	288.00
HMH	9.78055E+12	Online Soar to Success, 1-Year	2012		K-6	96.00
HMH	9.78055E+12	Online Assessment Systems	2012		K	660.00
HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/Annos 6-Year	2012		K	65.00
HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/o Annos 6-Year	2012		K	48.75
HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/Annos 1-Year	2012		K	13.00
HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/o Annos 1-Year	2012		K	9.75
HMH	9.78055E+12	Online Destination Math (only available as 1-year component)	2012		K-6	1,250.00
HMH	9.78055E+12	Bilingual Mathboard	2012		K	2.95
HMH	9.78055E+12	Grab and Go Classroom Manipulatives Kit	2012		K	311.00
HMH	9.78055E+12	Grab and Go Differentiated Centers Kit	2012		K	166.30
HMH	9.78015E+12	Literature Big Book Collection	2012		K	297.45
HMH	9.78015E+12	Math Concept Reader Collection	2012		K	122.70
HMH	9.78055E+12	Student Edition eTextbook ePub	2012		K	35.75

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

HMH	9.78055E+12	Student Edition eTextbook PDF	2012		K	35.75
HMH	9.78055E+12	Student Edition and Arkansas Practice Book Bundle, 6-Year	2012		1	69.95
HMH	9.78055E+12	Student Edition and Arkansas Practice Book Bundle, 1-Year	2012		1	18.95
HMH	9.78055E+12	Teacher Edition and Planning Guide Bundle	2012		1	232.55
HMH	9.78055E+12	Teacher Edition Collection	2012		1	208.25
HMH	9.78055E+12	Teacher Chapter Book Chapter 1	2012		1	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 2	2012		1	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 3	2012		1	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 4	2012		1	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 5	2012		1	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 6	2012		1	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 7	2012		1	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 8	2012		1	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 9	2012		1	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 10	2012		1	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 11	2012		1	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 12	2012		1	15.35
HMH	9.78055E+12	Teacher Planning Guide	2012		1	15.35
HMH	9.78055E+12	Arkansas Student Transition Guide	2012		1	8.95
HMH	9.78055E+12	Strategic Intervention and RTI Activity Guide w/o Annos	2012		1	65.00
HMH	9.78055E+12	RTI Intensive Intervention Kit -1	2012		K-1	82.75
HMH	9.78055E+12	Student Enrichment Workbook	2012		1	6.25
HMH	9.78055E+12	Reteach Workbook Student Edition	2012		1	6.15
HMH	9.78055E+12	Reteach Blackline Masters	2012		1	31.20
HMH	9.78055E+12	Enrichment Blackline Master	2012		1	31.20
HMH	9.78055E+12	Assessment Guide	2012		1	31.20
HMH	9.78055E+12	Arkansas Online Teacher Resource Center, 1-Year	2012		1	135.20
HMH	9.78055E+12	Arkansas Online Teacher Resource Center, 6-Year	2012		1	650.00
HMH	9.78055E+12	PARCC Test Prep Student Edition	2012		1	4.30
HMH	9.78055E+12	PARCC Test Prep Teacher Edition	2012		1	8.50

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

HMH	9.78055E+12	Online Student Edition, 6-Year	2012		1	48.75
HMH	9.78055E+12	Online Student Edition, 1-Year	2012		1	14.20
HMH	9.78055E+12	Online Teacher Edition, 6-Year	2012		1	207.60
HMH	9.78055E+12	Online Teacher Edition, 1-Year	2012		1	68.75
HMH	9.78055E+12	Online ePlanner, 6-Year	2012		1	299.95
HMH	9.78055E+12	Online ePlanner, 1-Year	2012		1	60.00
HMH	9.78055E+12	Online Soar to Success, 6-Year	2012		K-6	288.00
HMH	9.78055E+12	Online Soar to Success, 1-Year	2012		K-6	96.00
HMH	9.78055E+12	Online Assessment Systems	2012		1	660.00
HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/Annos 6-Year	2012		1	65.00
HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/o Annos 6-Year	2012		1	48.75
HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/Annos 1-Year	2012		1	13.00
HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/o Annos 1-Year	2012		1	9.75
HMH	9.78055E+12	Online Destination Math (only available as 1-year component)	2012		K-6	1,250.00
HMH	9.78055E+12	Bilingual Mathboard	2012		1	2.95
HMH	9.78055E+12	Grab and Go Classroom Manipulatives Kit	2012		1	311.00
HMH	9.78055E+12	Grab and Go Differentiated Centers Kit	2012		1	166.30
HMH	9.78015E+12	Math Concept Reader Collection	2012		1	122.70
HMH	9.78055E+12	Student Edition eTextbook ePub	2012		1	35.75
HMH	9.78055E+12	Student Edition eTextbook PDF	2012		1	35.75
HMH	9.78055E+12	Student Edition and Arkansas Practice Book Bundle, 6-Year	2012		2	69.95
HMH	9.78055E+12	Student Edition and Arkansas Practice Book Bundle, 1-Year	2012		2	18.95
HMH	9.78055E+12	Teacher Edition and Planning Guide Bundle	2012		2	232.55
HMH	9.78055E+12	Teacher Edition Collection	2012		2	208.25
HMH	9.78055E+12	Teacher Chapter Book Chapter 1	2012		2	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 2	2012		2	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 3	2012		2	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 4	2012		2	15.35

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HMH	9.78055E+12	Teacher Chapter Book Chapter 5	2012		2	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 6	2012		2	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 7	2012		2	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 8	2012		2	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 9	2012		2	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 10	2012		2	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 11	2012		2	15.35
HMH	9.78055E+12	Teacher Planning Guide	2012		2	15.35
HMH	9.78055E+12	Arkansas Student Transition Guide	2012		2	8.95
HMH	9.78055E+12	Strategic Intervention and RTI Activity Guide w/o Annos	2012		2	65.00
HMH	9.78055E+12	RTI Intensive Intervention Kit	2012		2	82.75
HMH	9.78055E+12	Student Enrichment Workbook	2012		2	6.25
HMH	9.78055E+12	Reteach Workbook Student Edition	2012		2	6.15
HMH	9.78055E+12	Reteach Blackline Masters	2012		2	31.20
HMH	9.78055E+12	Enrichment Blackline Master	2012		2	31.20
HMH	9.78055E+12	Assessment Guide	2012		2	31.20
HMH	9.78055E+12	Arkansas Online Teacher Resource Center, 1-Year	2012		2	135.20
HMH	9.78055E+12	Arkansas Online Teacher Resource Center, 6-Year	2012		2	650.00
HMH	9.78055E+12	PARCC Test Prep Student Edition	2012		2	4.30
HMH	9.78055E+12	PARCC Test Prep Teacher Edition	2012		2	8.50
HMH	9.78055E+12	Online Student Edition, 6-Year	2012		2	48.75
HMH	9.78055E+12	Online Student Edition, 1-Year	2012		2	14.20
HMH	9.78055E+12	Online Teacher Edition, 6-Year	2012		2	207.60
HMH	9.78055E+12	Online Teacher Edition, 1-Year	2012		2	68.75
HMH	9.78055E+12	Online ePlanner, 6-Year	2012		2	299.95
HMH	9.78055E+12	Online ePlanner, 1-Year	2012		2	60.00
HMH	9.78055E+12	Online Soar to Success, 6-Year	2012		K-6	288.00
HMH	9.78055E+12	Online Soar to Success, 1-Year	2012		K-6	96.00
HMH	9.78055E+12	Online Assessment Systems	2012		2	660.00
HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/Annos 6-Year	2012		2	65.00

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HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/o Annos 6-Year	2012		2	48.75
HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/Annos 1-Year	2012		2	13.00
HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/o Annos 1-Year	2012		2	9.75
HMH	9.78055E+12	Online Destination Math (only available as 1-year component)	2012		K-6	1,250.00
HMH	9.78055E+12	Bilingual Mathboard	2012		2	2.95
HMH	9.78055E+12	Grab and Go Classroom Manipulatives Kit	2012		2	311.00
HMH	9.78055E+12	Grab and Go Differentiated Centers Kit	2012		2	166.30
HMH	9.78015E+12	Math Concept Reader Collection	2012		2	122.70
HMH	9.78055E+12	Student Edition eTextbook ePub	2012		2	35.75
HMH	9.78055E+12	Student Edition eTextbook PDF	2012		2	35.75
HMH	9.78055E+12	Student Edition and Arkansas Practice Book Bundle, 6-Year	2012		3	69.95
HMH	9.78055E+12	Student Edition and Arkansas Practice Book Bundle, 1-Year	2012		3	18.95
HMH	9.78055E+12	Teacher Edition and Planning Guide Bundle	2012		3	232.55
HMH	9.78055E+12	Teacher Edition Collection	2012		3	208.25
HMH	9.78055E+12	Teacher Chapter Book Chapter 1	2012		3	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 2	2012		3	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 3	2012		3	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 4	2012		3	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 5	2012		3	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 6	2012		3	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 7	2012		3	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 8	2012		3	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 9	2012		3	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 10	2012		3	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 11	2012		3	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 12	2012		3	15.35
HMH	9.78055E+12	Teacher Planning Guide	2012		3	15.35
HMH	9.78055E+12	Arkansas Student Transition Guide	2012		3	8.95

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

HMH	9.78055E+12	Strategic Intervention and RTI Activity Guide w/o Annos	2012		3	65.00
HMH	9.78055E+12	RTI Intensive Intervention Kit	2012		3	82.75
HMH	9.78055E+12	Student Enrichment Workbook	2012		3	6.25
HMH	9.78055E+12	Reteach Workbook Student Edition	2012		3	6.15
HMH	9.78055E+12	Reteach Blackline Masters	2012		3	31.20
HMH	9.78055E+12	Enrichment Blackline Master	2012		3	31.20
HMH	9.78055E+12	Assessment Guide	2012		3	31.20
HMH	9.78055E+12	Arkansas Online Teacher Resource Center, 1-Year	2012		3	135.20
HMH	9.78055E+12	Arkansas Online Teacher Resource Center, 6-Year	2012		3	650.00
HMH	9.78055E+12	PARCC Test Prep Student Edition	2012		3	4.30
HMH	9.78055E+12	PARCC Test Prep Teacher Edition	2012		3	8.50
HMH	9.78055E+12	Online Student Edition, 6-Year	2012		3	48.75
HMH	9.78055E+12	Online Student Edition, 1-Year	2012		3	14.20
HMH	9.78055E+12	Online Teacher Edition, 6-Year	2012		3	207.60
HMH	9.78055E+12	Online Teacher Edition, 1-Year	2012		3	68.75
HMH	9.78055E+12	Online ePlanner, 6-Year	2012		3	299.95
HMH	9.78055E+12	Online ePlanner, 1-Year	2012		3	60.00
HMH	9.78055E+12	Online Soar to Success, 6-Year	2012		K-6	288.00
HMH	9.78055E+12	Online Soar to Success, 1-Year	2012		K-6	96.00
HMH	9.78055E+12	Online Assessment Systems	2012		3	660.00
HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/Annos 6-Year	2012		3	65.00
HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/o Annos 6-Year	2012		3	48.75
HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/Annos 1-Year	2012		3	13.00
HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/o Annos 1-Year	2012		3	9.75
HMH	9.78055E+12	Online Destination Math (only available as 1-year component)	2012		K-6	1,250.00
HMH	9.78055E+12	Bilingual Mathboard	2012		3	2.95

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

HMH	9.78055E+12	Grab and Go Classroom Manipulatives Kit	2012		3	311.00
HMH	9.78055E+12	Grab and Go Differentiated Centers Kit	2012		3	166.30
HMH	9.78015E+12	Math Concept Reader Collection	2012		3	122.70
HMH	9.78055E+12	Student Edition eTextbook ePub	2012		3	35.75
HMH	9.78055E+12	Student Edition eTextbook PDF	2012		3	35.75
HMH	9.78055E+12	Student Edition and Arkansas Practice Book Bundle, 6-Year	2012		4	69.95
HMH	9.78055E+12	Student Edition and Arkansas Practice Book Bundle, 1-Year	2012		4	18.95
HMH	9.78055E+12	Teacher Edition and Planning Guide Bundle	2012		4	232.55
HMH	9.78055E+12	Teacher Edition Collection	2012		4	208.25
HMH	9.78055E+12	Teacher Chapter Book Chapter 1	2012		4	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 2	2012		4	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 3	2012		4	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 4	2012		4	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 5	2012		4	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 6	2012		4	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 7	2012		4	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 8	2012		4	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 9	2012		4	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 10	2012		4	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 11	2012		4	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 12	2012		4	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 13	2012		4	15.35
HMH	9.78055E+12	Teacher Planning Guide	2012		4	15.35
HMH	9.78055E+12	Arkansas Student Transition Guide	2012		4	8.95
HMH	9.78055E+12	Strategic Intervention and RTI Activity Guide w/o Annos	2012		4	65.00
HMH	9.78055E+12	RTI Intensive Intervention Kit	2012		4	82.75
HMH	9.78055E+12	Student Enrichment Workbook	2012		4	6.25
HMH	9.78055E+12	Reteach Workbook Student Edition	2012		4	6.15
HMH	9.78055E+12	Reteach Blackline Masters	2012		4	31.20
HMH	9.78055E+12	Enrichment Blackline Master	2012		4	31.20
HMH	9.78055E+12	Assessment Guide	2012		4	31.20

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

HMH	9.78055E+12	Arkansas Online Teacher Resource Center, 1-Year	2012		4	135.20
HMH	9.78055E+12	Arkansas Online Teacher Resource Center, 6-Year	2012		4	650.00
HMH	9.78055E+12	PARCC Test Prep Student Edition	2012		4	4.30
HMH	9.78055E+12	PARCC Test Prep Teacher Edition	2012		4	8.50
HMH	9.78055E+12	Online Student Edition, 6-Year	2012		4	48.75
HMH	9.78055E+12	Online Student Edition, 1-Year	2012		4	14.20
HMH	9.78055E+12	Online Teacher Edition, 6-Year	2012		4	207.60
HMH	9.78055E+12	Online Teacher Edition, 1-Year	2012		4	68.75
HMH	9.78055E+12	Online ePlanner, 6-Year	2012		4	299.95
HMH	9.78055E+12	Online ePlanner, 1-Year	2012		4	60.00
HMH	9.78055E+12	Online Soar to Success, 6-Year	2012		K-6	288.00
HMH	9.78055E+12	Online Soar to Success, 1-Year	2012		K-6	96.00
HMH	9.78055E+12	Online Assessment Systems	2012		4	660.00
HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/Annos 6-Year	2012		4	65.00
HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/o Annos 6-Year	2012		4	48.75
HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/Annos 1-Year	2012		4	13.00
HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/o Annos 1-Year	2012		4	9.75
HMH	9.78055E+12	Online Destination Math (only available as 1-year component)	2012		K-6	1,250.00
HMH	9.78055E+12	Bilingual Mathboard	2012		4	2.95
HMH	9.78055E+12	Grab and Go Classroom Manipulatives Kit	2012		4	311.00
HMH	9.78055E+12	Grab and Go Differentiated Centers Kit	2012		4	166.30
HMH	9.78015E+12	Math Concept Reader Collection	2012		4	122.70
HMH	9.78055E+12	Student Edition eTextbook ePub	2012		4	35.75
HMH	9.78055E+12	Student Edition eTextbook PDF	2012		4	35.75
HMH	9.78055E+12	Student Edition and Arkansas Practice Book Bundle, 6-Year	2012		5	69.95
HMH	9.78055E+12	Student Edition and Arkansas Practice Book Bundle, 1-Year	2012		5	18.95

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

HMH	9.78055E+12	Teacher Edition and Planning Guide Bundle	2012		5	232.55
HMH	9.78055E+12	Teacher Edition Collection	2012		5	208.25
HMH	9.78055E+12	Teacher Chapter Book Chapter 1	2012		5	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 2	2012		5	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 3	2012		5	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 4	2012		5	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 5	2012		5	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 6	2012		5	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 7	2012		5	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 8	2012		5	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 9	2012		5	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 10	2012		5	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 11	2012		5	15.35
HMH	9.78055E+12	Teacher Planning Guide	2012		5	15.35
HMH	9.78055E+12	Arkansas Student Transition Guide	2012		5	8.95
HMH	9.78055E+12	Strategic Intervention and RTI Activity Guide w/o Annos	2012		5	65.00
HMH	9.78055E+12	RTI Intensive Intervention Kit	2012		5	82.75
HMH	9.78055E+12	Student Enrichment Workbook	2012		5	6.25
HMH	9.78055E+12	Reteach Workbook Student Edition	2012		5	6.15
HMH	9.78055E+12	Reteach Blackline Masters	2012		5	31.20
HMH	9.78055E+12	Enrichment Blackline Master	2012		5	31.20
HMH	9.78055E+12	Assessment Guide	2012		5	31.20
HMH	9.78055E+12	Arkansas Online Teacher Resource Center, 1-Year	2012		5	135.20
HMH	9.78055E+12	Arkansas Online Teacher Resource Center, 6-Year	2012		5	650.00
HMH	9.78055E+12	PARCC Test Prep Student Edition	2012		5	4.30
HMH	9.78055E+12	PARCC Test Prep Teacher Edition	2012		5	8.50
HMH	9.78055E+12	Online Student Edition, 6-Year	2012		5	48.75
HMH	9.78055E+12	Online Student Edition, 1-Year	2012		5	14.20
HMH	9.78055E+12	Online Teacher Edition, 6-Year	2012		5	207.60
HMH	9.78055E+12	Online Teacher Edition, 1-Year	2012		5	68.75
HMH	9.78055E+12	Online ePlanner, 6-Year	2012		5	299.95

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

HMH	9.78055E+12	Online ePlanner, 1-Year	2012		5	60.00
HMH	9.78055E+12	Online Soar to Success, 6-Year	2012		K-6	288.00
HMH	9.78055E+12	Online Soar to Success, 1-Year	2012		K-6	96.00
HMH	9.78055E+12	Online Assessment Systems	2012		5	660.00
HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/Annos 6-Year	2012		5	65.00
HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/Annos 1-Year	2012		5	13.00
HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/o Annos 6-Year	2012		5	48.75
HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/o Annos 1-Year	2012		5	9.75
HMH	9.78055E+12	Online Destination Math (only available as 1-year component)	2012		K-6	1,250.00
HMH	9.78055E+12	Bilingual Mathboard Grades 5-6	2012		5-6	2.95
HMH	9.78055E+12	Grab and Go Classroom Manipulatives Kit	2012		5	311.00
HMH	9.78055E+12	Grab and Go Differentiated Centers Kit	2012		5	166.30
HMH	9.78015E+12	Math Concept Reader Collection	2012		5	122.70
HMH	9.78055E+12	Student Edition eTextbook ePub	2012		5	35.75
HMH	9.78055E+12	Student Edition eTextbook PDF	2012		5	35.75
HMH	9.78055E+12	Student Edition and Arkansas Practice Book Bundle, 6-Year	2012		6	69.95
HMH	9.78055E+12	Student Edition and Arkansas Practice Book Bundle, 1-Year	2012		6	18.95
HMH	9.78055E+12	Teacher Edition and Planning Guide Bundle	2012		6	232.55
HMH	9.78055E+12	Teacher Edition Collection	2012		6	208.25
HMH	9.78055E+12	Teacher Chapter Book Chapter 1	2012		6	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 2	2012		6	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 3	2012		6	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 4	2012		6	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 5	2012		6	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 6	2012		6	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 7	2012		6	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 8	2012		6	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 9	2012		6	15.35

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

HMH	9.78055E+12	Teacher Chapter Book Chapter 10	2012		6	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 11	2012		6	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 12	2012		6	15.35
HMH	9.78055E+12	Teacher Chapter Book Chapter 13	2012		6	15.35
HMH	9.78055E+12	Teacher Planning Guide	2012		6	15.35
HMH	9.78055E+12	Arkansas Student Transition Guide	2012		6	8.95
HMH	9.78055E+12	Strategic Intervention and RTI Activity Guide w/o Annos	2012		6	65.00
HMH	9.78055E+12	RTI Intensive Intervention Kit	2012		6	82.75
HMH	9.78055E+12	Student Enrichment Workbook	2012		6	6.25
HMH	9.78055E+12	Reteach Workbook Student Edition	2012		6	6.15
HMH	9.78055E+12	Reteach Blackline Masters	2012		6	31.20
HMH	9.78055E+12	Enrichment Blackline Master	2012		6	31.20
HMH	9.78055E+12	Assessment Guide	2012		6	31.20
HMH	9.78055E+12	Arkansas Online Teacher Resource Center, 1-Year	2012		6	135.20
HMH	9.78055E+12	Arkansas Online Teacher Resource Center, 6-Year	2012		6	650.00
HMH	9.78055E+12	PARCC Test Prep Student Edition	2012		6	4.30
HMH	9.78055E+12	PARCC Test Prep Teacher Edition	2012		6	8.50
HMH	9.78055E+12	Online Student Edition, 6-Year	2012		6	48.75
HMH	9.78055E+12	Online Student Edition, 1-Year	2012		6	14.20
HMH	9.78055E+12	Online Teacher Edition, 6-Year	2012		6	207.60
HMH	9.78055E+12	Online Teacher Edition, 1-Year	2012		6	68.75
HMH	9.78055E+12	Online ePlanner, 6-Year	2012		6	299.95
HMH	9.78055E+12	Online ePlanner, 1-Year	2012		6	60.00
HMH	9.78055E+12	Online Soar to Success, 6-Year	2012		K-6	288.00
HMH	9.78055E+12	Online Soar to Success, 1-Year	2012		K-6	96.00
HMH	9.78055E+12	Online Assessment Systems	2012		6	660.00
HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/Annos 6-Year	2012		6	65.00
HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/o Annos 6-Year	2012		6	48.75

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/Annos 1-Year	2012		6	13.00
HMH	9.78055E+12	Online RTI Strategic Intervention Activity Guide w/o Annos 1-Year	2012		6	9.75
HMH	9.78055E+12	Online Destination Math (only available as 1-year component)	2012		K-6	1,250.00
HMH	9.78055E+12	Bilingual Mathboard Grades 5-6	2012		5-6	2.95
HMH	9.78055E+12	Grab and Go Classroom Manipulatives Kit	2012		6	311.00
HMH	9.78055E+12	Grab and Go Differentiated Centers Kit	2012		6	166.30
HMH	9.78015E+12	Math Concept Reader Collection	2012		6	122.70
HMH	9.78055E+12	Student Edition eTextbook ePub	2012		6	35.75
HMH	9.78055E+12	Student Edition eTextbook PDF	2012		6	35.75
Houghton Mifflin Harcourt School Publishers		MATH EXPRESSIONS	2013		K-6	
HMH	9.78055E+12	Student Activity Book Collection (Softcover)			K	25.95
HMH	9.78055E+12	Teacher Edition Collection			K	174.60
HMH	9.78055E+12	Homework & Remembering Collection			K	14.80
HMH	9.78055E+12	Homework & Remembering, Volume 1			K	7.40
HMH	9.78055E+12	Homework & Remembering, Volume 2			K	7.40
HMH	9.78055E+12	Online Interactive Student Activity Book 1-Year			K	6.50
HMH	9.78055E+12	Online Interactive Student Activity Book 6-Year			K	19.50
HMH	9.78062E+12	Anno's Counting Big Book			K	66.00
HMH	9.78055E+12	Literature Library Set			K	97.70
HMH	9.78055E+12	Flash Drive			K	32.45
HMH	9.78055E+12	Teacher Assessment Guide			K	50.00
HMH	9.78055E+12	Teacher's Resource Book			K	50.00
HMH	9.78055E+12	Homework & Remembering Black Line Masters			K	138.90
HMH	9.78055E+12	Differentiated Instruction Activity Card Kit			K	200.00
HMH	9.78055E+12	Math Center Challenge Easel			K	69.45
HMH	9.78055E+12	Teacher Modeling Kit			K	200.90
HMH	9.78055E+12	Custom Manipulatives Kit			K	742.25
HMH	9.78055E+12	Manipulatives and Materials Kit			K	889.60

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

HMH	9.78055E+12	Student Manipulatives Kit				K	14.80
HMH	9.78055E+12	Response to Intervention Tier 1 Blackline Master				K	180.60
HMH	9.78055E+12	Response to Intervention Tier 2-3 Blackline Master				K	180.60
HMH	9.78055E+12	Online Interactive Teacher Hub 1-Year				K	199.00
HMH	9.78055E+12	Online Interactive Teacher Hub 6-Year				K	595.00
HMH	9.78055E+12	Online Teacher Resource Center, 1-Year				K	331.00
HMH	9.78055E+12	Online Teacher Resource Center, 6-Year				K	995.00
HMH	9.78055E+12	PARCC Test Prep Student Edition				K	4.30
HMH	9.78055E+12	PARCC Test Prep Teacher Edition				K	8.50
HMH	9.78055E+12	Online Destination Math (only available as 1-year component)				K-6	1,250.00
HMH	9.78055E+12	Online Soar to Success, 6-Year				K-6	288.00
HMH	9.78055E+12	Online Soar to Success, 1-Year				K-6	96.00
HMH	9.78055E+12	Student Activity Book Collection (Softcover)				1	25.95
HMH	9.78055E+12	Student Activity Book (Softcover) with Mathboards				1	28.00
HMH	9.78055E+12	Student MathBoard				1-2	2.00
HMH	9.78055E+12	Teacher Edition Collection				1	174.60
HMH	9.78055E+12	Homework & Remembering Collection				1	14.80
HMH	9.78055E+12	Homework & Remembering, Volume 1				1	7.40
HMH	9.78055E+12	Homework & Remembering, Volume 2				1	7.40
HMH	9.78055E+12	Online Interactive Student Activity Book 1-Year				1	6.50
HMH	9.78055E+12	Online Interactive Student Activity Book 6-Year				1	19.50
HMH	9.78055E+12	Student MathBoard				1-2	2.00
HMH	9.78055E+12	Student MathBoard (5-Pack)				1-2	9.95
HMH	9.78055E+12	Literature Library Set				1	97.70
HMH	9.78055E+12	Flash Drive				1	32.45
HMH	9.78055E+12	Teacher Assessment Guide				1	50.00
HMH	9.78055E+12	Teacher's Resource Book				1	50.00
HMH	9.78055E+12	Homework & Remembering Black Line Masters				1	138.90
HMH	9.78055E+12	Differentiated Instruction Activity Card Kit				1	200.00
HMH	9.78062E+12	Teacher MathBoard				1-2	65.00
HMH	9.78055E+12	Math Center Challenge Easel				1	69.45

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

HMH	9.78055E+12	Teacher Modeling Kit				1	200.90
HMH	9.78055E+12	Custom Manipulatives Kit				1	423.65
HMH	9.78055E+12	Manipulatives and Materials Kit				1	738.50
HMH	9.78055E+12	Student Manipulatives Kit				1	14.80
HMH	9.78055E+12	Response to Intervention Tier 1 Blackline Master				1	180.60
HMH	9.78055E+12	Response to Intervention Tier 2-3 Blackline Master				1	180.60
HMH	9.78055E+12	Online Interactive Teacher Hub 1-Year				1	199.00
HMH	9.78055E+12	Online Interactive Teacher Hub 6-Year				1	595.00
HMH	9.78055E+12	Online Teacher Resource Center, 1-Year				1	331.00
HMH	9.78055E+12	Online Teacher Resource Center, 6-Year				1	995.00
HMH	9.78055E+12	PARCC Test Prep Student Edition				1	4.30
HMH	9.78055E+12	PARCC Test Prep Teacher Edition				1	8.50
HMH	9.78055E+12	Online Destination Math (only available as 1-year component)				K-6	1,250.00
HMH	9.78055E+12	Online Soar to Success, 6-Year				K-6	288.00
HMH	9.78055E+12	Online Soar to Success, 1-Year				K-6	96.00
HMH	9.78055E+12	Student Activity Book Collection (Softcover)				2	25.95
HMH	9.78055E+12	Student Activity Book (Softcover) with Mathboards				2	28.00
HMH	9.78055E+12	Student MathBoard				1-2	2.00
HMH	9.78055E+12	Teacher Edition Collection				2	174.60
HMH	9.78055E+12	Homework & Remembering Collection				2	14.80
HMH	9.78055E+12	Homework & Remembering, Volume 1				2	7.40
HMH	9.78055E+12	Homework & Remembering, Volume 2				2	7.40
HMH	9.78055E+12	Online Interactive Student Activity Book 1-Year				2	6.50
HMH	9.78055E+12	Online Interactive Student Activity Book 6-Year				2	19.50
HMH	9.78055E+12	Student MathBoard				1-2	2.00
HMH	9.78055E+12	Student MathBoard (5-Pack)				1-2	9.95
HMH	9.78055E+12	Literature Library Set				2	97.70
HMH	9.78055E+12	Flash Drive				2	32.45
HMH	9.78055E+12	Teacher Assessment Guide				2	50.00
HMH	9.78055E+12	Teacher's Resource Book				2	50.00

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

HMH	9.78055E+12	Homework & Remembering Black Line Masters				2	138.90
HMH	9.78055E+12	Differentiated Instruction Activity Card Kit				2	200.00
HMH	9.78062E+12	Teacher MathBoard				1-2	65.00
HMH	9.78055E+12	Math Center Challenge Easel				2	69.45
HMH	9.78055E+12	Teacher Modeling Kit				2	160.55
HMH	9.78055E+12	Custom Manipulatives Kit				2	369.60
HMH	9.78055E+12	Manipulatives and Materials Kit				2	738.50
HMH	9.78055E+12	Student Manipulatives Kit				2	14.80
HMH	9.78055E+12	Response to Intervention Tier 1 Blackline Master				2	180.60
HMH	9.78055E+12	Response to Intervention Tier 2-3 Blackline Master				2	180.60
HMH	9.78055E+12	Online Interactive Teacher Hub 1-Year				2	199.00
HMH	9.78055E+12	Online Interactive Teacher Hub 6-Year				2	595.00
HMH	9.78055E+12	Online Teacher Resource Center, 1-Year				2	331.00
HMH	9.78055E+12	Online Teacher Resource Center, 6-Year				2	995.00
HMH	9.78055E+12	PARCC Test Prep Student Edition				2	4.30
HMH	9.78055E+12	PARCC Test Prep Teacher Edition				2	8.50
HMH	9.78055E+12	Online Destination Math (only available as 1-year component)				K-6	1,250.00
HMH	9.78055E+12	Online Soar to Success, 6-Year				K-6	288.00
HMH	9.78055E+12	Online Soar to Success, 1-Year				K-6	96.00
HMH	9.78055E+12	Student Activity Book Collection (Hardcover)				3	60.20
HMH	9.78055E+12	Student Activity Book Collection (Softcover)				3	25.95
HMH	9.78055E+12	Student Activity Book (Hardcover) with Mathboards				3	62.20
HMH	9.78055E+12	Student Activity Book (Softcover) with Mathboards				3	28.00
HMH	9.78055E+12	Teacher Edition Collection				3	174.60
HMH	9.78055E+12	Homework & Remembering Collection				3	14.80
HMH	9.78055E+12	Homework & Remembering, Volume 1				3	7.40
HMH	9.78055E+12	Homework & Remembering, Volume 2				3	7.40
HMH	9.78055E+12	Student Activity Workbook				3	10.55

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

HMH	9.78055E+12	Online Interactive Student Activity Book 1-Year			3	6.50
HMH	9.78055E+12	Online Interactive Student Activity Book 6-Year			3	19.50
HMH	9.78055E+12	Student MathBoard			3	2.00
HMH	9.78055E+12	Student MathBoard (5-Pack)			3	9.95
HMH	9.78055E+12	Literature Library Set			3	97.70
HMH	9.78055E+12	Flash Drive			3	32.45
HMH	9.78055E+12	Teacher Assessment Guide			3	50.00
HMH	9.78055E+12	Teacher's Resource Book			3	50.00
HMH	9.78055E+12	Homework & Remembering Black Line Masters			3	138.90
HMH	9.78055E+12	Differentiated Instruction Activity Card Kit			3	200.00
HMH	9.78062E+12	Teacher MathBoard			3	70.50
HMH	9.78055E+12	Math Center Challenge Easel			3	69.45
HMH	9.78055E+12	Response to Intervention Tier 1 Blackline Master			3	180.60
HMH	9.78055E+12	Response to Intervention Tier 2-3 Blackline Master			3	180.60
HMH	9.78055E+12	Teacher Modeling Kit			3	41.70
HMH	9.78055E+12	Custom Manipulatives Kit			3	355.30
HMH	9.78055E+12	Manipulatives and Materials Kit			3	736.25
HMH	9.78055E+12	Student Manipulatives Kit			3	14.80
HMH	9.78055E+12	Online Interactive Teacher Hub 1-Year			3	199.00
HMH	9.78055E+12	Online Interactive Teacher Hub 6-Year			3	595.00
HMH	9.78055E+12	Online Teacher Resource Center, 1-Year			3	331.00
HMH	9.78055E+12	Online Teacher Resource Center, 6-Year			3	995.00
HMH	9.78055E+12	PARCC Test Prep Student Edition			3	4.30
HMH	9.78055E+12	PARCC Test Prep Teacher Edition			3	8.50
HMH	9.78055E+12	Online Destination Math (only available as 1-year component)			K-6	1,250.00
HMH	9.78055E+12	Online Soar to Success, 6-Year			K-6	288.00
HMH	9.78055E+12	Online Soar to Success, 1-Year			K-6	96.00
HMH	9.78055E+12	Student Activity Book Collection (Hardcover)			4	60.20
HMH	9.78055E+12	Student Activity Book Collection (Softcover)			4	25.95

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

HMH	9.78055E+12	Student Activity Book (Hardcover) with Mathboards				4	62.20
HMH	9.78055E+12	Student Activity Book (Softcover) with Mathboards				4	28.00
HMH	9.78055E+12	Teacher Edition Collection				4	174.60
HMH	9.78055E+12	Homework & Remembering Collection				4	14.80
HMH	9.78055E+12	Homework & Remembering, Volume 1				4	7.40
HMH	9.78055E+12	Homework & Remembering, Volume 2				4	7.40
HMH	9.78055E+12	Student Activity Workbook				4	10.55
HMH	9.78055E+12	Online Interactive Student Activity Book 1-Year				4	6.50
HMH	9.78055E+12	Online Interactive Student Activity Book 6-Year				4	19.50
HMH	9.78055E+12	Student MathBoard				4	2.00
HMH	9.78055E+12	Student MathBoard (5-Pack)				4	9.95
HMH	9.78055E+12	Literature Library Set				4	97.70
HMH	9.78055E+12	Flash Drive				4	32.45
HMH	9.78055E+12	Teacher Assessment Guide				4	50.00
HMH	9.78055E+12	Teacher's Resource Book				4	50.00
HMH	9.78055E+12	Homework & Remembering Black Line Masters				4	138.90
HMH	9.78055E+12	Differentiated Instruction Activity Card Kit				4	200.00
HMH	9.78055E+12	Teacher MathBoard				4	59.65
HMH	9.78055E+12	Math Center Challenge Easel				4	69.45
HMH	9.78055E+12	Response to Intervention Tier 1 Blackline Master				4	180.60
HMH	9.78055E+12	Response to Intervention Tier 2-3 Blackline Master				4	180.60
HMH	9.78055E+12	Teacher Modeling Kit				4	27.80
HMH	9.78055E+12	Custom Manipulatives Kit				4	162.05
HMH	9.78055E+12	Manipulatives and Materials Kit				4	491.95
HMH	9.78055E+12	Student Manipulatives Kit				4	14.80
HMH	9.78055E+12	Online Interactive Teacher Hub 1-Year				4	199.00
HMH	9.78055E+12	Online Interactive Teacher Hub 6-Year				4	595.00
HMH	9.78055E+12	Online Teacher Resource Center, 1-Year				4	331.00
HMH	9.78055E+12	Online Teacher Resource Center, 6-Year				4	995.00

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

HMH	9.78055E+12	PARCC Test Prep Student Edition				4	4.30
HMH	9.78055E+12	PARCC Test Prep Teacher Edition				4	8.50
HMH	9.78055E+12	Online Destination Math (only available as 1-year component)				K-6	1,250.00
HMH	9.78055E+12	Online Soar to Success, 6-Year				K-6	288.00
HMH	9.78055E+12	Online Soar to Success, 1-Year				K-6	96.00
HMH	9.78055E+12	Student Activity Book Collection (Hardcover)				5	60.20
HMH	9.78055E+12	Student Activity Book Collection (Softcover)				5	25.95
HMH	9.78055E+12	Student Activity Book (Hardcover) with Mathboards				5	62.20
HMH	9.78055E+12	Student Activity Book (Softcover) with Mathboards				5	28.00
HMH	9.78055E+12	Teacher Edition Collection				5	174.60
HMH	9.78055E+12	Homework & Remembering Collection				5	14.80
HMH	9.78055E+12	Homework & Remembering, Volume 1				5	7.40
HMH	9.78055E+12	Homework & Remembering, Volume 2				5	7.40
HMH	9.78055E+12	Student Activity Workbook				5	10.55
HMH	9.78055E+12	Online Interactive Student Activity Book 1-Year				5	6.50
HMH	9.78055E+12	Online Interactive Student Activity Book 6-Year				5	19.50
HMH	9.78055E+12	Student MathBoard				5	2.00
HMH	9.78055E+12	Student MathBoard (5-Pack)				5	9.95
HMH	9.78055E+12	Literature Library Set				5	97.70
HMH	9.78055E+12	Flash Drive				5	32.45
HMH	9.78055E+12	Teacher Assessment Guide				5	50.00
HMH	9.78055E+12	Teacher's Resource Book				5	50.00
HMH	9.78055E+12	Homework & Remembering Black Line Masters				5	138.90
HMH	9.78055E+12	Differentiated Instruction Activity Card Kit				5	200.00
HMH	9.78062E+12	Teacher MathBoard				5	70.50
HMH	9.78055E+12	Math Center Challenge Easel				5	69.45
HMH	9.78055E+12	Response to Intervention Tier 1 Blackline Master				5	180.60
HMH	9.78055E+12	Response to Intervention Tier 2-3 Blackline Master				5	180.60

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HMH	9.78055E+12	Teacher Modeling Kit				5	37.05
HMH	9.78055E+12	Custom Manipulatives Kit				5	162.05
HMH	9.78055E+12	Manipulatives and Materials Kit				5	491.95
HMH	9.78055E+12	Student Manipulatives Kit				5	14.80
HMH	9.78055E+12	Online Interactive Teacher Hub 1-Year				5	199.00
HMH	9.78055E+12	Online Interactive Teacher Hub 6-Year				5	595.00
HMH	9.78055E+12	Online Teacher Resource Center, 1-Year				5	331.00
HMH	9.78055E+12	Online Teacher Resource Center, 6-Year				5	995.00
HMH	9.78055E+12	PARCC Test Prep Student Edition Grade 5				5	4.30
HMH	9.78055E+12	PARCC Test Prep Teacher Edition				5	8.50
HMH	9.78055E+12	Online Destination Math (only available as 1-year component)				K-6	1,250.00
HMH	9.78055E+12	Online Soar to Success, 6-Year				K-6	288.00
HMH	9.78055E+12	Online Soar to Success, 1-Year				K-6	96.00
HMH	9.78055E+12	Student Activity Book Hardcover Collection				6	61.70
HMH	9.78055E+12	Student Activity Book Softcover Collection				6	24.85
HMH	9.78055E+12	Student Activity Book (hardcover) with Mathboards				6	63.90
HMH	9780547586366 9780547918877	Student MathBoard				6	14.85
HMH	9.78055E+12	Student Activity Book (softcover) with Mathboards				6	28.00
HMH	9780547586366 9780547918877	Student MathBoard				6	14.85
HMH	9.78055E+12	Teacher Edition Collection				6	189.85
HMH	9.78055E+12	Online eStudent Activity Book Collection, 6-Year				6	19.15
HMH	9.78055E+12	Homework and Remembering Workbook Collection				6	15.45
HMH	9.78055E+12	Homework and Remembering Workbook Volume 1				6	7.40
HMH	9.78055E+12	Homework and Remembering Workbook Volume 2				6	7.40
HMH	9.78055E+12	Literature Library Set				6	117.85
HMH	9780547586366 9780547918877	Student MathBoard				6	14.85

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

HMH	9.78055E+12	Student MathBoard (5-Pack)			6	65.00
HMH	9.78055E+12	Assessment Guide			6	54.75
HMH	9.78055E+12	Online eTeacher Edition Collection, 6-Year			6	148.10
HMH	9.78055E+12	Online eTeacher Edition, 1-Year			6	10.00
HMH	9.78055E+12	Teacher's Resource Book			6	49.70
HMH	9.78055E+12	Homework and Remembering Blackline Master			6	148.80
HMH	9.78055E+12	Differentiated Instruction Activity Card Kit			6	453.20
HMH	9.78055E+12	Classroom MathBoard			6	70.50
HMH	9.78055E+12	Math Center Unit Challenge Esels			6	75.05
HMH	9.78055E+12	ExamView Ways to Assess CD-ROM			6	140.00
HMH	9.78055E+12	Lesson Planner CD-ROM			6	255.40
HMH	9.78055E+12	Response to Intervention Tier 1 Blackline Master			6	180.60
HMH	9.78055E+12	Teacher's Modeling Kit			6	34.05
HMH	9.78055E+12	Student Manipulative Kit			6	27.35
HMH	9.78055E+12	Manipulatives and Materials Kit			6	531.30
HMH	9.78055E+12	Custom Manipulative Kit			6	172.05
HMH	9.78055E+12	Custom Kit			6	172.05
HMH	9.78055E+12	Online Assessment, (6-year subscription)			6	1,402.50
HMH	9.78055E+12	Mega Math Online			K-6	2,480.10
HMH	9.78055E+12	Online Destination Math (only available as 1-year component)			K-6	1,250.00
HMH	9.78055E+12	Online Soar to Success Classroom Kit, 6-Year			K-6	340.00
HMH	9.78055E+12	Online Teacher Response to Intervention with Annos, 6 Year			6	65.00
HMH	9.78055E+12	Online Student Response to Intervention Tier 1			6	135.45
HMH	9.78055E+12	BLM - 6 Year				
HMH	9.78055E+12	PARCC Test Prep Student Edition			6	4.30
HMH	9.78055E+12	PARCC Test Prep Teacher Edition			6	8.50
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Glencoe - McGraw-Hill Education, by its School Education Group					Glencoe Math Course 1, Grade 6
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2012 K-8 Mathematics Textbook Adoption - Recommended Basal

Glencoe - McGraw-Hill Education, by its School Education Group	9780076605538	Glencoe Math Course 1 Student Edition, Vol 1	2013	1st	6	9.99
Glencoe - McGraw-Hill Education, by its School Education Group	9780076618392	Glencoe Math Course 1 Student Edition, Vol 2	2013	1st	6	9.99
Glencoe - McGraw-Hill Education, by its School Education Group	9780076625222	Glencoe Math Course 1 E-Student Edition 1 YR SUB	2013	1st	6	16.98
Glencoe - McGraw-Hill Education, by its School Education Group	9780076629206	Glencoe Math Course 1 Teacher Bundle 7 YR SUB	2013	1st	6	299.97
Glencoe - McGraw-Hill Education, by its School Education Group	9780076619054	Glencoe Math Course 1 Teacher Walkaround Ed Volume 1	2013	1st	6	39.99
Glencoe - McGraw-Hill Education, by its School Education Group	9780076619061	Glencoe Math Course 1 Teacher Walkaround Ed Volume 2	2013	1st	6	39.99
Glencoe - McGraw-Hill Education, by its School Education Group	9780076625178	Glencoe Math Course 1 E-Teacher Edition 1 YR Subscription	2013	1st	6	135.99
Glencoe - McGraw-Hill Education, by its School Education Group	9780076623273	Glencoe Math Course 1 Assessment Masters	2013	1st	6	75.99
Glencoe - McGraw-Hill Education, by its School Education Group	9780076636617	Glencoe Math Arkansas Course I Student Package 7 YR Subscription	2013	1st	6	74.97
Glencoe - McGraw-Hill Education, by its School Education Group	Glencoe Math Course 2, Grade 7					
Glencoe - McGraw-Hill Education, by its School Education Group	9780076615292	Glencoe Math Course 2 Student Edition, Volume 1	2013	1st	7	9.99
Glencoe - McGraw-Hill Education, by its School Education Group	9780076619030	Glencoe Math Course 2 Student Edition, Volume 2	2013	1st	7	9.99
Glencoe - McGraw-Hill Education, by its School Education Group	9780076629213	Glencoe Math Course 2 Teacher Bundle 7 YR Subscription	2013	1st	7	299.97

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Glencoe - McGraw-Hill Education, by its School Education Group	9780076619276	Glencoe Math Course 2 Teacher Walkaround Ed, Volume 1	2013	1st	7	39.99
Glencoe - McGraw-Hill Education, by its School Education Group	9780076619283	Glencoe Math Course 2 Teacher Walkaround Ed, Volume 2	2013	1st	7	39.99
Glencoe - McGraw-Hill Education, by its School Education Group	9780076623280	Glencoe Math Course 2 Assessment Masters	2013	1st	7	75.99
Glencoe - McGraw-Hill Education, by its School Education Group	9780076637911	Glencoe Math Course 2 Arkansas Student Pkg 7 YR Subscription	2013	1st	7	74.97
Glencoe - McGraw-Hill Education, by its School Education Group	9780076625215	Glencoe Math Course 2 E-Student Edition 1 YR Subscription	2013	1st	7	16.98
Glencoe - McGraw-Hill Education, by its School Education Group	9780076625185	Glencoe Math Course 2 E-Teacher Edition 1 YR Subscription	2013	1st	7	135.99
Glencoe - McGraw-Hill Education, by its School Education Group	Glencoe Math Course 3, Grade 8					
Glencoe - McGraw-Hill Education, by its School Education Group	9780076615308	Glencoe Math Course 3 Student Edition, Volume 1	2013	1st	8	9.99
Glencoe - McGraw-Hill Education, by its School Education Group	9780076619047	Glencoe Math Course 3 Student Edition, Volume 2	2013	1st	8	9.99
Glencoe - McGraw-Hill Education, by its School Education Group	9780076625208	Glencoe Math Course 3 E-Student Edition 1 YR Subscription	2013	1st	8	16.98
Glencoe - McGraw-Hill Education, by its School Education Group	9780076629220	Glencoe Math Course 3 Teacher Bundle 7 YR Subscription	2013	1st	8	299.97
Glencoe - McGraw-Hill Education, by its School Education Group	9780076619290	Glencoe Math Course 3 Teacher Walkaround Ed, Volume 1	2013	1st	8	39.99
Glencoe - McGraw-Hill Education, by its School Education Group	9780076620180	Glencoe Math Course 3 Teacher Walkaround Ed, Volume 2	2013	1st	8	39.99

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Glencoe - McGraw-Hill Education, by its School Education Group	9780076625192	Glencoe Math Course 3 E-Teacher Edition 1 YR Subscription	2013	1st	8	135.99
Glencoe - McGraw-Hill Education, by its School Education Group	9780076623297	Glencoe Math Course 3 Assessment Masters	2013	1st	8	75.99
Glencoe - McGraw-Hill Education, by its School Education Group	9780076637935	Glencoe Math Course 3 Arkansas Student Pkg 7 YR Subscription	2013	1st	8	74.97
Glencoe - McGraw-Hill Education, by its School Education Group	Glencoe Pre-Algebra					
Glencoe - McGraw-Hill Education, by its School Education Group	9780078957734	Glencoe Pre-Algebra Student Edition	2012	1st	7	68.97
Glencoe - McGraw-Hill Education, by its School Education Group	9780078959981	Glencoe Pre-Algebra Online E-Student Edition 6 YR Subscription	2012	1st	7	57.96
Glencoe - McGraw-Hill Education, by its School Education Group	9780078959974	Glencoe Pre-Algebra Student Edition 1 YR Subscription	2012	1st	7	16.98
Glencoe - McGraw-Hill Education, by its School Education Group	9780078957741	Glencoe Pre-Algebra Teacher Edition	2012	1st	7	99.99
Glencoe - McGraw-Hill Education, by its School Education Group	9780078960017	Glencoe Pre-Algebra Online E-Teacher Edition 6 YR Subscription	2012	1st	7	99.99
Glencoe - McGraw-Hill Education, by its School Education Group	9780078960000	Glencoe Pre-Algebra Online E-Teacher Edition 1 YR Subscription	2012	1st	7	24.99
Glencoe - McGraw-Hill Education, by its School Education Group	9780078920974	Glencoe Pre-Algebra Teacher Classroom Resources	2012	1st	7	189.00
We agree to furnish teacher's editions at the ratio of one to each classroom collection of pupil's editions purchased						
Specialized Curriculum Group, Div. of Houghton Mifflin Harcourt		MATH IN FOCUS: SINGAPORE MATH BY MARSHALL CAVENDISH	2012		K-8	

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

SCG, Div. of HMH	9780547951683	Math in Focus Common Core Student Edition Bundle			K	27.00
SCG, Div. of HMH	9780547625263	Math in Focus Student Edition, Book A Part 1			K	8.60
SCG, Div. of HMH	9780547625287	Math in Focus Student Edition, Book A Part 2			K	8.60
SCG, Div. of HMH	9780547625249	Math in Focus Student Edition, Book B Part 1			K	8.60
SCG, Div. of HMH	9780547625355	Math in Focus Student Edition, Book B Part 2			K	8.60
SCG, Div. of HMH	9780547668963	Math in Focus Online Student Book eBook, 6-year license			K	20.25
SCG, Div. of HMH	9780547690797	Math in Focus Big Book Set			K	214.20
SCG, Div. of HMH	9780547684581	Math in Focus Big Book, Volume A			K	110.30
SCG, Div. of HMH	9780547684512	Math in Focus Big Book, Volume B			K	110.30
SCG, Div. of HMH	9780547647050	Math in Focus Common Core Teacher Edition Set			K	192.60
SCG, Div. of HMH	9780547625270	Math in Focus Teacher Edition, Volume A			K	99.50
SCG, Div. of HMH	9780547625201	Math in Focus Teacher Edition, Volume B			K	99.50
SCG, Div. of HMH	9780547625454	Math in Focus Assessment			K	38.90
SCG, Div. of HMH	9780547690735	Math in Focus Enrichment Bundle			K	40.90
SCG, Div. of HMH	9780547666709	Enrichment Workbook A			K	21.40
SCG, Div. of HMH	9780547666716	Enrichment Workbook B			K	21.40
SCG, Div. of HMH	9780547690780	Extra Practice Set			K	40.90
SCG, Div. of HMH	9780547679020	Extra Practice Workbook, Book A			K	21.40
SCG, Div. of HMH	9780547679051	Extra Practice Workbook, Book B			K	21.40
SCG, Div. of HMH	9780547647005	Home to School Connection Book			K	34.60
SCG, Div. of HMH	9780669016567	Teacher and Student Activity Cards			K	59.50
SCG, Div. of HMH	9780669027778	Core Manipulative Kit			K	306.90
SCG, Div. of HMH	9780547517742	Math in Focus 30-Student Classroom Manipulative Kit			K	459.00
SCG, Div. of HMH	9780547515557	Individual Student Manipulative Kit			K	12.20
SCG, Div. of HMH	9780547673851	Math in Focus Online Virtual Manipulatives, 6-Yr			K-2	113.50
SCG, Div. of HMH	9780547673837	Math in Focus Online Virtual Manipulatives, 1-Yr			K-2	37.90
SCG, Div. of HMH	9780547690247	Math in Focus Online Student Technology Kit, 6-Yr			K	108.75
SCG, Div. of HMH	9780547690230	Math in Focus Online Student Technology Kit, 1-Yr			K	36.00
SCG, Div. of HMH	9780547690490	Math in Focus Online Teacher Technology Kit, 6-Yr			K	610.00

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SCG, Div. of HMH	9780547690483	Math in Focus Online Teacher Technology Kit, 1-Yr			K	203.00
SCG, Div. of HMH	9780547671710	Math in Focus Online Interactive Whiteboard Lessons, 6-Yr			K	129.00
SCG, Div. of HMH	9780547671659	Math in Focus Online Interactive Whiteboard Lessons, 1-Yr			K	43.00
SCG, Div. of HMH	9780547816395	Math in Focus Implementation Guide			K	20.75
SCG, Div. of HMH	9780547951607	Math in Focus Common Core Student Edition/Workbook Bundle	2013		1	40.00
SCG, Div. of HMH	9780547882611	Math in Focus Student Book Set			1	38.90
SCG, Div. of HMH	9780547875828	Math in Focus Student Textbook A			1	20.50
SCG, Div. of HMH	9780547876429	Math in Focus Student Textbook B			1	20.50
SCG, Div. of HMH	9780669026153	Math in Focus Workbook Bundle			1	16.00
SCG, Div. of HMH	9780669013863	Math in Focus Workbook A			1	9.35
SCG, Div. of HMH	9780669013252	Math in Focus Workbook B			1	9.35
SCG, Div. of HMH	9780547879116	Math in Focus Online Student Book eBook 6-Yr			1	29.20
SCG, Div. of HMH	9780547879666	Math in Focus Teacher's Edition Set			1	192.60
SCG, Div. of HMH	9780547876849	Math in Focus Teacher's Edition A			1	99.50
SCG, Div. of HMH	9780547875750	Math in Focus Teacher's Edition B			1	99.50
SCG, Div. of HMH	9780547875187	Math in Focus Assessments			1	38.90
SCG, Div. of HMH	9780547263977	Math in Focus Enrichment Bundle			1	45.40
SCG, Div. of HMH	9780669015744	Math in Focus Enrichment A			1	23.80
SCG, Div. of HMH	9780669015751	Math in Focus Enrichment B			1	23.80
SCG, Div. of HMH	9780547263991	Math in Focus Extra Practice Bundle			1	45.40
SCG, Div. of HMH	9780669015676	Math in Focus Extra Practice A			1	23.80
SCG, Div. of HMH	9780669015683	Math in Focus Extra Practice B			1	23.80
SCG, Div. of HMH	9780547264004	Math in Focus Reteach Bundle			1	45.40
SCG, Div. of HMH	9780669015898	Math in Focus Reteach A			1	23.80
SCG, Div. of HMH	9780669015904	Math in Focus Reteach B			1	23.80
SCG, Div. of HMH	9780669026085	Math in Focus School-to-Home Connections			1	34.60
SCG, Div. of HMH	9780547880037	Math in Focus Primary Fact Fluency			1-2	32.95
SCG, Div. of HMH	9780547676487	Math in Focus Place Value Mats			1	19.70
SCG, Div. of HMH	9780547969961	Math in Focus Dry Erase Board Mat (Individual)			K-2	3.00
SCG, Div. of HMH	9780547271217	Math in Focus Dry Erase Board Mats (5-pack)			1-2	14.60

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

SCG, Div. of HMH	9780547515588	Math in Focus Individual Student Manipulative Kit				1	15.30
SCG, Div. of HMH	9780669027761	Math in Focus Core Manipulative Kit				1	442.20
SCG, Div. of HMH	9780547517766	Math in Focus 30-Student Manipulative Kit				1	663.00
SCG, Div. of HMH	9780547880181	Math in Focus Student Online Technology Bundle, 6-Yr				1	108.75
SCG, Div. of HMH	9780547878751	Math in Focus Student Online Technology Bundle 1-Yr				1	36.00
SCG, Div. of HMH	9780547878645	Math in Focus Teacher Online Technology Bundle, 6-Yr				1	610.00
SCG, Div. of HMH	9780547878928	Math in Focus Teacher Online Technology Bundle 1-Yr				1	203.00
SCG, Div. of HMH	9780547671604	Math in Focus Interactive Whiteboard Lessons 1-Yr				1	43.00
SCG, Div. of HMH	9780547671666	Math in Focus Interactive Whiteboard Lessons, 6 Yr				1	129.00
SCG, Div. of HMH	9780547671789	Math in Focus Online Student Interactivities, 6-Yr				1	29.95
SCG, Div. of HMH	9780547671727	Math in Focus Online Student Interactivities, 1-Yr				1	5.00
SCG, Div. of HMH	9780547816418	Math in Focus Implementation Guide				1-5	20.75
SCG, Div. of HMH	9789812806604	The Singapore Model Method for Learning Mathematics				K-8	29.00
SCG, Div. of HMH	9780547951614	Math in Focus Common Core Student Edition/Workbook Bundle	2013			2	40.00
SCG, Div. of HMH	9780547882222	Math in Focus Student Book Bundle				2	38.90
SCG, Div. of HMH	9780547875934	Math in Focus Student Book A				2	20.50
SCG, Div. of HMH	9780547875835	Math in Focus Student Book B				2	20.50
SCG, Div. of HMH	9780669026146	Math in Focus Workbook Bundle				2	16.00
SCG, Div. of HMH	9780669013276	Math in Focus Workbook A				2	9.35
SCG, Div. of HMH	9780669013344	Math in Focus Workbook B				2	9.35
SCG, Div. of HMH	9780547882277	Math in Focus Teacher's Edition Set				2	192.60
SCG, Div. of HMH	9780547875675	Math in Focus Teacher's Edition A				2	99.50
SCG, Div. of HMH	9780547875576	Math in Focus Teacher's Edition B				2	99.50
SCG, Div. of HMH	9780547875118	Math in Focus Assessments				2	38.90
SCG, Div. of HMH	9780547264011	Math in Focus Enrichment Bundle				2	45.40
SCG, Div. of HMH	9780669015775	Math in Focus Enrichment A				2	23.80

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SCG, Div. of HMH	9780669015812	Math in Focus Enrichment B			2	23.80
SCG, Div. of HMH	9780547264035	Math in Focus Extra Practice Bundle			2	45.40
SCG, Div. of HMH	9780669015690	Math in Focus Extra Practice A			2	23.80
SCG, Div. of HMH	9780669015706	Math in Focus Extra Practice B			2	23.80
SCG, Div. of HMH	9780547264103	Math in Focus Reteach Bundle			2	45.40
SCG, Div. of HMH	9780669015935	Math in Focus Reteach A			2	23.80
SCG, Div. of HMH	9780669015973	Math in Focus Reteach B			2	23.80
SCG, Div. of HMH	9780669026030	Math in Focus School-to-Home Connections			2	34.60
SCG, Div. of HMH	9780547880006	Math in Focus Transition Guide			2-5	30.30
SCG, Div. of HMH	9780547878768	Math in Focus Student Online Technology Bundle 1-Yr			2	36.00
SCG, Div. of HMH	9780547881232	Math in Focus Student Online Technology Bundle 6-Yr			2	108.75
SCG, Div. of HMH	9780547884004	Math in Focus Student Book eBook 6-Yr			2	29.20
SCG, Div. of HMH	9780547878942	Math in Focus Teacher Online Technology Bundle 1-Yr			2	203.00
SCG, Div. of HMH	9780547878584	Math in Focus Teacher Online Technology Bundle 6-Yr			2	610.00
SCG, Div. of HMH	9780547515618	Math in Focus Individual Student Manipulative Kit			2	15.30
SCG, Div. of HMH	9780669027730	Math in Focus Core Manipulative Kit			2	411.00
SCG, Div. of HMH	9780547517797	Math in Focus 30-Student Manipulative Kit			2	663.00
SCG, Div. of HMH	9780547676449	Math in Focus Place Value Mats			2	19.70
SCG, Div. of HMH	9780547671611	Math in Focus Interactive Whiteboard Lessons 1-Yr			2	43.00
SCG, Div. of HMH	9780547671673	Math in Focus Interactive Whiteboard Lessons 6-Yr			2	129.00
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SCG, Div. of HMH	9780547951621	Math in Focus Common Core Student Edition/Workbook Bundle	2013		3	49.70
SCG, Div. of HMH	9780547883533	Math in Focus Student Book Bundle			3	48.70
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SCG, Div. of HMH	9780547875521	Math in Focus Teacher's Edition A			3	99.50
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SCG, Div. of HMH	9780547626369	Math in Focus Student Manipulative Kit Course 1-3			6-8	359.00
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Holt McDougal	9780547686929	Lab Activities with Answers			7	58.80
Holt McDougal	9780547686981	Questioning Strategies: A Resource for Teachers			7	41.40
Holt McDougal	9780547686998	Ready to Go On? Intervention and Enrichment with Answers			7	39.15
Holt McDougal	9780547687018	Solutions Key			7	54.20
Holt McDougal	9780547687049	Success for Every Learner with Answers			7	74.90
Holt McDougal	9780030662737	Classroom Manipulative Kit			6-8	707.60
Holt McDougal	9780547750811	Lesson Tutorial Videos on DVD			7	56.50
Holt McDougal	9780547688206	Interactive Answers and Solutions CD-ROM			7	56.50
Holt McDougal	9780547688275	Common Core Teacher's One-Stop Planner DVD			7	141.15

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

Holt McDougal	9780547928999	Online Interactive Whiteboard, Site License			7	750.00
Holt McDougal	9780547688237	On Core Deluxe ExamView CD-ROM			6-12	92.90
Holt McDougal	9780547688336	On Core Middle School Activity Generator CD-ROM			6-8	87.20
Holt McDougal	9780547775944	Student Edition eTextbook ePub			7	36.25
Holt McDougal	9780547775395	Student Edition eTextbook PDF			7	36.25
Holt McDougal	9780547647197	Common Core Student Edition			8	67.80
Holt McDougal	9780547647272	Common Core Teacher Edition			8	101.60
Holt McDougal	9780547687582	Common Core Online Student/Teacher Edition (1-year subscription)			8	16.80
Holt McDougal	9780547687759	Common Core Online Student/Teacher Edition (6-year subscription)			8	50.40
Holt McDougal	9780547876139	Common Core Assessment Readiness			8	5.95
Holt McDougal	9780547875880	Common Core Assessment Readiness Teacher Guide			8	25.00
Holt McDougal	9780547876436	Explorations in Core Math for Common Core Student Edition			8	9.25
Holt McDougal	9780547875767	Explorations in Core Math for Common Core Teacher Edition			8	25.00
Holt McDougal	9780547877198	Explorations in Core Math for Common Core Student Edition 6-year subscription			8	54.25
Holt McDougal	9780547686684	Problem Solving Workbook			8	4.30
Holt McDougal	9780547686677	Homework and Practice Workbook			8	4.30
Holt McDougal	9780547687940	Know-It Notebook			8	10.80
Holt McDougal	9780547686637	Alternate Openers: Exploration			8	160.25
Holt McDougal	9780547686851	Are You Ready? Intervention and Enrichment with Answers			8	71.50
Holt McDougal	9780547686875	Assessment Resources with Answers			8	59.90
Holt McDougal	9780547688091	Common Core Chapter Resource Books Set			8	215.75
Holt McDougal	9780547688152	Resource Book with Answers Volume 1			8	110.90
Holt McDougal	9780547688985	Resource Book with Answers Volume 2			8	110.90
Holt McDougal	9780547686967	Problem Solving Workbook Teacher's Guide			8	11.15
Holt McDougal	9780547686899	Homework and Practice Workbook Teacher's Guide			8	11.15
Holt McDougal	9780547687926	Know-It Notebook Teacher's Guide			8	11.40
Holt McDougal	9780547686912	I.D.E.A. Works! Modified Worksheets and Tests with Answers			8	82.80

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

Holt McDougal	9780547686943	Lab Activities with Answers				8	58.80
Holt McDougal	9780547686974	Questioning Strategies: A Resource for Teachers				8	41.40
Holt McDougal	9780547687001	Ready to Go On? Intervention and Enrichment with Answers				8	39.15
Holt McDougal	9780547687032	Solutions Key				8	54.20
Holt McDougal	9780547687056	Success for Every Learner with Answers				8	74.90
Holt McDougal	9780030662737	Classroom Manipulative Kit				6-8	707.60
Holt McDougal	9780547752822	Lesson Tutorial Videos on DVD				8	56.50
Holt McDougal	9780547688213	Interactive Answers and Solutions CD-ROM				8	56.50
Holt McDougal	9780547688251	Common Core Teacher's One-Stop Planner DVD				8	141.15
Holt McDougal	9780547928111	Online Interactive Whiteboard, Site License				8	750.00
Holt McDougal	9780547688237	On Core Deluxe ExamView CD-ROM				6-12	92.90
Holt McDougal	9780547688336	On Core Activity Generator CD-ROM				6-8	87.20
Holt McDougal	9780547775951	Student Edition eTextbook ePub				8	36.25
Holt McDougal	9780547775401	Student Edition eTextbook PDF				8	36.25
McGraw-Hill MY MATH PROGRAM							
McGraw-Hill Education, by its School Education Group	9780021276196	PRINT SE PLUS ONLINE ESTUDENT EDITION, 6 YEAR SUBSCRIPTION			2013	1	94.68
McGraw-Hill Education, by its School Education Group	9780021150199	McGraw-Hill MY MATH - STUDENT EDITION VOLUME 1 GRADE K			2013	1	9.00
McGraw-Hill Education, by its School Education Group	9780021160679	McGraw-Hill MY MATH - STUDENT EDITION VOLUME 2 GRADE K			2013	1	9.00
McGraw-Hill Education, by its School Education Group	9780021161973	McGraw-Hill MY MATH - TEACHER EDITION VOLUME 1 GRADE K			2013	1	88.50
McGraw-Hill Education, by its School Education Group	9780021161980	McGraw-Hill MY MATH - TEACHER EDITION VOLUME 2 GRADE K			2013	1	88.50
McGraw-Hill Education, by its School Education Group	9780021064847	MATH 2009 GR K-2 OVERHEAD MANIPULATIVE KIT			2009	1	109.74
McGraw-Hill Education, by its School Education Group	9780021083220	MATH 2009 PRE K- 6 TEACHING MATHEMATICS AND SCIENCE FOLDABLES			2009	1	17.19
McGraw-Hill Education, by its School Education Group	9780021063321	MATH 2009 GR K NATIONAL MATH ON THE GO			2009	1	45.42

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

McGraw-Hill Education, by its School Education Group	9780021198047	McGraw-Hill MY MATH - ESTUDENT EDITION 1 YEAR SUBSCRIPTION GRADE K	2013	1	K	15.90
McGraw-Hill Education, by its School Education Group	9780021233915	McGraw-Hill MY MATH - SPANISH STUDENT EDITION VOLUME 1 GRADE K	2013	1	K	9.00
McGraw-Hill Education, by its School Education Group	9780021233922	McGraw-Hill MY MATH - SPANISH STUDENT EDITION VOLUME 2 GRADE K	2013	1	K	9.00
McGraw-Hill Education, by its School Education Group	9780021271955	McGraw-Hill MY MATH - NATIONAL TEACHER PACKAGE 6 YEAR SUBSCRIPTION GRADE K (teacher's edition)	2013	1	K	234.00
McGraw-Hill Education, by its School Education Group	9780021198122	McGraw-Hill MY MATH - ETEACHER EDITION 1 YEAR SUBSCRIPTION GRADE K	2013	1	K	52.98
McGraw-Hill Education, by its School Education Group	9780021161775	McGraw-Hill MY MATH - ASSESSMENT MASTERS GRADE K	2013	1	K	69.45
McGraw-Hill Education, by its School Education Group	9780021171590	McGraw-Hill MY MATH LEARNING STATION GRADE K	2013	1	K	279.00
McGraw-Hill Education, by its School Education Group	9780021128938	MATH 2009 GR K RWPS READERS APPROACHING LEVEL 1 EACH	2009	1	K	55.62
McGraw-Hill Education, by its School Education Group	9780021073795	MATH 2009 GR K ON-LEVEL REAL WORLD PROB SOLVING READER 1 OF EACH	2009	1	K	55.62
McGraw-Hill Education, by its School Education Group	9780021129058	MATH 2009 GR K RWPS READERS BEYOND LEVEL 1 EACH	2011	1	K	55.62
McGraw-Hill Education, by its School Education Group	9780021073931	SPAN MATH 2009 GR K REAL WORLD PROB SOLVING READER 1 OF EACH	2009	1	K	55.62
McGraw-Hill Education, by its School Education Group	9780021128990	MATH 2009 GR K DELUXE RWPS READERS APPROACHING LEVEL 6PK	2009	1	K	291.60
McGraw-Hill Education, by its School Education Group	9780021073597	MATH 2009 GR K DELUXE ON-LEVEL REAL WORLD PROB SOLVING READER 6-PACK	2009	1	K	291.60
McGraw-Hill Education, by its School Education Group	9780021129119	MATH 2009 GR K DELUXE RWPS READERS BEYOND LEVEL 6PK	2011	1	K	291.60
McGraw-Hill Education, by its School Education Group	9780021073733	SPAN MATH 2009 GR K DELUXE REAL WORLD PROB SOLVING READER 6-PACK	2009	1	K	291.60
McGraw-Hill Education, by its School Education Group	9780021171538	McGraw-Hill MY MATH REAL WORLD PROBLEM SOLVING LEVEL READER TEACHER GUIDE GRADE K	2013	1	K	18.87
McGraw-Hill Education, by its School Education Group	9780021071579	MATH 2009 GR K REAL-WORLD PROBLEM SOLVING BIG BOOK	2009	1	K	194.85
McGraw-Hill Education, by its School Education Group	9780021119943	SPAN MATH 2009 GR K RWPS LEVELED READER BIG BOOK	2009	1	K	194.85
McGraw-Hill Education, by its School Education Group	9780021197934	McGraw-Hill MY MATH - ESTUDENT EDITION CD-ROM GRADE K	2013	1	K	66.00

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

McGraw-Hill Education, by its School Education Group	9780021160334	McGraw-Hill MY MATH - ETEACHER EDITION CD-ROM GRADE K	2013	1	K	177.00
McGraw-Hill Education, by its School Education Group	9780021064779	MATH 2009 GR K INDIVIDUAL MANIPULATIVE KIT	2009	1	K	23.31
McGraw-Hill Education, by its School Education Group	9780021064816	MATH 2009 GR K CLASSROOM MANIPULATIVE KIT	2009	1	K	375.84
McGraw-Hill Education, by its School Education Group	9780021064861	MATH 2009 GR K-5 MAGNETIC MANIPULATIVE KIT	2009	1	K-5	83.16
McGraw-Hill Education, by its School Education Group	9780021064878	MATH 2009 GR K-2 TEACHER TOOL KIT	2009	1	K-2	442.38
McGraw-Hill Education, by its School Education Group	9780021172344	McGraw-Hill MY MATH - MY LEARNING STATIONS SPANISH ADD-ON GRADE K	2013	1	K	9.00
McGraw-Hill Education, by its School Education Group	9780021170685	McGraw-Hill MY MATH NATIONAL STUDENT EDITION PACKAGE GRADE K	2013	1	K	16.98
McGraw-Hill Education, by its School Education Group	9780021170562	McGraw-Hill MY MATH NATIONAL TEACHER EDITION PACKAGE GRADE K	2013	1	K	177.00
McGraw-Hill Education, by its School Education Group	9780021074419	SPAN MATH 2009 GR K-1 MUSIC MATH SONGS	2009	1	K-1	49.98
McGraw-Hill Education, by its School Education Group	9780021064045	MATH 2009 GR K-1 MATH SONGS COMPACT DISC	2009	1	K-1	49.98
McGraw-Hill Education, by its School Education Group	9780021277131	ONLINE ESTUDENT EDITION 6 YEAR SUBSCRIPTION	2013	1	K	81.90
McGraw-Hill Education, by its School Education Group	9780021277469	SPANISH STUDENT EDITION SET	2013	1	K	19.98
McGraw-Hill Education, by its School Education Group	9780021277254	ONLINE ETEACHER EDITION 6 YEAR SUBSCRIPTION	2012	1	K	211.98
		Grade 1				
McGraw-Hill Education, by its School Education Group	9780021276202	PRINT SE PLUS ONLINE ESTUDENT EDITION 6 YEAR SUBSCRIPTION BUNDLE	2013	1	1	94.68
McGraw-Hill Education, by its School Education Group	9780021150205	McGraw-Hill MY MATH - STUDENT EDITION VOLUME 1 GRADE 1	2013	1	1	9.00
McGraw-Hill Education, by its School Education Group	9780021160686	McGraw-Hill MY MATH - STUDENT EDITION VOLUME 2 GRADE 1	2013	1	1	9.00
McGraw-Hill Education, by its School Education Group	9780021161997	McGraw-Hill MY MATH - TEACHER EDITION VOLUME 1 GRADE 1	2013	1	1	88.50
McGraw-Hill Education, by its School Education Group	9780021162000	McGraw-Hill MY MATH - TEACHER EDITION VOLUME 2 GRADE 1	2013	1	1	88.50
McGraw-Hill Education, by its School Education Group	9780021064847	MATH 2009 GR K-2 OVERHEAD MANIPULATIVE KIT	2009	1	K-2	109.74

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McGraw-Hill Education, by its School Education Group	9780021083220	MATH 2009 PRE K- 6 TEACHING MATHEMATICS AND SCIENCE FOLDABLES	2009	1		K-6	17.19
McGraw-Hill Education, by its School Education Group	9780021063338	MATH 2009 GR 1 NATIONAL MATH ON THE GO	2009	1		1	45.42
McGraw-Hill Education, by its School Education Group	9780021173150	McGRAW-HILL MY MATH STUDENT EDITIONS AND ONLINE ESTUDENT EDITION 1 YEAR SET GRADE 1	2013	1		1	18.00
McGraw-Hill Education, by its School Education Group	9780021170692	McGRAW-HILL MY MATH NATIONAL STUDENT EDITION PACKAGE GRADE 1	2013	1		1	16.98
McGraw-Hill Education, by its School Education Group	9780021198030	McGRAW-HILL MY MATH - ESTUDENT EDITION 1 YEAR SUBSCRIPTION GRADE 1	2013	1		1	15.90
McGraw-Hill Education, by its School Education Group	9780021233939	McGRAW-HILL MY MATH - SPANISH STUDENT EDITION VOLUME 1 GRADE 1	2013	1		1	9.00
McGraw-Hill Education, by its School Education Group	9780021233946	McGRAW-HILL MY MATH - SPANISH STUDENT EDITION VOLUME 2 GRADE 1	2013	1		1	9.00
McGraw-Hill Education, by its School Education Group	9780021271962	McGRAW-HILL MY MATH - NATIONAL TEACHER PACKAGE 6 YEAR SUBSCRIPTION GRADE 1 (teacher's edition)	2013	1		1	234.00
McGraw-Hill Education, by its School Education Group	9780021170579	McGRAW-HILL MY MATH NATIONAL TEACHER EDITION PACKAGE GRADE 1	2013	1		1	177.00
McGraw-Hill Education, by its School Education Group	9780021198139	McGRAW-HILL MY MATH - ETEACHER EDITION 1 YEAR SUBSCRIPTION GRADE 1	2013	1		1	52.98
McGraw-Hill Education, by its School Education Group	9780021161782	McGRAW-HILL MY MATH - ASSESSMENT MASTERS GRADE 1	2013	1		1	69.45
McGraw-Hill Education, by its School Education Group	9780021171606	McGRAW-HILL MY MATH LEARNING STATION GRADE 1	2013	1		1	279.00
McGraw-Hill Education, by its School Education Group	9780021172351	McGRAW-HILL MY MATH - MY LEARNING STATIONS SPANISH ADD-ON GRADE 1	2013	1		1	9.00
McGraw-Hill Education, by its School Education Group	9780021128945	MATH 2009 GR 1 RWPS READERS APPROACHING LEVEL 1 EACH	2009	1		1	55.62
McGraw-Hill Education, by its School Education Group	9780021073818	MATH 2009 GR 1 ON-LEVEL REAL WORLD PROB SOLVING READER 1 OF EACH	2009	1		1	55.62
McGraw-Hill Education, by its School Education Group	9780021129065	MATH 2009 GR 1 RWPS READERS BEYOND LEVEL 1 EACH	2011	1		1	55.62
McGraw-Hill Education, by its School Education Group	9780021073948	SPAN MATH 2009 GR 1 REAL WORLD PROB SOLVING READER 1 OF EACH	2009	1		1	55.62
McGraw-Hill Education, by its School Education Group	9780021129003	MATH 2009 GR 1 DELUXE RWPS READERS APPROACHING LEVEL 6PK	2009	1		1	291.60
McGraw-Hill Education, by its School Education Group	9780021073610	MATH 2009 GR 1 DELUXE ON-LEVEL REAL WORLD PROB SOLVING READER 6-PACK	2009	1		1	291.60

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McGraw-Hill Education, by its School Education Group	9780021129126	MATH 2009 GR 1 DELUXE RWPS READERS BEYOND LEVEL 6PK	2009	1	1	291.60
McGraw-Hill Education, by its School Education Group	9780021073740	SPAN MATH 2009 GR 1 DELUXE REAL WORLD PROB SOLVING READER 6-PACK	2009	1	1	291.60
McGraw-Hill Education, by its School Education Group	9780021171545	McGRAW-HILL MY MATH REAL WORLD PROBLEM SOLVING LEVEL READER TEACHER GUIDE GRADE 1	2013	1	1	18.87
McGraw-Hill Education, by its School Education Group	9780021080298	MATH 2009 GR 1 REAL-WORLD PROBLEM SOLVING BIG BOOK	2009	1	1	194.85
McGraw-Hill Education, by its School Education Group	9780021119950	SPAN MATH 2009 GR 1 RWPS LEVELED READER BIG BOOK	2009	1	1	194.85
McGraw-Hill Education, by its School Education Group	9780021197941	McGRAW-HILL MY MATH - ESTUDENT EDITION CD-ROM GRADE 1	2013	1	1	66.00
McGraw-Hill Education, by its School Education Group	9780021160341	McGRAW-HILL MY MATH - ETEACHER EDITION CD-ROM GRADE 1	2013	1	1	177.00
McGraw-Hill Education, by its School Education Group	9780021064786	MATH 2009 GR 1-2 INDIVIDUAL MANIPULATIVE KIT	2009	1	1-2	23.31
McGraw-Hill Education, by its School Education Group	9780021064823	MATH 2009 GR 1-2 CLASSROOM MANIPULATIVE KIT	2009	1	1-2	443.49
McGraw-Hill Education, by its School Education Group	9780021064861	MATH 2009 GR K-5 MAGNETIC MANIPULATIVE KIT	2009	1	K-5	83.16
McGraw-Hill Education, by its School Education Group	9780021064878	MATH 2009 GR K-2 TEACHER TOOL KIT	2009	1	K-2	442.38
McGraw-Hill Education, by its School Education Group	9780021064045	MATH 2009 GR K-1 MATH SONGS COMPACT DISC	2009	1	K-1	49.98
McGraw-Hill Education, by its School Education Group	9780021074419	SPAN MATH 2009 GR K-1 MUSIC MATH SONGS	2009	1	K-1	49.98
McGraw-Hill Education, by its School Education Group	9780021277261	ONLINE ETEACHER EDITION 6 YEAR SUBSCRIPTION	2012	1	1	211.98
McGraw-Hill Education, by its School Education Group	9780021277148	ONLINE ESTUDENT EDITION 6 YEAR SUBSCRIPTION	2013	1	1	81.90
McGraw-Hill Education, by its School Education Group	9780021277476	SPANISH STUDENT EDITION SET	2013	1	1	19.98
		Grade 2				
McGraw-Hill Education, by its School Education Group	9780021276219	PRINT SE PLUS ONLINE ESTUDENT EDITION 6 YEAR SUBSCRIPTION BUNDLE	2013	1	2	94.68
McGraw-Hill Education, by its School Education Group	9780021150212	McGRAW-HILL MY MATH - STUDENT EDITION VOLUME 1 GRADE 2	2013	1	2	9.00
McGraw-Hill Education, by its School Education Group	9780021160693	McGRAW-HILL MY MATH - STUDENT EDITION VOLUME 2 GRADE 2	2013	1	2	9.00

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McGraw-Hill Education, by its School Education Group	9780021162017	McGraw-Hill MY MATH - TEACHER EDITION VOLUME 1 GRADE 2	2013	1	2	88.50
McGraw-Hill Education, by its School Education Group	9780021162024	McGraw-Hill MY MATH - TEACHER EDITION VOLUME 2 GRADE 2	2013	1	2	88.50
McGraw-Hill Education, by its School Education Group	9780021064847	MATH 2009 GR K-2 OVERHEAD MANIPULATIVE KIT	2009	1	K-2	109.74
McGraw-Hill Education, by its School Education Group	9780021083220	MATH 2009 PRE K- 6 TEACHING MATHEMATICS AND SCIENCE FOLDABLES	2009	1	K-6	17.19
McGraw-Hill Education, by its School Education Group	9780021063345	MATH 2009 GR 2 NATIONAL MATH ON THE GO	2009	1	2	45.42
McGraw-Hill Education, by its School Education Group	9780021173167	McGraw-Hill MY MATH STUDENT EDITIONS AND ONLINE ESTUDENT EDITION 1 YEAR SET GRADE 2	2013	1	2	18.00
McGraw-Hill Education, by its School Education Group	9780021170708	McGraw-Hill MY MATH NATIONAL STUDENT EDITION PACKAGE GRADE 2	2013	1	2	16.98
McGraw-Hill Education, by its School Education Group	9780021198023	McGraw-Hill MY MATH - ESTUDENT EDITION 1 YEAR SUBSCRIPTION GRADE 2	2013	1	2	15.90
McGraw-Hill Education, by its School Education Group	9780021233953	McGraw-Hill MY MATH - SPANISH STUDENT EDITION VOLUME 1 GRADE 2	2013	1	2	9.00
McGraw-Hill Education, by its School Education Group	9780021233960	McGraw-Hill MY MATH - SPANISH STUDENT EDITION VOLUME 2 GRADE 2	2013	1	2	9.00
McGraw-Hill Education, by its School Education Group	9780021271979	McGraw-Hill MY MATH - NATIONAL TEACHER PACKAGE 6 YEAR SUBSCRIPTION GRADE 2	2013	1	2	234.00
McGraw-Hill Education, by its School Education Group	9780021170586	McGraw-Hill MY MATH NATIONAL TEACHER EDITION PACKAGE GRADE 2 (teacher's edition)	2013	1	2	177.00
McGraw-Hill Education, by its School Education Group	9780021198146	McGraw-Hill MY MATH - ETEACHER EDITION 1 YEAR SUBSCRIPTION GRADE 2	2013	1	2	52.98
McGraw-Hill Education, by its School Education Group	9780021161799	McGraw-Hill MY MATH - ASSESSMENT MASTERS GRADE 2	2013	1	2	69.45
McGraw-Hill Education, by its School Education Group	9780021171613	McGraw-Hill MY MATH LEARNING STATION GRADE 2	2013	1	2	279.00
McGraw-Hill Education, by its School Education Group	9780021172368	McGraw-Hill MY MATH - MY LEARNING STATIONS SPANISH ADD-ON GRADE 2	2013	1	2	9.00
McGraw-Hill Education, by its School Education Group	9780021128952	MATH 2009 GR 2 RWPS READERS APPROACHING LEVEL 1 EACH	2011	1	2	55.62
McGraw-Hill Education, by its School Education Group	9780021073825	MATH 2009 GR 2 ON-LEVEL REAL WORLD PROB SOLVING READER 1 OF EACH	2009	1	2	55.62
McGraw-Hill Education, by its School Education Group	9780021129072	MATH 2009 GR 2 RWPS READERS BEYOND LEVEL 1 EACH	2011	1	2	55.62

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McGraw-Hill Education, by its School Education Group	9780021073955	SPAN MATH 2009 GR 2 REAL WORLD PROB SOLVING READER 1 OF EACH	2009	1	2	55.62
McGraw-Hill Education, by its School Education Group	9780021129010	MATH 2009 GR 2 DELUXE RWPS READERS APPROACHING LEVEL 6PK	2011	1	2	291.60
McGraw-Hill Education, by its School Education Group	9780021073627	MATH 2009 GR 2 DELUXE ON-LEVEL REAL WORLD PROB SOLVING READER 6-PACK	2009	1	2	291.60
McGraw-Hill Education, by its School Education Group	9780021129133	MATH 2009 GR 2 DELUXE RWPS READERS BEYOND LEVEL 6PK	2011	1	2	291.60
McGraw-Hill Education, by its School Education Group	9780021073757	SPAN MATH 2009 GR 2 DELUXE REAL WORLD PROB SOLVING READER 6-PACK	2009	1	2	291.60
McGraw-Hill Education, by its School Education Group	9780021171552	McGraw-Hill MY MATH REAL WORLD PROBLEM SOLVING LEVEL READER TEACHER GUIDE GRADE 2	2013	1	2	18.87
McGraw-Hill Education, by its School Education Group	9780021080281	MATH 2009 GR 2 REAL WORLD PROBLEM SOLVING BIG BOOK PKG	2009	1	2	349.29
McGraw-Hill Education, by its School Education Group	9780021122219	SPAN MATH 2009 GR 2 RWPS READERS BIG BOOK PACKAGE	2009	1	2	349.29
McGraw-Hill Education, by its School Education Group	9780021197958	McGraw-Hill MY MATH - ESTUDENT EDITION CD-ROM GRADE 2	2013	1	2	66.00
McGraw-Hill Education, by its School Education Group	9780021160358	McGraw-Hill MY MATH - ETEACHER EDITION CD-ROM GRADE 2	2013	1	2	177.00
McGraw-Hill Education, by its School Education Group	9780021064786	MATH 2009 GR 1-2 INDIVIDUAL MANIPULATIVE KIT	2009	1	1-2	23.31
McGraw-Hill Education, by its School Education Group	9780021064823	MATH 2009 GR 1-2 CLASSROOM MANIPULATIVE KIT	2009	1	1-2	443.49
McGraw-Hill Education, by its School Education Group	9780021064878	MATH 2009 GR K-2 TEACHER TOOL KIT	2009	1	K-2	442.38
McGraw-Hill Education, by its School Education Group	9780021064113	MATH 2009 GR 2-3 MATH SONGS COMPACT DISC	2009	1	2-3	49.98
McGraw-Hill Education, by its School Education Group	9780021074426	SPAN MATH 2009 GR 2-3 MUSIC MATH SONGS	2009	1	2-3	49.98
McGraw-Hill Education, by its School Education Group	9780021277278	ONLINE ETEACHER EDITION 6 YEAR SUBSCRIPTION	2013	1	2	211.98
McGraw-Hill Education, by its School Education Group	9780021277155	ONLINE ESTUDENT EDITION 6 YEAR SUBSCRIPTION	2013	1	2	81.90
McGraw-Hill Education, by its School Education Group	9780021277483	SPANISH STUDENT EDITION PACKAGE	2013	1	2	19.98
McGraw-Hill Education, by its School Education Group		Grade 3				
McGraw-Hill Education, by its School Education Group	9780021276226	PRINT AND ONLINE SE, 6 YEAR SUBSCRIPTION BUNDLE	2013	1	3	94.68

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McGraw-Hill Education, by its School Education Group	9780021150229	McGraw-Hill MY MATH - STUDENT EDITION VOLUME 1 GRADE 3	2013	1	3	9.00
McGraw-Hill Education, by its School Education Group	9780021161911	McGraw-Hill MY MATH - STUDENT EDITION VOLUME 2 GRADE 3	2013	1	3	9.00
McGraw-Hill Education, by its School Education Group	9780021162031	McGraw-Hill MY MATH - TEACHER EDITION VOLUME 1 GRADE 3	2013	1	3	88.50
McGraw-Hill Education, by its School Education Group	9780021162048	McGraw-Hill MY MATH - TEACHER EDITION VOLUME 2 GRADE 3	2013	1	3	88.50
McGraw-Hill Education, by its School Education Group	9780021064854	MATH 2009 GR 3-5 OVERHEAD MANIPULATIVE KIT	2009	1	3-5	109.74
McGraw-Hill Education, by its School Education Group	9780021083220	MATH 2009 PRE K- 6 TEACHING MATHEMATICS AND SCIENCE FOLDABLES	2009	1	K-6	17.19
McGraw-Hill Education, by its School Education Group	9780021173174	McGraw-Hill MY MATH STUDENT EDITIONS AND ONLINE ESTUDENT EDITION 1 YEAR SET GRADE 3	2013	1	3	18.00
McGraw-Hill Education, by its School Education Group	9780021170715	McGraw-Hill MY MATH NATIONAL STUDENT EDITION PACKAGE GRADE 3	2013	1	3	16.98
McGraw-Hill Education, by its School Education Group	9780021198016	McGraw-Hill MY MATH - ESTUDENT EDITION 1 YEAR SUBSCRIPTION GRADE 3	2013	1	3	15.90
McGraw-Hill Education, by its School Education Group	9780021233977	McGraw-Hill MY MATH - SPANISH STUDENT EDITION VOLUME 1 GRADE 3	2013	1	3	9.00
McGraw-Hill Education, by its School Education Group	9780021233984	McGraw-Hill MY MATH - SPANISH STUDENT EDITION VOLUME 2 GRADE 3	2013	1	3	9.00
McGraw-Hill Education, by its School Education Group	9780021271986	McGraw-Hill MY MATH - NATIONAL TEACHER PACKAGE 6 YEAR SUBSCRIPTION GRADE 3 (teacher's edition)	2013	1	3	234.00
McGraw-Hill Education, by its School Education Group	9780021170593	McGraw-Hill MY MATH NATIONAL TEACHER EDITION PACKAGE GRADE 3	2013	1	3	177.00
McGraw-Hill Education, by its School Education Group	9780021198153	McGraw-Hill MY MATH - ETEACHER EDITION 1 YEAR SUBSCRIPTION GRADE 3	2013	1	3	52.98
McGraw-Hill Education, by its School Education Group	9780021162093	McGraw-Hill MY MATH - ASSESSMENT MASTERS GRADE 3	2013	1	3	69.45
McGraw-Hill Education, by its School Education Group	9780021171620	McGraw-Hill MY MATH LEARNING STATION GRADE 3	2013	1	3	279.00
McGraw-Hill Education, by its School Education Group	9780021172375	McGraw-Hill MY MATH - MY LEARNING STATIONS SPANISH ADD-ON GRADE 3	2013	1	3	9.00
McGraw-Hill Education, by its School Education Group	9780021128969	MATH 2009 GR 3 RWPS READERS APPROACHING LEVEL 1 EACH	2009	1	3	55.62
McGraw-Hill Education, by its School Education Group	9780021073832	MATH 2009 GR 3 ON-LEVEL REAL WORLD PROB SOLVING READER 1 OF EACH	2009	1	3	55.62

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McGraw-Hill Education, by its School Education Group	9780021129089	MATH 2009 GR 3 RWPS READERS BEYOND LEVEL 1 EACH	2011	1	3	55.62
McGraw-Hill Education, by its School Education Group	9780021073962	SPAN MATH 2009 GR 3 REAL WORLD PROB SOLVING READER 1 OF EACH	2009	1	3	55.62
McGraw-Hill Education, by its School Education Group	9780021129027	MATH 2009 GR 3 DELUXE RWPS READERS APPROACHING LEVEL 6PK	2009	1	3	291.60
McGraw-Hill Education, by its School Education Group	9780021073634	MATH 2009 GR 3 DELUXE ON-LEVEL REAL WORLD PROB SOLVING READER 6-PACK	2009	1	3	291.60
McGraw-Hill Education, by its School Education Group	9780021129140	MATH 2009 GR 3 DELUXE RWPS READERS BEYOND LEVEL 6PK	2011	1	3	291.60
McGraw-Hill Education, by its School Education Group	9780021073764	SPAN MATH 2009 GR 3 DELUXE REAL WORLD PROB SOLVING READER 6-PACK	2009	1	3	291.60
McGraw-Hill Education, by its School Education Group	9780021171569	McGraw-Hill MY MATH REAL WORLD PROBLEM SOLVING LEVEL READER TEACHER GUIDE GRADE 3	2013	1	3	18.87
McGraw-Hill Education, by its School Education Group	9780021197965	McGraw-Hill MY MATH - ESTUDENT EDITION CD-ROM GRADE 3	2013	1	3	66.00
McGraw-Hill Education, by its School Education Group	9780021160761	McGraw-Hill MY MATH - ETEACHER EDITION CD-ROM GRADE 3	2013	1	3	177.00
McGraw-Hill Education, by its School Education Group	9780021064793	MATH 2009 GR 3-5 INDIVIDUAL MANIPULATIVE KIT	2009	1	3-5	23.31
McGraw-Hill Education, by its School Education Group	9780021064830	MATH 2009 GR 3-5 CLASSROOM MANIPULATIVE KIT	2009	1	3-5	443.49
McGraw-Hill Education, by its School Education Group	9780021064885	MATH 2009 GR 3-5 TEACHER TOOL KIT	2009	1	3-5	442.38
McGraw-Hill Education, by its School Education Group	9780021064113	MATH 2009 GR 2-3 MATH SONGS COMPACT DISC	2009	1	2-3	49.98
McGraw-Hill Education, by its School Education Group	9780021074426	SPAN MATH 2009 GR 2-3 MUSIC MATH SONGS	2009	1	2-3	49.98
McGraw-Hill Education, by its School Education Group	9780021277490	SPANISH STUDENT EDITION PACKAGE	2013	1	3	19.98
McGraw-Hill Education, by its School Education Group	9780021277162	ONLINE ESTUDENT EDITION, 6 YEAR SUBSCRIPTION	2013	1	3	81.90
McGraw-Hill Education, by its School Education Group	9780021277285	ONLINE ETEACHER EDITION, 6 YEAR SUBSCRIPTION	2013	1	3	211.98
		Grade 4				
McGraw-Hill Education, by its School Education Group	9780021277001	PRINT SE AND ONLINE ESTUDENT EDITION 6 YEAR SUBSCRIPTION BUNDLE	2013	1	4	94.68
McGraw-Hill Education, by its School Education Group	9780021150236	McGraw-Hill MY MATH - STUDENT EDITION VOLUME 1 GRADE 4	2013	1	4	9.00

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McGraw-Hill Education, by its School Education Group	9780021161959	McGraw-Hill MY MATH - STUDENT EDITION VOLUME 2 GRADE 4	2013	1	4	9.00
McGraw-Hill Education, by its School Education Group	9780021162055	McGraw-Hill MY MATH - TEACHER EDITION VOLUME 1 GRADE 4	2013	1	4	88.50
McGraw-Hill Education, by its School Education Group	9780021162062	McGraw-Hill MY MATH - TEACHER EDITION VOLUME 2 GRADE 4	2013	1	4	88.50
McGraw-Hill Education, by its School Education Group	9780021064854	MATH 2009 GR 3-5 OVERHEAD MANIPULATIVE KIT	2009	1	3-5	109.74
McGraw-Hill Education, by its School Education Group	9780021083220	MATH 2009 PRE K- 6 TEACHING MATHEMATICS AND SCIENCE FOLDABLES	2009	1	K-6	17.19
McGraw-Hill Education, by its School Education Group	9780021170722	McGraw-Hill MY MATH NATIONAL STUDENT EDITION PACKAGE GRADE 4	2013	1	4	16.98
McGraw-Hill Education, by its School Education Group	9780021173181	McGraw-Hill MY MATH STUDENT EDITIONS AND ONLINE ESTUDENT EDITION 1 YEAR SET GRADE 4	2013	1	4	18.00
McGraw-Hill Education, by its School Education Group	9780021198009	McGraw-Hill MY MATH - ESTUDENT EDITION 1 YEAR SUBSCRIPTION GRADE 4	2013	1	4	15.90
McGraw-Hill Education, by its School Education Group	9780021233991	McGraw-Hill MY MATH - SPANISH STUDENT EDITION VOLUME 1 GRADE 4	2013	1	4	9.00
McGraw-Hill Education, by its School Education Group	9780021234004	McGraw-Hill MY MATH - SPANISH STUDENT EDITION VOLUME 2 GRADE 4	2013	1	4	9.00
McGraw-Hill Education, by its School Education Group	9780021271993	McGraw-Hill MY MATH - NATIONAL TEACHER PACKAGE 6 YEAR SUBSCRIPTION GRADE 4 (teacher's edition)	2013	1	4	234.00
McGraw-Hill Education, by its School Education Group	9780021170609	McGraw-Hill MY MATH NATIONAL TEACHER EDITION PACKAGE GRADE 4	2013	1	4	177.00
McGraw-Hill Education, by its School Education Group	9780021198160	McGraw-Hill MY MATH - ETEACHER EDITION 1 YEAR SUBSCRIPTION GRADE 4	2013	1	4	52.98
McGraw-Hill Education, by its School Education Group	9780021162109	McGraw-Hill MY MATH - ASSESSMENT MASTERS GRADE 4	2013	1	4	69.45
McGraw-Hill Education, by its School Education Group	9780021171637	McGraw-Hill MY MATH LEARNING STATION GRADE 4	2013	1	4	279.00
McGraw-Hill Education, by its School Education Group	9780021172382	McGraw-Hill MY MATH - MY LEARNING STATIONS SPANISH ADD-ON GRADE 4	2013	1	4	9.00
McGraw-Hill Education, by its School Education Group	9780021128976	MATH 2009 GR 4 RWPS READERS APPROACHING LEVEL 1 EACH	2011	1	4	55.62
McGraw-Hill Education, by its School Education Group	9780021073849	MATH 2009 GR 4 ON-LEVEL REAL WORLD PROB SOLVING READER 1 OF EACH	2009	1	4	55.62
McGraw-Hill Education, by its School Education Group	9780021129096	MATH 2009 GR 4 RWPS READERS BEYOND LEVEL 1 EACH	2009	1	4	55.62

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McGraw-Hill Education, by its School Education Group	9780021073979	SPAN MATH 2009 GR 4 REAL WORLD PROB SOLVING READER 1 OF EACH	2009	1	4	55.62
McGraw-Hill Education, by its School Education Group	9780021129034	MATH 2009 GR 4 DELUXE RWPS READERS APPROACHING LEVEL 6PK	2011	1	4	291.60
McGraw-Hill Education, by its School Education Group	9780021073641	MATH 2009 GR 4 DELUXE ON-LEVEL REAL WORLD PROB SOLVING READER 6-PACK	2009	1	4	291.60
McGraw-Hill Education, by its School Education Group	9780021129157	MATH 2009 GR 4 DELUXE RWPS READERS BEYOND LEVEL 6PK	2011	1	4	291.60
McGraw-Hill Education, by its School Education Group	9780021073771	SPAN MATH 2009 GR 4 DELUXE REAL WORLD PROB SOLVING READER 6-PACK	2009	1	4	291.60
McGraw-Hill Education, by its School Education Group	9780021171576	McGraw-Hill MY MATH REAL WORLD PROBLEM SOLVING LEVEL READER TEACHER GUIDE GRADE 4	2013	1	4	18.87
McGraw-Hill Education, by its School Education Group	9780021197972	McGraw-Hill MY MATH - ESTUDENT EDITION CD-ROM GRADE 4	2013	1	4	66.00
McGraw-Hill Education, by its School Education Group	9780021160778	McGraw-Hill MY MATH - ETEACHER EDITION CD-ROM GRADE 4	2013	1	4	177.00
McGraw-Hill Education, by its School Education Group	9780021064793	MATH 2009 GR 3-5 INDIVIDUAL MANIPULATIVE KIT	2009	1	3-5	23.31
McGraw-Hill Education, by its School Education Group	9780021064830	MATH 2009 GR 3-5 CLASSROOM MANIPULATIVE KIT	2009	1	3-5	443.49
McGraw-Hill Education, by its School Education Group	9780021064885	MATH 2009 GR 3-5 TEACHER TOOL KIT	2009	1	3-5	442.38
McGraw-Hill Education, by its School Education Group	9780021064175	MATH 2009 GR 4-5 MATH SONGS COMPACT DISC	2009	1	4-5	49.98
McGraw-Hill Education, by its School Education Group	9780021074433	SPAN MATH 2009 GR 4-5 MUSIC MATH SONGS	2009	1	4-5	49.98
McGraw-Hill Education, by its School Education Group	9780021277506	SPANISH STUDENT EDITION PACKAGE	2012	1	4	19.98
McGraw-Hill Education, by its School Education Group	9780021277179	ONLINE ESTUDENT EDITION 6 YEAR SUBSCRIPTION	2013	1	4	81.90
McGraw-Hill Education, by its School Education Group	9780021277292	ONLINE ETEACHER EDITION, 6 YEAR SUBSCRIPTION	2013	1	4	211.98
McGraw-Hill Education, by its School Education Group	9780021162079	McGraw-Hill MY MATH - TEACHER EDITION VOLUME 1 GRADE 5	2013	1	5	88.50
McGraw-Hill Education, by its School Education Group	9780021162086	McGraw-Hill MY MATH - TEACHER EDITION VOLUME 2 GRADE 5	2013	1	5	88.50
McGraw-Hill Education, by its School Education Group	9780021150243	McGraw-Hill MY MATH - STUDENT EDITION VOLUME 1 GRADE 5	2013	1	5	9.00

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McGraw-Hill Education, by its School Education Group	9780021161966	McGraw-Hill MY MATH - STUDENT EDITION VOLUME 2 GRADE 5	2013	1	5	9.00
McGraw-Hill Education, by its School Education Group	9780021064854	MATH 2009 GR 3-5 OVERHEAD MANIPULATIVE KIT	2009	1	3-5	109.74
McGraw-Hill Education, by its School Education Group	9780021083220	MATH 2009 PRE K- 6 TEACHING MATHEMATICS AND SCIENCE FOLDABLES	2009	1	K-6	17.19
		Grade 5				
McGraw-Hill Education, by its School Education Group	9780021277452	PRINT SE PLUS ONLINE ESTUDENT EDITION 6 YEAR BUNDLE	2013	1	5	94.68
McGraw-Hill Education, by its School Education Group	9780021173198	McGraw-Hill MY MATH STUDENT EDITIONS AND ONLINE ESTUDENT EDITION 1 YEAR SET GRADE 5	2013	1	5	18.00
McGraw-Hill Education, by its School Education Group	9780021170739	McGraw-Hill MY MATH NATIONAL STUDENT EDITION PACKAGE GRADE 5	2013	1	5	16.98
McGraw-Hill Education, by its School Education Group	9780021197996	McGraw-Hill MY MATH - ESTUDENT EDITION 1 YEAR SUBSCRIPTION GRADE 5	2013	1	5	15.90
McGraw-Hill Education, by its School Education Group	9780021234011	McGraw-Hill MY MATH - SPANISH STUDENT EDITION VOLUME 1 GRADE 5	2013	1	5	9.00
McGraw-Hill Education, by its School Education Group	9780021234028	McGraw-Hill MY MATH - SPANISH STUDENT EDITION VOLUME 2 GRADE 5	2013	1	5	9.00
McGraw-Hill Education, by its School Education Group	9780021272006	McGraw-Hill MY MATH - NATIONAL TEACHER PACKAGE 6 YEAR SUBSCRIPTION GRADE 5 (teacher's edition)	2013	1	5	234.00
McGraw-Hill Education, by its School Education Group	9780021170616	McGraw-Hill MY MATH NATIONAL TEACHER EDITION PACKAGE GRADE 5	2013	1	5	177.00
McGraw-Hill Education, by its School Education Group	9780021198177	McGraw-Hill MY MATH - ETEACHER EDITION 1 YEAR SUBSCRIPTION GRADE 5	2013	1	5	52.98
McGraw-Hill Education, by its School Education Group	9780021162116	McGraw-Hill MY MATH - ASSESSMENT MASTERS GRADE 5	2013	1	5	69.45
McGraw-Hill Education, by its School Education Group	9780021171644	McGraw-Hill MY MATH LEARNING STATION GRADE 5	2013	1	5	279.00
McGraw-Hill Education, by its School Education Group	9780021172399	McGraw-Hill MY MATH - MY LEARNING STATIONS SPANISH ADD-ON GRADE 5	2013	1	5	9.00
McGraw-Hill Education, by its School Education Group	9780021128983	MATH 2009 GR 5 RWPS READERS APPROACHING LEVEL 1 EACH	2011	1	5	55.62
McGraw-Hill Education, by its School Education Group	9780021073856	MATH 2009 GR 5 ON-LEVEL REAL WORLD PROB SOLVING READER 1 OF EACH	2009	1	5	55.62
McGraw-Hill Education, by its School Education Group	9780021129102	MATH 2009 GR 5 RWPS READERS BEYOND LEVEL 1 EACH	2011	1	5	55.62

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McGraw-Hill Education, by its School Education Group	9780021073986	SPAN MATH 2009 GR 5 REAL WORLD PROB SOLVING READER 1 OF EACH	2009	1	5	55.62
McGraw-Hill Education, by its School Education Group	9.78002E+12	MATH 2009 GR 5 DELUXE RWPS READERS APPROACHING LEVEL 6PK	2011	1	5	291.60
McGraw-Hill Education, by its School Education Group	9780021073658	MATH 2009 GR 5 DELUXE ON-LEVEL REAL WORLD PROB SOLVING READER 6-PACK	2009	1	5	291.60
McGraw-Hill Education, by its School Education Group	9.78002E+12	MATH 2009 GR 5 DELUXE RWPS READERS BEYOND LEVEL 6PK	2011	1	5	291.60
McGraw-Hill Education, by its School Education Group	9780021073788	SPAN MATH 2009 GR 5 DELUXE REAL WORLD PROB SOLVING READER 6-PACK	2009	1	5	291.60
McGraw-Hill Education, by its School Education Group	9780021171583	McGraw-Hill MY MATH REAL WORLD PROBLEM SOLVING LEVEL READER TEACHER GUIDE GRADE 5	2013	1	5	18.87
McGraw-Hill Education, by its School Education Group	9780021197989	McGraw-Hill MY MATH - ESTUDENT EDITION CD-ROM GRADE 5	2013	1	5	66.00
McGraw-Hill Education, by its School Education Group	9780021160785	McGraw-Hill MY MATH - ETEACHER EDITION CD-ROM GRADE 5	2013	1	5	177.00
McGraw-Hill Education, by its School Education Group	9780021064793	MATH 2009 GR 3-5 INDIVIDUAL MANIPULATIVE KIT	2009	1	3-5	23.31
McGraw-Hill Education, by its School Education Group	9780021064830	MATH 2009 GR 3-5 CLASSROOM MANIPULATIVE KIT	2009	1	3-5	443.49
McGraw-Hill Education, by its School Education Group	9780021064885	MATH 2009 GR 3-5 TEACHER TOOL KIT	2009	1	3-5	442.38
McGraw-Hill Education, by its School Education Group	9780021170739	McGraw-Hill MY MATH NATIONAL STUDENT EDITION PACKAGE GRADE 5	2013	1	5	16.98
McGraw-Hill Education, by its School Education Group	9780021074433	SPAN MATH 2009 GR 4-5 MUSIC MATH SONGS	2009	1	4-5	49.98
McGraw-Hill Education, by its School Education Group	9780021064175	MATH 2009 GR 4-5 MATH SONGS COMPACT DISC	2009	1	4-5	49.98
McGraw-Hill Education, by its School Education Group	9780021277308	ONLINE ETEACHER EDITION, 6 YEAR SUBSCRIPTION	2013	1	5	211.98
McGraw-Hill Education, by its School Education Group	9780021277186	ONLINE ESTUDENT EDITION 6 YEAR SUBSCRIPTION	2013	1	5	81.90
McGraw-Hill Education, by its School Education Group	9780021277513	SPANISH STUDENT EDITION PACKAGE	2013	1	5	19.98
EVERYDAY MATH PROGRAM (K-6)						
McGraw-Hill Education, by its School Education Group	9780076574957	EVERYDAY MATH CLASSROOM RESOURCE PACKAGE GRADE K	2012	3	K	198.21

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McGraw-Hill Education, by its School Education Group	9780076575114	TEACHER'S GUIDE TO ACTIVITIES	2012	3	K	43.26
McGraw-Hill Education, by its School Education Group	9780076575183	TEACHER'S REFERENCE MANUAL (EARLY CHILDHOOD)	2012	3	K	48.66
McGraw-Hill Education, by its School Education Group	9780076575848	RESOURCES FOR THE KINDERGARTEN CLASSROOM	2012	3	K	48.66
McGraw-Hill Education, by its School Education Group	9780076575770	MATH MASTERS	2012	3	K	29.19
McGraw-Hill Education, by its School Education Group	9780076576029	ASSESSMENT HANDBOOK	2012	3	K	22.71
McGraw-Hill Education, by its School Education Group	9780076575725	HOME CONNECTION HANDBOOK (EARLY CHILDHOOD)	2012	3	K	22.71
McGraw-Hill Education, by its School Education Group	9780076576036	MINUTE MATH	2012	3	K	22.71
McGraw-Hill Education, by its School Education Group	9780076575763	CENTER ACTIVITY CARDS	2012	3	K	22.71
McGraw-Hill Education, by its School Education Group	9780021141838	BASIC ONLINE ESUITE, 6-YEARS (NOT AVAILABLE SEPARATELY)	2012	3	K-6	NA
McGraw-Hill Education, by its School Education Group	9780076575756	THERMOMETER (FAHRENHEIT) POSTER	2012	3	K-3	6.30
McGraw-Hill Education, by its School Education Group	9780076576234	THERMOMETER (CELSIUS/FAHRENHEIT) POSTER	2012	3	K-2	6.30
McGraw-Hill Education, by its School Education Group	9780076576043	CONTENT-BY-STRAND POSTER	2012	3	K	2.73
McGraw-Hill Education, by its School Education Group	9780076576050	CLASS NUMBER GRID POSTER	2012	3	K	5.37
McGraw-Hill Education, by its School Education Group	9780076575800	MATHEMATICS AT HOME BOOK 1	2012	3	K	3.36
McGraw-Hill Education, by its School Education Group	9780076575817	MATHEMATICS AT HOME BOOK 2	2012	3	K	3.36
McGraw-Hill Education, by its School Education Group	9780076575824	MATHEMATICS AT HOME BOOK 3	2012	3	K	3.36
McGraw-Hill Education, by its School Education Group	9780076575831	MATHEMATICS AT HOME BOOK 4	2012	3	K	3.36
McGraw-Hill Education, by its School Education Group	9780076575138	EVERYDAY MATH MY FIRST MATH BOOK GRADE K	2012	3	K	9.72
McGraw-Hill Education, by its School Education Group	9780021198726	EVERYDAY MATH - CCSS CORRELATION BOOK GRADE K	2012	3	K	6.00

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McGraw-Hill Education, by its School Education Group	97800021198559	STANDARDS FOR MATHEMATICAL PRACTICE	2012	3	K-6	6.00
McGraw-Hill Education, by its School Education Group	97800076577781	EVERYDAY MATH STUDENT MATERIALS SET GRADE K	2012	3	K	14.01
McGraw-Hill Education, by its School Education Group	97800076575800	MATHEMATICS AT HOME BOOK 1	2012	3	K	3.36
McGraw-Hill Education, by its School Education Group	97800076575817	MATHEMATICS AT HOME BOOK 2	2012	3	K	3.36
McGraw-Hill Education, by its School Education Group	97800076575824	MATHEMATICS AT HOME BOOK 3	2012	3	K	3.36
McGraw-Hill Education, by its School Education Group	97800076575831	MATHEMATICS AT HOME BOOK 4	2012	3	K	3.36
McGraw-Hill Education, by its School Education Group	97800076575138	EVERYDAY MATH MY FIRST MATH BOOK GRADE K	2012	3	K	9.72
McGraw-Hill Education, by its School Education Group	97800076575022	EVERYDAY MATH MATH AT HOME BOOK SET GRADE K	2012	3	K	9.72
McGraw-Hill Education, by its School Education Group	97800076575800	MATHEMATICS AT HOME BOOK 1	2012	3	K	3.36
McGraw-Hill Education, by its School Education Group	97800076575817	MATHEMATICS AT HOME BOOK 2	2012	3	K	3.36
McGraw-Hill Education, by its School Education Group	97800076575824	MATHEMATICS AT HOME BOOK 3	2012	3	K	3.36
McGraw-Hill Education, by its School Education Group	97800076575831	MATHEMATICS AT HOME BOOK 4	2012	3	K	3.36
McGraw-Hill Education, by its School Education Group	97800021256976	EVERYDAY MATH SPANISH CLASSROOM RESOURCE PACKAGE GRADE K	2012	3	K	198.21
McGraw-Hill Education, by its School Education Group	97800021172795	EVERYDAY MATH: MATEMATICAS EN EL HOGAR, LIBROS 1, 2, 3, & 4	2012	3	K	14.01
McGraw-Hill Education, by its School Education Group	97800021172801	EVERYDAY MATH: MATEMATICAS EN EL HOGAR, LIBROS 1, 2, 3, Y 4 (MATHEMATICS AT HOME BOOKS 1, 2, 3 AND 4 SET)	2012	3	K	9.72
McGraw-Hill Education, by its School Education Group	97800021157587	EVERYDAY MATH: MI PRIMER LIBRO DE MATEMATICAS (MY FIRST MATH BOOK)	2012	3	K	9.72
McGraw-Hill Education, by its School Education Group	97800076577286	EVERYDAY MATH CONSUMABLE HOME LINKS GRADE K	2012	3	K	4.05
McGraw-Hill Education, by its School Education Group	97800076577293	EVERYDAY MATH INTERACTIVE TEACHER GUIDE ACTIVITIES CD CLASSROOM LICENSE GRADE K	2012	3	K	159.99

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McGraw-Hill Education, by its School Education Group	9780076097777	EVERYDAY MATH - CALENDAR AND ROUTINES KIT GRADE PREK - 3	2008	1	PK-3	109.80
McGraw-Hill Education, by its School Education Group	9780076097760	EVERYDAY MATH - MATH MATS GRADE K	2008	1	PK-K	29.94
McGraw-Hill Education, by its School Education Group	9780076561148	EVERYDAY MATH GAMES WALL CHARTS EARLY CHILDHOOD	2010	3	PK-K	82.38
McGraw-Hill Education, by its School Education Group	9780076574001	EVERYDAY MATH GAMES CLASS CD EARLY CHILDHOOD	2010	3	PK-K	184.98
McGraw-Hill Education, by its School Education Group	9780076561841	EVERYDAY MATH GAMES CLASS GAMES KIT EARLY CHILDHOOD	2010	3	PK-K	164.58
McGraw-Hill Education, by its School Education Group	9781570399480	BASIC CLASSROOM MANIPULATIVE KIT, GRADE K	2000	1	K	400.35
McGraw-Hill Education, by its School Education Group	9781570399503	CLASSROOM MANIPULATIVE KIT WITH MARKER BOARDS, GRADE K	2000	1	K	529.47
McGraw-Hill Education, by its School Education Group	9780076573936	EVERYDAY MATH GAMES INDIVIDUAL CD EARLY CHILDHOOD	2010	3	PK-K	45.99
McGraw-Hill Education, by its School Education Group	9780076574070	EVERYDAY MATH GAMES SCHOOL CD EARLY CHILDHOOD	2010	3	PK-K	900.00
McGraw-Hill Education, by its School Education Group	9780076575855	EVERYDAY MATH GAMES - SCHOOL CD PACKAGE GRADE EC-6	2010	3	PK-6	4725.00
McGraw-Hill Education, by its School Education Group	9780076577422	SING EVERYDAY! EARLY CHILDHOOD MUSIC CD (ENGLISH & SPANISH)	2012	3	PK-K	15.45
McGraw-Hill Education, by its School Education Group	9780021173075	EVERYDAY MATH - CROSSWALK BOOKLET GRADE K	2012	3	K	6.00
McGraw-Hill Education, by its School Education Group	9780021271412	GUIA DEL MAESTRO: ACTIVIDADES (TEACHERS GUIDE TO ACTIVITIES)	2012	3	K	43.26
McGraw-Hill Education, by its School Education Group	9780021271627	MATEMATICAS EN 1 MINUTO (MINUTE MATH)	2012	3	K	22.71
McGraw-Hill Education, by its School Education Group	9780021271252	MANUAL DE EVALUACION (ASSESSMENT HANDBOOK)	2012	3	K	22.71
McGraw-Hill Education, by its School Education Group	9780021271597	NIVEL INFANTIL DE CONEXION CON EL HOGAR (HOME CONNECTION HANDBOOK, EC)	2012	3	K	22.71
McGraw-Hill Education, by its School Education Group	9780021271368	ORIGINALES PARA REPRODUCCION (MATH MASTERS)	2012	3	K	44.73
McGraw-Hill Education, by its School Education Group	9780021271580	RECURSOS PARA LA CLASE DE KINDERGARTEN (RESOURCES FOR THE KINDERGARTEN CLASSROOM)	2012	3	K	48.66
McGraw-Hill Education, by its School Education Group	9780021271368	ORIGINALES PARA REPRODUCCION (MATH MASTERS)	2012	3	K	44.73
		Grade 1				

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

McGraw-Hill Education, by its School Education Group	9780076574964	EVERYDAY MATH CLASSROOM RESOURCE PACKAGE GRADE 1	2012	3	1	253.38
McGraw-Hill Education, by its School Education Group	9780076233816	TEACHER'S LESSON GUIDE, VOLUME 1	2012	3	1	59.07
McGraw-Hill Education, by its School Education Group	9780076576845	TEACHER'S LESSON GUIDE, VOLUME 2	2012	3	1	59.07
McGraw-Hill Education, by its School Education Group	9780076577200	TEACHER'S REFERENCE MANUAL	2012	3	1-3	48.66
McGraw-Hill Education, by its School Education Group	9780076576999	ASSESSMENT HANDBOOK	2012	3	1	32.46
McGraw-Hill Education, by its School Education Group	9780076577248	DIFFERENTIATION HANDBOOK	2012	3	1	32.46
McGraw-Hill Education, by its School Education Group	9780076577057	HOME CONNECTION HANDBOOK	2012	3	1-3	25.11
McGraw-Hill Education, by its School Education Group	9780076577224	MINUTE MATH+	2012	3	1-3	22.71
McGraw-Hill Education, by its School Education Group	9780076576937	MATH MASTERS	2012	3	1	44.73
McGraw-Hill Education, by its School Education Group	9780076576531	ENGLISH LEARNERS HANDBOOK	2012	3	1	30.90
McGraw-Hill Education, by its School Education Group	9780021141838	BASIC ONLINE ESUITE, 6-YEARS (NOT AVAILABLE SEPARATELY)	2012	3	K-6	NA
McGraw-Hill Education, by its School Education Group	9780076577132	CLASS NUMBER GRID POSTER	2012	3	1-5	6.30
McGraw-Hill Education, by its School Education Group	9780076575756	THERMOMETER (FAHRENHEIT) POSTER	2012	3	K-3	6.30
McGraw-Hill Education, by its School Education Group	9780076576234	THERMOMETER (CELSIUS/FAHRENHEIT) POSTER	2012	3	K-2	6.30
McGraw-Hill Education, by its School Education Group	9780076577071	CONTENT-BY-STRAND POSTER	2012	3	1	2.73
McGraw-Hill Education, by its School Education Group	9780076577279	STUDENT MATH JOURNAL 1	2012	3	1	10.14
McGraw-Hill Education, by its School Education Group	9780076576395	STUDENT MATH JOURNAL 2	2012	3	1	10.14
McGraw-Hill Education, by its School Education Group	9780076577255	MY REFERENCE BOOK	2012	3	1-2	19.47
McGraw-Hill Education, by its School Education Group	9780076045389	PATTERN BLOCK TEMPLATE	2007	3	1-3	6.49

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

McGraw-Hill Education, by its School Education Group	97800021198733	EVERYDAY MATH - CCSS CORRELATION BOOK GRADE 1	2012	3	1	6.00
McGraw-Hill Education, by its School Education Group	97800021198559	STANDARDS FOR MATHEMATICAL PRACTICE	2012	3	K-6	6.00
McGraw-Hill Education, by its School Education Group	9780076577798	EVERYDAY MATH STUDENT MATERIALS SET GRADE 1	2012	3	1	32.46
McGraw-Hill Education, by its School Education Group	9780076577279	STUDENT MATH JOURNAL 1	2012	3	1	10.14
McGraw-Hill Education, by its School Education Group	9780076576395	STUDENT MATH JOURNAL 2	2012	3	1	10.14
McGraw-Hill Education, by its School Education Group	9780076577255	MY REFERENCE BOOK	2012	3	1-2	19.47
McGraw-Hill Education, by its School Education Group	9780076045389	PATTERN BLOCK TEMPLATE	2007	3	1-3	6.49
McGraw-Hill Education, by its School Education Group	9780076574803	EVERYDAY MATH STUDENT JOURNAL REORDER SET GRADE 1	2012	3	1	17.70
McGraw-Hill Education, by its School Education Group	9780076577279	STUDENT MATH JOURNAL 1	2012	3	1	10.14
McGraw-Hill Education, by its School Education Group	9780076576395	STUDENT MATH JOURNAL 2	2012	3	1	10.14
McGraw-Hill Education, by its School Education Group	9780021256983	EVERYDAY MATH SPANISH CLASSROOM RESOURCE PACKAGE GRADE 1	2012	3	1	253.38
McGraw-Hill Education, by its School Education Group	9780021172733	EVERYDAY MATH - SPANISH STUDENT MATERIALS SET GRADE 1	2012	3	1	32.46
McGraw-Hill Education, by its School Education Group	9780021172825	EVERYDAY MATH - SPANISH STUDENT JOURNAL RE-ORDER SET GRADE 1	2012	3	1	17.70
McGraw-Hill Education, by its School Education Group	9780076576593	EVERYDAY MATH CONSUMABLE HOME LINKS GRADE 1	2012	3	1	5.76
McGraw-Hill Education, by its School Education Group	9780076577361	EVERYDAY MATH COMMON CORE EXAMVIEW CD CLASSROOM LICENSE GRADE 1	2012	3	1	99.00
McGraw-Hill Education, by its School Education Group	9780076577309	EVERYDAY MATH INTERACTIVE TEACHER LESSON GUIDE CD CLASSROOM LICENSE GRADE 1	2012	3	1	159.99
McGraw-Hill Education, by its School Education Group	9780076225019	EVERYDAY MATH SKILLS LINKS - NATIONAL STUDENT EDITION GRADE 1	2009	3	1	8.13
McGraw-Hill Education, by its School Education Group	9780076225071	EVERYDAY MATH SKILLS LINKS - NATIONAL TEACHER EDITION GRADE 1	2009	3	1	7.44
McGraw-Hill Education, by its School Education Group	9780076097777	EVERYDAY MATH - CALENDAR AND ROUTINES KIT GRADE PREK - 3	2008	1	PK-3	109.80

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

McGraw-Hill Education, by its School Education Group	9780076561186	EVERYDAY MATH GAMES WALL CHARTS GRADE 1	2010	3	1	82.38
McGraw-Hill Education, by its School Education Group	9780076574018	EVERYDAY MATH GAMES CLASS CD GRADE 1	2010	3	1	184.98
McGraw-Hill Education, by its School Education Group	9780076220083	EVERYDAY MATH GAMES - CLASS GAMES KIT GRADE 1	2010	3	1	226.68
McGraw-Hill Education, by its School Education Group	9781570399510	BASIC CLASSROOM MANIPULATIVE KIT, GRADE 1	2000	1	1	661.98
McGraw-Hill Education, by its School Education Group	9781570399534	CLASSROOM MANIPULATIVE KIT WITH MARKER BOARDS, GRADE 1	2000	1	1	783.87
McGraw-Hill Education, by its School Education Group	9780076573943	EVERYDAY MATH GAMES INDIVIDUAL CD GRADE 1	2010	3	1	45.99
McGraw-Hill Education, by its School Education Group	9780076574087	EVERYDAY MATH GAMES SCHOOL CD GRADE 1	2010	3	1	900.00
McGraw-Hill Education, by its School Education Group	9780076575855	EVERYDAY MATH GAMES - SCHOOL CD PACKAGE GRADE EC-6	2010	3	PK-6	4725.00
McGraw-Hill Education, by its School Education Group	9780076233816	EVERYDAY MATH - TEACHER LESSON GUIDE VOLUME 1 GRADE 1	2012	3	1	59.07
McGraw-Hill Education, by its School Education Group	9780076576845	EVERYDAY MATH TEACHER LESSON GUIDE VOLUME 2 GRADE 1	2012	3	1	59.07
McGraw-Hill Education, by its School Education Group	9780076576531	EVERYDAY MATH ELL HANDBOOK GRADE 1	2012	3	1	30.90
McGraw-Hill Education, by its School Education Group	9780021173051	EVERYDAY MATH - CCSS MANIPULATIVE UPGRADE PACKAGE GRADE 1	2012	3	1	10.62
McGraw-Hill Education, by its School Education Group	9780021142156	JOURNAL ANSWER TEACHER BOOK, TWO VOLUME SET	2012	3	1	32.46
McGraw-Hill Education, by its School Education Group	9780076576654	JOURNAL ANSWER TEACHER BOOK, VOLUME 1	2012	3	1	19.47
McGraw-Hill Education, by its School Education Group	9780076576715	JOURNAL ANSWER TEACHER BOOK, VOLUME 2	2012	3	1	19.47
McGraw-Hill Education, by its School Education Group	9780076097579	TRANSPARENCIES	2007	1	1	36.33
McGraw-Hill Education, by its School Education Group	9780021173327	EVERYDAY MATH - CROSSWALK BOOKLET GRADE 1	2012	3	1	6.00
McGraw-Hill Education, by its School Education Group	9780021271429	GUIA DEL MAESTRO: LECCIONES, VOL N. 1 (TEACHER'S LESSON GUIDE, VOLUME 1)	2012	3	1	59.07
McGraw-Hill Education, by its School Education Group	9780021271436	GUIA DEL MAESTRO: LECCIONES, VOL N. 2 (TEACHER'S LESSON GUIDE, VOLUME 2)	2012	3	1	59.07

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

McGraw-Hill Education, by its School Education Group	97800021271351	ORIGINALES PARA REPRODUCCION (MATH MASTERS)	2012	3	1	44.73
McGraw-Hill Education, by its School Education Group	97800021271467	MANUAL DE EVALUACION (ASSESSMENT HANDBOOK)	2012	3	1	32.46
McGraw-Hill Education, by its School Education Group	97800021271528	MANUAL DE INSTRUCCION INDIVIDUALIZADA (DIFFERENTIATION HANDBOOK)	2012	3	1	32.46
McGraw-Hill Education, by its School Education Group	97800021271603	MANUAL DE CONEXION CON EL HOGAR, GRADES 1-3 (HOME CONNECTION HANDBOOK, GRADES 1-3)	2012	3	1	25.11
McGraw-Hill Education, by its School Education Group	97800021271634	MATEMATICAS EN 1 MINUTO+ (MINUTE MATH +)	2012	3	1	22.71
McGraw-Hill Education, by its School Education Group	97800021157426	DIARIO DEL ESTUDIANTE 1 (STUDENT MATH JOURNAL 1)	2012	3	1	10.14
McGraw-Hill Education, by its School Education Group	97800021157433	DIARIO DEL ESTUDIANTE 2 (STUDENT MATH JOURNAL 2)	2012	3	1	10.14
McGraw-Hill Education, by its School Education Group	97800021157594	MI LIBRO DE CONSULTA (MY REFERENCE BOOK, GR. 1-2)	2012	3	1	19.47
		Grade 2				
McGraw-Hill Education, by its School Education Group	97800076574971	EVERYDAY MATH CLASSROOM RESOURCE PACKAGE GRADE 2	2012	3	2	253.38
McGraw-Hill Education, by its School Education Group	97800076550524	TEACHER'S LESSON GUIDE, VOLUME 1	2012	3	2	59.07
McGraw-Hill Education, by its School Education Group	97800076576852	TEACHER'S LESSON GUIDE, VOLUME 2	2012	3	2	59.07
McGraw-Hill Education, by its School Education Group	97800076577200	TEACHER'S REFERENCE MANUAL	2012	3	1-3	48.66
McGraw-Hill Education, by its School Education Group	97800076577002	ASSESSMENT HANDBOOK	2012	3	2	32.46
McGraw-Hill Education, by its School Education Group	97800076576456	DIFFERENTIATION HANDBOOK	2012	3	2	32.46
McGraw-Hill Education, by its School Education Group	97800076577057	HOME CONNECTION HANDBOOK	2012	3	1-3	25.11
McGraw-Hill Education, by its School Education Group	97800076577224	MINUTE MATH+	2012	3	1-3	22.71
McGraw-Hill Education, by its School Education Group	97800076576944	MATH MASTERS	2012	3	2	44.73
McGraw-Hill Education, by its School Education Group	97800076576548	ENGLISH LEARNERS HANDBOOK	2012	3	2	30.90
McGraw-Hill Education, by its School Education Group	97800021141838	BASIC ONLINE ESUITE, 6-YEARS (NOT AVAILABLE SEPARATELY)	2012	3	K-6	NA

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

McGraw-Hill Education, by its School Education Group	9780076577132	CLASS NUMBER GRID POSTER	2012	3	1-5	6.30
McGraw-Hill Education, by its School Education Group	9780076575756	THERMOMETER (FAHRENHEIT) POSTER	2012	3	K-3	6.30
McGraw-Hill Education, by its School Education Group	9780076576234	THERMOMETER (CELSIUS/FAHRENHEIT) POSTER	2012	3	K-2	6.30
McGraw-Hill Education, by its School Education Group	9780076577088	CONTENT-BY-STRAND POSTER	2012	3	2	2.73
McGraw-Hill Education, by its School Education Group	9780076576340	STUDENT MATH JOURNAL 1	2012	3	2	10.14
McGraw-Hill Education, by its School Education Group	9780076576401	STUDENT MATH JOURNAL 2	2012	3	2	10.14
McGraw-Hill Education, by its School Education Group	9780076577255	MY REFERENCE BOOK	2012	3	1-2	19.47
McGraw-Hill Education, by its School Education Group	9780076045389	PATTERN BLOCK TEMPLATE	2007	3	1-3	6.49
McGraw-Hill Education, by its School Education Group	9780021198740	EVERYDAY MATH - CCSS CORRELATION BOOK GRADE 2	2012	3	2	6.00
McGraw-Hill Education, by its School Education Group	9780021198559	STANDARDS FOR MATHEMATICAL PRACTICE	2012	3	K-6	6.00
McGraw-Hill Education, by its School Education Group	9780076577811	EVERYDAY MATH STUDENT MATERIALS SET GRADE 2	2012	3	2	32.46
McGraw-Hill Education, by its School Education Group	9780076576340	STUDENT MATH JOURNAL 1	2012	3	2	10.14
McGraw-Hill Education, by its School Education Group	9780076576401	STUDENT MATH JOURNAL 2	2012	3	2	10.14
McGraw-Hill Education, by its School Education Group	9780076577255	MY REFERENCE BOOK	2012	3	1-2	19.47
McGraw-Hill Education, by its School Education Group	9780076045389	PATTERN BLOCK TEMPLATE	2007	3	1-3	6.49
McGraw-Hill Education, by its School Education Group	9780076577866	EVERYDAY MATH STUDENT JOURNAL REORDER SET GRADE 2	2012	3	2	17.70
McGraw-Hill Education, by its School Education Group	9780076576340	STUDENT MATH JOURNAL 1	2012	3	2	10.14
McGraw-Hill Education, by its School Education Group	9780076576401	STUDENT MATH JOURNAL 2	2012	3	2	10.14
McGraw-Hill Education, by its School Education Group	9780021172740	EVERYDAY MATH - SPANISH STUDENT MATERIALS SET GRADE 2	2012	3	2	32.46

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

McGraw-Hill Education, by its School Education Group	97800021172832	EVERYDAY MATH - SPANISH STUDENT JOURNAL RE-ORDER SET GRADE 2	2012	3	2	17.70
McGraw-Hill Education, by its School Education Group	97800021256990	EVERYDAY MATH SPANISH CLASSROOM RESOURCE PACKAGE GRADE 2	2012	3	2	253.38
McGraw-Hill Education, by its School Education Group	97800076576609	EVERYDAY MATH CONSUMABLE HOME LINKS GRADE 2	2012	3	2	5.76
McGraw-Hill Education, by its School Education Group	97800076577378	EVERYDAY MATH COMMON CORE EXAMVIEW CD CLASSROOM LICENSE GRADE 2	2012	3	2	99.00
McGraw-Hill Education, by its School Education Group	97800076577316	EVERYDAY MATH INTERACTIVE TEACHER LESSON GUIDE CD CLASSROOM LICENSE GRADE 2	2012	3	2	159.99
McGraw-Hill Education, by its School Education Group	97800076225026	EVERYDAY MATH SKILLS LINKS - NATIONAL STUDENT EDITION GRADE 2	2009	3	2	8.13
McGraw-Hill Education, by its School Education Group	97800076225088	EVERYDAY MATH SKILLS LINKS - NATIONAL TEACHER EDITION GRADE 2	2009	3	2	7.44
McGraw-Hill Education, by its School Education Group	97800076097777	EVERYDAY MATH - CALENDAR AND ROUTINES KIT GRADE PREK - 3	2008	1	PK-3	109.80
McGraw-Hill Education, by its School Education Group	97800076561193	EVERYDAY MATH GAMES WALL CHARTS GRADE 2	2010	3	2	82.38
McGraw-Hill Education, by its School Education Group	97800076574025	EVERYDAY MATH GAMES CLASS CD GRADE 2	2010	3	2	184.98
McGraw-Hill Education, by its School Education Group	97800076220090	EVERYDAY MATH GAMES - CLASS GAMES KIT GRADE 2	2010	3	2	226.68
McGraw-Hill Education, by its School Education Group	9781570399541	BASIC CLASSROOM MANIPULATIVE KIT, GRADE 2	2000	1	2	661.98
McGraw-Hill Education, by its School Education Group	9781570399565	CLASSROOM MANIPULATIVE KIT WITH MARKER BOARDS, GRADE 2	2000	1	2	783.87
McGraw-Hill Education, by its School Education Group	97800076573950	EVERYDAY MATH GAMES INDIVIDUAL CD GRADE 2	2010	3	2	45.99
McGraw-Hill Education, by its School Education Group	97800076574094	EVERYDAY MATH GAMES SCHOOL CD GRADE 2	2010	3	2	900.00
McGraw-Hill Education, by its School Education Group	97800076575855	EVERYDAY MATH GAMES - SCHOOL CD PACKAGE GRADE EC-6	2010	3	PK-6	4725.00
McGraw-Hill Education, by its School Education Group	97800076550524	EVERYDAY MATH - TEACHER LESSON GUIDE VOLUME 1 GRADE 2	2012	3	2	59.07
McGraw-Hill Education, by its School Education Group	97800076576852	EVERYDAY MATH TEACHER LESSON GUIDE VOLUME 2 GRADE 2	2012	3	2	59.07
McGraw-Hill Education, by its School Education Group	97800076576548	EVERYDAY MATH ELL HANDBOOK GRADE 2	2012	3	2	30.90

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

McGraw-Hill Education, by its School Education Group	9780076576784	MULTILINGUAL HANDBOOK	2012	3	2	22.71
McGraw-Hill Education, by its School Education Group	9780021142163	JOURNAL ANSWER TEACHER BOOK, TWO VOLUME SET	2012	3	2	32.46
McGraw-Hill Education, by its School Education Group	9780076576661	JOURNAL ANSWER TEACHER BOOK, VOLUME 1	2012	3	2	19.47
McGraw-Hill Education, by its School Education Group	9780076576722	JOURNAL ANSWER TEACHER BOOK, VOLUME 2	2012	3	2	19.47
McGraw-Hill Education, by its School Education Group	9780076097586	TRANSPARENCIES	2007	1	2	36.33
McGraw-Hill Education, by its School Education Group	9780021173334	EVERYDAY MATH - CROSSWALK BOOKLET GRADE 2	2012	3	2	6.00
McGraw-Hill Education, by its School Education Group	9780021271443	GUIA DEL MAESTRO: LECCIONES, VOL.N 1 (TEACHER'S LESSON GUIDE, VOLUME 1)	2012	3	2	59.07
McGraw-Hill Education, by its School Education Group	9780021271269	GUIA DEL MAESTRO: LECCIONES VOL.N 2 (TEACHER'S LESSON GUIDE, VOLUME 2)	2012	3	2	59.07
McGraw-Hill Education, by its School Education Group	9780021271474	MANUAL DE EVALUACION (ASSESSMENT HANDBOOK)	2012	3	2	32.46
McGraw-Hill Education, by its School Education Group	9780021271535	MANUAL DE INSTRUCCION INDIVIDUALIZADA (DIFFERENTIATION HANDBOOK)	2012	3	2	32.46
McGraw-Hill Education, by its School Education Group	9780021157440	DIARIO DEL ESTUDIANTE 1 (STUDENT MATH JOURNAL 1)	2012	3	2	10.14
McGraw-Hill Education, by its School Education Group	9780021157457	DIARIO DEL ESTUDIANTE 2 (STUDENT MATH JOURNAL 2)	2012	3	2	10.14
		Grade 3				
McGraw-Hill Education, by its School Education Group	9780076574988	EVERYDAY MATH CLASSROOM RESOURCE PACKAGE GRADE 3	2012	3	3	253.38
McGraw-Hill Education, by its School Education Group	9780076576807	TEACHER'S LESSON GUIDE, VOLUME 1	2012	3	3	59.07
McGraw-Hill Education, by its School Education Group	9780076576890	TEACHER'S LESSON GUIDE, VOLUME 2	2012	3	3	59.07
McGraw-Hill Education, by its School Education Group	9780076577200	TEACHER'S REFERENCE MANUAL	2012	3	1-3	48.66
McGraw-Hill Education, by its School Education Group	9780076577019	ASSESSMENT HANDBOOK	2012	3	3	32.46
McGraw-Hill Education, by its School Education Group	9780076576463	DIFFERENTIATION HANDBOOK	2012	3	3	32.46
McGraw-Hill Education, by its School Education Group	9780076577057	HOME CONNECTION HANDBOOK	2012	3	1-3	25.11

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

McGraw-Hill Education, by its School Education Group	9780076577224	MINUTE MATH+	2012	3	1-3	22.71
McGraw-Hill Education, by its School Education Group	9780076576951	MATH MASTERS	2012	3	3	44.73
McGraw-Hill Education, by its School Education Group	9780076576555	ENGLISH LEARNERS HANDBOOK	2012	3	3	30.90
McGraw-Hill Education, by its School Education Group	9780021141838	BASIC ONLINE ESUITE, 6-YEARS (NOT AVAILABLE SEPARATELY)	2012	3	K-6	NA
McGraw-Hill Education, by its School Education Group	9780076577156	SUNRISE/SUNSET POSTER	2012	3	3	5.37
McGraw-Hill Education, by its School Education Group	9780076577132	CLASS NUMBER GRID POSTER	2012	3	1-5	6.30
McGraw-Hill Education, by its School Education Group	9780076577095	CONTENT-BY-STRAND POSTER	2012	3	3	2.73
McGraw-Hill Education, by its School Education Group	9780076576357	STUDENT MATH JOURNAL 1	2012	3	3	10.14
McGraw-Hill Education, by its School Education Group	9780076576418	STUDENT MATH JOURNAL 2	2012	3	3	10.14
McGraw-Hill Education, by its School Education Group	9780076577262	STUDENT REFERENCE BOOK	2012	3	3	19.47
McGraw-Hill Education, by its School Education Group	9780076045389	PATTERN BLOCK TEMPLATE	2007	3	1-3	6.49
McGraw-Hill Education, by its School Education Group	9780021198757	EVERYDAY MATH - CCSS CORRELATION BOOK GRADE 3	2012	3	3	6.00
McGraw-Hill Education, by its School Education Group	9780021198559	STANDARDS FOR MATHEMATICAL PRACTICE	2012	3	K-6	6.00
McGraw-Hill Education, by its School Education Group	9780076577828	EVERYDAY MATH STUDENT MATERIALS SET GRADE 3	2012	3	3	32.46
McGraw-Hill Education, by its School Education Group	9780076576357	STUDENT MATH JOURNAL 1	2012	3	3	10.14
McGraw-Hill Education, by its School Education Group	9780076576418	STUDENT MATH JOURNAL 2	2012	3	3	10.14
McGraw-Hill Education, by its School Education Group	9780076577262	STUDENT REFERENCE BOOK	2012	3	3	19.47
McGraw-Hill Education, by its School Education Group	9780076045389	PATTERN BLOCK TEMPLATE	2007	3	1-3	6.49
McGraw-Hill Education, by its School Education Group	9780076577873	EVERYDAY MATH STUDENT JOURNAL REORDER SET GRADE 3	2012	3	3	17.70

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

McGraw-Hill Education, by its School Education Group	9780076576357	STUDENT MATH JOURNAL 1	2012	3	3	10.14
McGraw-Hill Education, by its School Education Group	9780076576418	STUDENT MATH JOURNAL 2	2012	3	3	10.14
McGraw-Hill Education, by its School Education Group	9780021257003	EVERYDAY MATH SPANISH CLASSROOM RESOURCE PACKAGE GRADE 3	2012	3	3	253.38
McGraw-Hill Education, by its School Education Group	9780021172757	EVERYDAY MATH - SPANISH STUDENT MATERIALS SET GRADE 3	2012	3	3	32.46
McGraw-Hill Education, by its School Education Group	9780021172849	EVERYDAY MATH - SPANISH STUDENT JOURNAL RE-ORDER SET GRADE 3	2012	3	3	17.70
McGraw-Hill Education, by its School Education Group	9780076576616	EVERYDAY MATH CONSUMABLE HOME LINKS GRADE 3	2012	3	3	5.76
McGraw-Hill Education, by its School Education Group	9780076577385	EVERYDAY MATH COMMON CORE EXAMVIEW CD CLASSROOM LICENSE GRADE 3	2012	3	3	99.00
McGraw-Hill Education, by its School Education Group	9780076577323	EVERYDAY MATH INTERACTIVE TEACHER LESSON GUIDE CD CLASSROOM LICENSE GRADE 3	2012	3	3	159.99
McGraw-Hill Education, by its School Education Group	9780076225033	EVERYDAY MATH SKILLS LINKS - NATIONAL STUDENT EDITION GRADE 3	2009	3	3	8.25
McGraw-Hill Education, by its School Education Group	9780076225095	EVERYDAY MATH SKILLS LINKS - NATIONAL TEACHER EDITION GRADE 3	2009	3	3	7.44
McGraw-Hill Education, by its School Education Group	9780076097777	EVERYDAY MATH - CALENDAR AND ROUTINES KIT GRADE PREK - 3	2008	1	PK-3	109.80
McGraw-Hill Education, by its School Education Group	9780076561209	EVERYDAY MATH GAMES WALL CHARTS GRADE 3	2010	3	3	82.38
McGraw-Hill Education, by its School Education Group	9780076574032	EVERYDAY MATH GAMES CLASS CD GRADE 3	2010	3	3	184.98
McGraw-Hill Education, by its School Education Group	9780076220106	EVERYDAY MATH GAMES - CLASS GAMES KIT GRADE 3	2010	3	3	226.68
McGraw-Hill Education, by its School Education Group	9781570399572	BASIC CLASSROOM MANIPULATIVE KIT, GRADE 3	2000	1	3	594.30
McGraw-Hill Education, by its School Education Group	9781570399596	CLASSROOM MANIPULATIVE KIT WITH MARKER BOARDS, GRADE 3	2000	1	3	716.19
McGraw-Hill Education, by its School Education Group	9780076573967	EVERYDAY MATH GAMES INDIVIDUAL CD GRADE 3	2010	3	3	45.99
McGraw-Hill Education, by its School Education Group	9780076574100	EVERYDAY MATH GAMES SCHOOL CD GRADE 3	2010	3	3	900.00
McGraw-Hill Education, by its School Education Group	9780076575855	EVERYDAY MATH GAMES - SCHOOL CD PACKAGE GRADE EC-6	2010	3	PK-6	4725.00

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

McGraw-Hill Education, by its School Education Group	9780021173068	EVERYDAY MATH - CCSS MANIPULATIVE UPGRADE PACKAGE GRADE 3	2012	3	3	18.30
McGraw-Hill Education, by its School Education Group	9780076576791	MULTILINGUAL HANDBOOK	2012	3	3	22.71
McGraw-Hill Education, by its School Education Group	9780021142170	JOURNAL ANSWER TEACHER BOOK, TWO VOLUME SET	2012	3	3	32.46
McGraw-Hill Education, by its School Education Group	9780076576678	JOURNAL ANSWER TEACHER BOOK, VOLUME 1	2012	3	3	19.47
McGraw-Hill Education, by its School Education Group	9780076576739	JOURNAL ANSWER TEACHER BOOK, VOLUME 2	2012	3	3	19.47
McGraw-Hill Education, by its School Education Group	9780076097593	TRANSPARENCIES	2007	1	3	36.33
McGraw-Hill Education, by its School Education Group	9780021173341	EVERYDAY MATH - CROSSWALK BOOKLET GRADE 3	2012	3	3	6.00
McGraw-Hill Education, by its School Education Group	9780021271276	GUIA DEL MAESTRO: LECCIONES, VOL.N 1 (TEACHER'S LESSON GUIDE, VOLUME 1)	2012	3	3	59.07
McGraw-Hill Education, by its School Education Group	9780021271283	GUIA DEL MAESTRO: LECCIONES, VOL.N 2 (TEACHER'S LESSON GUIDE, VOLUME 2)	2012	3	3	59.07
McGraw-Hill Education, by its School Education Group	9780021271375	ORIGINALES PARA REPRODUCCION (MATH MASTERS)	2012	3	3	44.73
McGraw-Hill Education, by its School Education Group	9780021271481	MANUAL DE EVALUACION (ASSESSMENT HANDBOOK)	2012	3	3	32.46
McGraw-Hill Education, by its School Education Group	9780021271542	MANUAL DE INSTRUCCION INDIVIDUALIZADA (DIFFERENTIATION HANDBOOK)	2012	3	3	32.46
McGraw-Hill Education, by its School Education Group	9780021157464	DIARIO DEL ESTUDIANTE 1 (STUDENT MATH JOURNAL 1)	2012	3	3	10.14
McGraw-Hill Education, by its School Education Group	9780021157471	DIARIO DEL ESTUDIANTE 2 (STUDENT MATH JOURNAL 2)	2012	3	3	10.14
McGraw-Hill Education, by its School Education Group	9780021157549	LIBRO DE CONSULTA DEL ESTUDIANTE (STUDENT REFERENCE BOOK)	2012	3	3	19.47
		Grade 4				
McGraw-Hill Education, by its School Education Group	9780076574995	EVERYDAY MATH CLASSROOM RESOURCE PACKAGE GRADE 4	2012	3	4	253.38
McGraw-Hill Education, by its School Education Group	9780076576814	TEACHER LESSON GUIDE, VOLUME 1	2012	3	4	82.68
McGraw-Hill Education, by its School Education Group	9780076576906	TEACHER LESSON GUIDE, VOLUME 2	2012	3	4	82.68
McGraw-Hill Education, by its School Education Group	9780076577217	TEACHER REFERENCE MANUAL	2012	3	4-6	48.66

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

McGraw-Hill Education, by its School Education Group	9780076577026	ASSESSMENT HANDBOOK	2012	3	4	32.46
McGraw-Hill Education, by its School Education Group	9780076576470	DIFFERENTIATION HANDBOOK	2012	3	4	32.46
McGraw-Hill Education, by its School Education Group	9780076577064	HOME CONNECTION HANDBOOK	2012	3	4-6	25.11
McGraw-Hill Education, by its School Education Group	9780076577231	FIVE MINUTE MATH	2012	3	4-6	22.71
McGraw-Hill Education, by its School Education Group	9780076576968	MATH MASTERS	2012	3	4	44.73
McGraw-Hill Education, by its School Education Group	9780021141838	BASIC ONLINE ESUITE, 6-YEARS (NOT AVAILABLE SEPARATELY)	2012	3	K-6	NA
McGraw-Hill Education, by its School Education Group	9780076577132	CLASS NUMBER GRID POSTER	2012	3	1-5	6.30
McGraw-Hill Education, by its School Education Group	9780076577170	GEOMETRY 2-D POSTER	2012	3	4	6.30
McGraw-Hill Education, by its School Education Group	9780076577187	GEOMETRY 3-D POSTER	2012	3	4	6.30
McGraw-Hill Education, by its School Education Group	9780076577163	MULTIPLICATION & DIVISION FACTS TABLE POSTER	2012	3	4-6	6.30
McGraw-Hill Education, by its School Education Group	9780076577101	CONTENT-BY-STRAND POSTER	2012	3	4	2.73
McGraw-Hill Education, by its School Education Group	9780076576364	STUDENT MATH JOURNAL 1	2012	3	4	10.14
McGraw-Hill Education, by its School Education Group	9780076576425	STUDENT MATH JOURNAL 2	2012	3	4	10.14
McGraw-Hill Education, by its School Education Group	9780076576500	STUDENT REFERENCE BOOK	2012	3	4	19.47
McGraw-Hill Education, by its School Education Group	9780076045853	GEOMETRY TEMPLATE	2007	3	4-6	6.61
McGraw-Hill Education, by its School Education Group	9780076576562	EVERYMATH ELL HANDBOOK GRADE 4	2012	3	4	30.90
McGraw-Hill Education, by its School Education Group	9780021198764	EVERYDAY MATH - CCSS CORRELATION BOOK GRADE 4	2012	3	4	6.00
McGraw-Hill Education, by its School Education Group	9780021198559	STANDARDS FOR MATHEMATICAL PRACTICE	2012	3	K-6	6.00
McGraw-Hill Education, by its School Education Group	9780076577835	EVERYDAY MATH STUDENT MATERIALS SET GRADE 4	2012	3	4	32.46

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

McGraw-Hill Education, by its School Education Group	9780076576364	STUDENT MATH JOURNAL 1	2012	3	4	10.14
McGraw-Hill Education, by its School Education Group	9780076576425	STUDENT MATH JOURNAL 2	2012	3	4	10.14
McGraw-Hill Education, by its School Education Group	9780076576500	STUDENT REFERENCE BOOK	2012	3	4	19.47
McGraw-Hill Education, by its School Education Group	9780076045853	GEOMETRY TEMPLATE	2007	3	4-6	6.61
McGraw-Hill Education, by its School Education Group	9780076577880	EVERYDAY MATH STUDENT JOURNAL REORDER SET GRADE 4	2012	3	4	17.70
McGraw-Hill Education, by its School Education Group	9780076576364	STUDENT MATH JOURNAL 1	2012	3	4	10.14
McGraw-Hill Education, by its School Education Group	9780076576425	STUDENT MATH JOURNAL 2	2012	3	4	10.14
McGraw-Hill Education, by its School Education Group	9780021257010	EVERYDAY MATH SPANISH CLASSROOM RESOURCE PACKAGE GRADE 4	2012	3	4	253.38
McGraw-Hill Education, by its School Education Group	9780021172764	EVERYDAY MATH - SPANISH STUDENT MATERIAL SET GRADE 4	2012	3	4	32.46
McGraw-Hill Education, by its School Education Group	9780021172856	EVERYDAY MATH - SPANISH STUDENT JOURNAL RE-ORDER SET GRADE 4	2012	3	4	17.70
McGraw-Hill Education, by its School Education Group	9780076576623	EVERYDAY MATH CONSUMABLE STUDY LINKS GRADE 4	2012	3	4	5.76
McGraw-Hill Education, by its School Education Group	9780076577392	EVERYDAY MATH COMMON CORE EXAMVIEW CD CLASSROOM LICENSE GRADE 4	2012	3	4	99.00
McGraw-Hill Education, by its School Education Group	9780076577330	EVERYDAY MATH INTERACTIVE TEACHER LESSON GUIDE CD CLASSROOM LICENSE GRADE 4	2012	3	4	159.99
McGraw-Hill Education, by its School Education Group	9780076225040	EVERYDAY MATH SKILLS LINKS - NATIONAL STUDENT EDITION GRADE 4	2009	3	4	8.25
McGraw-Hill Education, by its School Education Group	9780076225101	EVERYDAY MATH SKILLS LINKS - NATIONAL TEACHER EDITION GRADE 4	2009	3	4	7.44
McGraw-Hill Education, by its School Education Group	9780076561216	EVERYDAY MATH GAMES WALL CHARTS GRADE 4	2010	3	4	82.38
McGraw-Hill Education, by its School Education Group	9780076574049	EVERYDAY MATH GAMES CLASS CD GRADE 4	2010	3	4	184.98
McGraw-Hill Education, by its School Education Group	9780076220113	EVERYDAY MATH GAMES - CLASS GAMES KIT GRADE 4	2010	3	4	226.68
McGraw-Hill Education, by its School Education Group	9781582101293	BASIC CLASSROOM MANIPULATIVE KIT, GRADE 4	2000	1	4	594.30

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McGraw-Hill Education, by its School Education Group	9781582101309	CLASSROOM MANIPULATIVE KIT WITH MARKER BOARDS, GRADE 4	2000	1	4	716.19
McGraw-Hill Education, by its School Education Group	97800076573974	EVERYDAY MATH GAMES INDIVIDUAL CD GRADE 4	2010	3	4	45.99
McGraw-Hill Education, by its School Education Group	97800076574117	EVERYDAY MATH GAMES SCHOOL CD GRADE 4	2010	3	4	900.00
McGraw-Hill Education, by its School Education Group	97800076575855	EVERYDAY MATH GAMES - SCHOOL CD PACKAGE GRADE EC-6	2010	3	PK-6	4725.00
McGraw-Hill Education, by its School Education Group	97800021173037	EVERYDAY MATH - CCSS MANIPULATIVE UPGRADE PACKAGE GRADE 4	2012	3	4	48.00
McGraw-Hill Education, by its School Education Group	97800076576869	MULTILINGUAL HANDBOOK	2012	3	4	22.71
McGraw-Hill Education, by its School Education Group	97800021142187	JOURNAL ANSWER TEACHER BOOK, TWO VOLUME SET	2012	3	4	32.46
McGraw-Hill Education, by its School Education Group	97800076576685	JOURNAL ANSWER TEACHER BOOK, VOLUME 1	2012	3	4	19.47
McGraw-Hill Education, by its School Education Group	97800076576746	JOURNAL ANSWER TEACHER BOOK, VOLUME 2	2012	3	4	19.47
McGraw-Hill Education, by its School Education Group	97800076097609	TRANSPARENCIES	2007	1	4	36.33
McGraw-Hill Education, by its School Education Group	97800021173358	EVERYDAY MATH - CROSSWALK BOOKLET GRADE 4	2012	3	4	6.00
McGraw-Hill Education, by its School Education Group	97800021257010	SPANISH CLASSROOM RESOURCE PACKAGE	2012	3	4	253.38
McGraw-Hill Education, by its School Education Group	97800021271290	GUIA DEL MAESTRO: LECCIONES, VOL.N 1 (TEACHER'S LESSON GUIDE, VOLUME 1)	2012	3	4	82.68
McGraw-Hill Education, by its School Education Group	97800021271306	GUIA DEL MAESTRO: LECCIONES, VOL.N 2 (TEACHER'S LESSON GUIDE, VOLUME 2)	2012	3	4	82.68
McGraw-Hill Education, by its School Education Group	97800021271382	ORIGINALES PARA REPRODUCCION (MATH MASTERS)	2012	3	4	44.73
McGraw-Hill Education, by its School Education Group	97800021271498	MANUAL DE EVALUACION (ASSESSMENT HANDBOOK)	2012	3	4	32.46
McGraw-Hill Education, by its School Education Group	97800021271559	MANUAL DE INSTRUCCION INDIVIDUALIZADA (DIFFERENTIATION HANDBOOK)	2012	3	4	32.46
McGraw-Hill Education, by its School Education Group	97800021271610	MANUAL DE CONEXION CON EL HOGAR, GRADES 4-6 (HOME CONNECTION HANDBOOK, GRADES 4-6)	2012	3	4	25.11
McGraw-Hill Education, by its School Education Group	97800021271641	MATEMATICAS EN 5 MINUTOS (5-MINUTE MATH)	2012	3	4	22.71

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McGraw-Hill Education, by its School Education Group	9780021157488	DIARIO DEL ESTUDIANTE 1 (STUDENT MATH JOURNAL 1)	2012	3	4	10.14
McGraw-Hill Education, by its School Education Group	9780021157495	DIARIO DEL ESTUDIANTE 2 (STUDENT MATH JOURNAL 2)	2012	3	4	10.14
McGraw-Hill Education, by its School Education Group	9780021157556	LIBRO DE CONSULTA DEL ESTUDIANTE (STUDENT REFERENCE BOOK)	2012	3	4	19.47
		Grade 5				
McGraw-Hill Education, by its School Education Group	9780076575060	EVERYDAY MATH CLASSROOM RESOURCE PACKAGE GRADE 5	2012	3	5	253.38
McGraw-Hill Education, by its School Education Group	9780076576821	TEACHER LESSON GUIDE, VOLUME 1	2012	3	5	82.68
McGraw-Hill Education, by its School Education Group	9780076576913	TEACHER LESSON GUIDE, VOLUME 2	2012	3	5	82.68
McGraw-Hill Education, by its School Education Group	9780076577217	TEACHER REFERENCE MANUAL	2012	3	4-6	48.66
McGraw-Hill Education, by its School Education Group	9780076577033	ASSESSMENT HANDBOOK	2012	3	5	32.46
McGraw-Hill Education, by its School Education Group	9780076576487	DIFFERENTIATION HANDBOOK	2012	3	5	32.46
McGraw-Hill Education, by its School Education Group	9780076577064	HOME CONNECTION HANDBOOK	2012	3	4-6	25.11
McGraw-Hill Education, by its School Education Group	9780076577231	FIVE MINUTE MATH	2012	3	4-6	22.71
McGraw-Hill Education, by its School Education Group	9780076576975	MATH MASTERS	2012	3	5	44.73
McGraw-Hill Education, by its School Education Group	9780076576579	ENGLISH LEARNERS HANDBOOK	2012	3	5	30.90
McGraw-Hill Education, by its School Education Group	9780021141838	BASIC ONLINE ESUITE, 6-YEARS (NOT AVAILABLE SEPARATELY)	2012	3	K-6	NA
McGraw-Hill Education, by its School Education Group	9780076577132	CLASS NUMBER GRID POSTER	2012	3	1-5	6.30
McGraw-Hill Education, by its School Education Group	9780076577194	PROBABILITY METER POSTER	2012	3	5-6	6.30
McGraw-Hill Education, by its School Education Group	9780076577163	MULTIPLICATION & DIVISIONS FACTS TABLE POSTER	2012	3	4-6	6.30
McGraw-Hill Education, by its School Education Group	9780076577118	CONTENT-BY-STRAND POSTER	2012	3	5	2.73
McGraw-Hill Education, by its School Education Group	9780076576371	STUDENT MATH JOURNAL 1	2012	3	5	10.14

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McGraw-Hill Education, by its School Education Group	9780076576432	STUDENT MATH JOURNAL 2	2012	3	5	10.14
McGraw-Hill Education, by its School Education Group	9780076576517	STUDENT REFERENCE BOOK	2012	3	5	19.47
McGraw-Hill Education, by its School Education Group	9780076045853	GEOMETRY TEMPLATE	2007	3	4-6	6.61
McGraw-Hill Education, by its School Education Group	9780021198771	EVERYDAY MATH - CCSS CORRELATION BOOK GRADE 5	2012	3	5	6.00
McGraw-Hill Education, by its School Education Group	9780021198559	STANDARDS FOR MATHEMATICAL PRACTICE	2012	3	K-6	6.00
McGraw-Hill Education, by its School Education Group	9780076577842	EVERYDAY MATH STUDENT MATERIALS SET GRADE 5	2012	3	5	32.46
McGraw-Hill Education, by its School Education Group	9780076576371	STUDENT MATH JOURNAL 1	2012	3	5	10.14
McGraw-Hill Education, by its School Education Group	9780076576432	STUDENT MATH JOURNAL 2	2012	3	5	10.14
McGraw-Hill Education, by its School Education Group	9780076576517	STUDENT REFERENCE BOOK	2012	3	5	19.47
McGraw-Hill Education, by its School Education Group	9780076045853	GEOMETRY TEMPLATE	2007	3	4-6	6.61
McGraw-Hill Education, by its School Education Group	9780076577897	EVERYDAY MATH STUDENT JOURNAL REORDER SET GRADE 5	2012	3	5	17.70
McGraw-Hill Education, by its School Education Group	9780076576371	STUDENT MATH JOURNAL 1	2012	3	5	10.14
McGraw-Hill Education, by its School Education Group	9780076576432	STUDENT MATH JOURNAL 2	2012	3	5	10.14
McGraw-Hill Education, by its School Education Group	9780021257027	EVERYDAY MATH SPANISH CLASSROOM RESOURCE PACKAGE GRADE 5	2012	3	5	253.38
McGraw-Hill Education, by its School Education Group	9780021172771	EVERYDAY MATH - SPANISH STUDENT MATERIALS SET GRADE 5	2012	3	5	32.46
McGraw-Hill Education, by its School Education Group	9780021172863	EVERYDAY MATH - SPANISH STUDENT JOURNAL RE-ORDER SET GRADE 5	2012	3	5	17.70
McGraw-Hill Education, by its School Education Group	9780076576630	EVERYDAY MATH CONSUMABLE STUDY LINKS GRADE 5	2012	3	5	5.76
McGraw-Hill Education, by its School Education Group	9780076577408	EVERYDAY MATH COMMON CORE EXAMVIEW CD CLASSROOM LICENSE 5	2012	3	5	99.00
McGraw-Hill Education, by its School Education Group	9780076577347	EVERYDAY MATH INTERACTIVE TEACHER LESSON GUIDE CD CLASSROOM LICENSE GRADE 5	2012	3	5	159.99

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McGraw-Hill Education, by its School Education Group	9780076225057	EVERYDAY MATH SKILLS LINKS - NATIONAL STUDENT EDITION GRADE 5	2009	3	5	8.25
McGraw-Hill Education, by its School Education Group	9780076225118	EVERYDAY MATH SKILLS LINKS - NATIONAL TEACHER EDITION GRADE 5	2009	3	5	7.44
McGraw-Hill Education, by its School Education Group	9780076561223	EVERYDAY MATH GAMES WALL CHARTS GRADE 5	2010	3	5	82.38
McGraw-Hill Education, by its School Education Group	9780076574056	EVERYDAY MATH GAMES CLASS CD GRADE 5	2010	3	5	184.98
McGraw-Hill Education, by its School Education Group	9780076220120	EVERYDAY MATH GAMES - CLASS GAMES KIT GRADE 5	2010	3	5	226.68
McGraw-Hill Education, by its School Education Group	9781582101316	BASIC CLASSROOM MANIPULATIVE KIT, GRADE 5	2000	1	5	526.65
McGraw-Hill Education, by its School Education Group	9781582101323	CLASSROOM MANIPULATIVE KIT WITH MARKER BOARDS, GRADE 5	2000	1	5	648.45
McGraw-Hill Education, by its School Education Group	9780076573981	EVERYDAY MATH GAMES INDIVIDUAL CD GRADE 5	2010	3	5	45.99
McGraw-Hill Education, by its School Education Group	9780076574124	EVERYDAY MATH GAMES SCHOOL CD GRADE 5	2010	3	5	900.00
McGraw-Hill Education, by its School Education Group	9780076575855	EVERYDAY MATH GAMES - SCHOOL CD PACKAGE GRADE EC-6	2010	3	PK-6	4725.00
McGraw-Hill Education, by its School Education Group	9780076576876	MULTILINGUAL HANDBOOK	2012	3	5	22.71
McGraw-Hill Education, by its School Education Group	9780021142194	JOURNAL ANSWER TEACHER BOOK, TWO VOLUME SET	2012	3	5	32.46
McGraw-Hill Education, by its School Education Group	9780076576692	JOURNAL ANSWER TEACHER BOOK, VOLUME 1	2012	3	5	19.47
McGraw-Hill Education, by its School Education Group	9780076576753	JOURNAL ANSWER TEACHER BOOK, VOLUME 2	2012	3	5	19.47
McGraw-Hill Education, by its School Education Group	9780076097616	TRANSPARENCIES	2007	1	5	36.33
McGraw-Hill Education, by its School Education Group	9780021173365	EVERYDAY MATH - CROSSWALK BOOKLET GRADE 5	2012	3	5	6.00
McGraw-Hill Education, by its School Education Group	9780021271313	GUIA DEL MAESTRO: LECCIONES, VOL.N 1 (TEACHER'S LESSON GUIDE, VOLUME 1)	2012	3	5	82.68
McGraw-Hill Education, by its School Education Group	9780021271320	GUIA DEL MAESTRO: LECCIONES, VOL.N 2 (TEACHER'S LESSON GUIDE, VOLUME 2)	2012	3	5	82.68
McGraw-Hill Education, by its School Education Group	9780021271399	ORIGINALES PARA REPRODUCCION (MATH MASTERS)	2012	3	5	44.73

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McGraw-Hill Education, by its School Education Group	97800021271504	MANUAL DE EVALUACION (ASSESSMENT HANDBOOK)	2012	3	5	32.46
McGraw-Hill Education, by its School Education Group	97800021271566	MANUAL DE INSTRUCCION INDIVIDUALIZADA (DIFFERENTIATION HANDBOOK)	2012	3	5	32.46
McGraw-Hill Education, by its School Education Group	97800021157501	DIARIO DEL ESTUDIANTE 1 (STUDENT MATH JOURNAL 1)	2012	3	5	10.14
McGraw-Hill Education, by its School Education Group	97800021157518	DIARIO DEL ESTUDIANTE 2 (STUDENT MATH JOURNAL 2)	2012	3	5	10.14
McGraw-Hill Education, by its School Education Group	97800021157563	LIBRO DE CONSULTA DEL ESTUDIANTE (STUDENT REFERENCE BOOK)	2012	3	5	19.47
		Grade 6				
McGraw-Hill Education, by its School Education Group	97800076575077	EVERYDAY MATH CLASSROOM RESOURCE PACKAGE GRADE 6	2012	3	6	253.38
McGraw-Hill Education, by its School Education Group	97800076576838	TEACHER LESSON GUIDE, VOLUME 1	2012	3	6	82.68
McGraw-Hill Education, by its School Education Group	97800076576920	TEACHER LESSON GUIDE, VOLUME 2	2012	3	6	82.68
McGraw-Hill Education, by its School Education Group	97800076577217	TEACHER REFERENCE MANUAL	2012	3	4-6	48.66
McGraw-Hill Education, by its School Education Group	97800076577040	ASSESSMENT HANDBOOK	2012	3	6	32.46
McGraw-Hill Education, by its School Education Group	97800076576494	DIFFERENTIATION HANDBOOK	2012	3	6	32.46
McGraw-Hill Education, by its School Education Group	97800076577064	HOME CONNECTION HANDBOOK	2012	3	4-6	25.11
McGraw-Hill Education, by its School Education Group	97800076577231	FIVE MINUTE MATH	2012	3	4-6	22.71
McGraw-Hill Education, by its School Education Group	97800076576982	MATH MASTERS	2012	3	6	44.73
McGraw-Hill Education, by its School Education Group	97800076576586	ENGLISH LEARNERS HANDBOOK	2012	3	6	30.90
McGraw-Hill Education, by its School Education Group	97800021141838	BASIC ONLINE ESUITE, 6-YEARS (NOT AVAILABLE SEPARATELY)	2012	3	K-6	NA
McGraw-Hill Education, by its School Education Group	97800076577149	REAL NUMBER LINE POSTER	2012	3	6	5.37
McGraw-Hill Education, by its School Education Group	97800076577194	PROBABILITY METER POSTER	2012	3	5-6	6.30
McGraw-Hill Education, by its School Education Group	97800076577163	MULTIPLICATION & DIVISION FACTS TABLE POSTER	2012	3	4-6	6.30

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McGraw-Hill Education, by its School Education Group	9780076577125	CONTENT-BY-STRAND POSTER	2012	3	6	2.73
McGraw-Hill Education, by its School Education Group	9780076576388	STUDENT MATH JOURNAL 1	2012	3	6	10.14
McGraw-Hill Education, by its School Education Group	9780076576449	STUDENT MATH JOURNAL 2	2012	3	6	10.14
McGraw-Hill Education, by its School Education Group	9780076576524	STUDENT REFERENCE BOOK	2012	3	6	19.47
McGraw-Hill Education, by its School Education Group	9780076045853	GEOMETRY TEMPLATE	2007	3	4-6	6.61
McGraw-Hill Education, by its School Education Group	9780021198788	EVERYDAY MATH - CCSS CORRELATION BOOK GRADE 6	2012	3	6	6.00
McGraw-Hill Education, by its School Education Group	9780021198559	STANDARDS FOR MATHEMATICAL PRACTICE	2012	3	K-6	6.00
McGraw-Hill Education, by its School Education Group	9780076577859	EVERYDAY MATH STUDENT MATERIALS SET GRADE 6	2012	3	6	32.46
McGraw-Hill Education, by its School Education Group	9780076576388	STUDENT MATH JOURNAL 1	2012	3	6	10.14
McGraw-Hill Education, by its School Education Group	9780076576449	STUDENT MATH JOURNAL 2	2012	3	6	10.14
McGraw-Hill Education, by its School Education Group	9780076576524	STUDENT REFERENCE BOOK	2012	3	6	19.47
McGraw-Hill Education, by its School Education Group	9780076045853	GEOMETRY TEMPLATE	2007	3	4-6	6.61
McGraw-Hill Education, by its School Education Group	9780076577903	EVERYDAY MATH STUDENT JOURNAL REORDER SET GRADE 6	2012	3	6	17.70
McGraw-Hill Education, by its School Education Group	9780076576388	STUDENT MATH JOURNAL 1	2012	3	6	10.14
McGraw-Hill Education, by its School Education Group	9780076576449	STUDENT MATH JOURNAL 2	2012	3	6	10.14
McGraw-Hill Education, by its School Education Group	9780021257034	EVERYDAY MATH SPANISH CLASSROOM RESOURCE PACKAGE GRADE 6	2012	3	6	253.38
McGraw-Hill Education, by its School Education Group	9780021172788	EVERYDAY MATH - SPANISH STUDENT MATERIALS SET GRADE 6	2012	3	6	32.46
McGraw-Hill Education, by its School Education Group	9780021172870	EVERYDAY MATH - SPANISH STUDENT JOURNAL RE-ORDER SET GRADE 6	2012	3	6	17.70
McGraw-Hill Education, by its School Education Group	9780076576647	EVERYDAY MATH CONSUMABLE STUDY LINKS GRADE 6	2012	3	6	5.76

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McGraw-Hill Education, by its School Education Group	9780076577415	EVERYDAY MATH COMMON CORE EXAMVIEW CD CLASSROOM LICENSE 6	2012	3	6	99.00
McGraw-Hill Education, by its School Education Group	9780076577354	EVERYDAY MATH INTERACTIVE TEACHER LESSON GUIDE CD CLASSROOM LICENSE GRADE 6	2012	3	6	159.99
McGraw-Hill Education, by its School Education Group	9780076225064	EVERYDAY MATH SKILLS LINKS - NATIONAL STUDENT EDITION GRADE 6	2009	3	6	8.25
McGraw-Hill Education, by its School Education Group	9780076225125	EVERYDAY MATH SKILLS LINKS - NATIONAL TEACHER EDITION GRADE 6	2009	3	6	7.44
McGraw-Hill Education, by its School Education Group	9780076561230	EVERYDAY MATH GAMES WALL CHARTS GRADE 6	2010	3	6	82.38
McGraw-Hill Education, by its School Education Group	9780076574063	EVERYDAY MATH GAMES CLASS CD GRADE 6	2010	3	6	184.98
McGraw-Hill Education, by its School Education Group	9780076220137	EVERYDAY MATH GAMES - CLASS GAMES KIT GRADE 6	2010	3	6	226.68
McGraw-Hill Education, by its School Education Group	9781582101330	BASIC CLASSROOM MANIPULATIVE KIT, GRADE 6	2000	1	6	526.65
McGraw-Hill Education, by its School Education Group	9781582101347	CLASSROOM MANIPULATIVE KIT WITH MARKER BOARDS, GRADE 6	2000	1	6	648.45
McGraw-Hill Education, by its School Education Group	9780076573998	EVERYDAY MATH GAMES INDIVIDUAL CD GRADE 6	2010	3	6	45.99
McGraw-Hill Education, by its School Education Group	9780076574131	EVERYDAY MATH GAMES SCHOOL CD GRADE 6	2010	3	6	900.00
McGraw-Hill Education, by its School Education Group	9780076575855	EVERYDAY MATH GAMES - SCHOOL CD PACKAGE GRADE EC-6	2010	3	PK-6	4725.00
McGraw-Hill Education, by its School Education Group	9780076576883	MULTILINGUAL HANDBOOK	2012	3	6	22.71
McGraw-Hill Education, by its School Education Group	9780021142200	JOURNAL ANSWER TEACHER BOOK, TWO VOLUME SET	2012	3	6	32.46
McGraw-Hill Education, by its School Education Group	9780076576708	JOURNAL ANSWER TEACHER BOOK, VOLUME 1	2012	3	6	19.47
McGraw-Hill Education, by its School Education Group	9780076576760	JOURNAL ANSWER TEACHER BOOK, VOLUME 2	2012	3	6	19.47
McGraw-Hill Education, by its School Education Group	9780021173372	EVERYDAY MATH - CROSSWALK BOOKLET GRADE 6	2012	3	6	6.00
McGraw-Hill Education, by its School Education Group	9780021271337	GUIA DEL MAESTRO: LECCIONES, VOL.N 1 (TEACHER'S LESSON GUIDE, VOLUME 1)	2012	3	6	82.68
McGraw-Hill Education, by its School Education Group	9780021271450	GUIA DEL MAESTRO: LECCIONES, VOL.N 2 (TEACHER'S LESSON GUIDE, VOLUME 2)	2012	3	6	82.68

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McGraw-Hill Education, by its School Education Group	97800021271405	ORIGINALES PARA REPRODUCCION (MATH MASTERS)	2012	3	6	44.73
McGraw-Hill Education, by its School Education Group	97800021271511	MANUAL DE EVALUACION (ASSESSMENT HANDBOOK)	2012	3	6	32.46
McGraw-Hill Education, by its School Education Group	97800021271573	MANUAL DE INSTRUCCION INDIVIDUALIZADA (DIFFERENTIATION HANDBOOK)	2012	3	6	32.46
McGraw-Hill Education, by its School Education Group	97800021157525	DIARIO DEL ESTUDIANTE 1 (STUDENT MATH JOURNAL 1)	2012	3	6	10.14
McGraw-Hill Education, by its School Education Group	97800021157532	DIARIO DEL ESTUDIANTE 2 (STUDENT MATH JOURNAL 2)	2012	3	6	10.14
McGraw-Hill Education, by its School Education Group	97800021157570	LIBRO DE CONSULTA DEL ESTUDIANTE (STUDENT REFERENCE BOOK)	2012	3	6	19.47
Everyday Mathematics Technology						
McGraw-Hill Education, by its School Education Group	97800021141623	EVERYDAY MATH - COMMON CORE EXAMVIEW CD BUILDING	2012	3	1	445.50
McGraw-Hill Education, by its School Education Group	97800021141630	EVERYDAY MATH - COMMON CORE EXAMVIEW CD BUILDING	2012	3	2	445.50
McGraw-Hill Education, by its School Education Group	97800021141647	EVERYDAY MATH - COMMON CORE EXAMVIEW CD BUILDING	2012	3	3	445.50
McGraw-Hill Education, by its School Education Group	97800021141654	EVERYDAY MATH - COMMON CORE EXAMVIEW CD BUILDING	2012	3	4	445.50
McGraw-Hill Education, by its School Education Group	97800021141661	EVERYDAY MATH - COMMON CORE EXAMVIEW CD BUILDING	2012	3	5	445.50
McGraw-Hill Education, by its School Education Group	97800021141678	EVERYDAY MATH - COMMON CORE EXAMVIEW CD BUILDING	2012	3	6	445.50
McGraw-Hill Education, by its School Education Group	97800021141685	EVERYDAY MATH - COMMON CORE EXAMVIEW CD BUILDING	2012	3	1-6	1980.00
McGraw-Hill Education, by its School Education Group	97800021142064	EVERYDAY MATH - DELUXE ESUITE 2012 BUILDING 1 YEAR	2012	3	K-6	3000.00
McGraw-Hill Education, by its School Education Group	97800021142088	EVERYDAY MATH - DELUXE ESUITE 2012 BUILDING 6 YEAR	2012	3	K-6	18000.00
McGraw-Hill Education, by its School Education Group	97800021142057	EVERYDAY MATH - DELUXE ESUITE 2012 CLASS 1 YEAR	2012	3	K-6	249.00
McGraw-Hill Education, by its School Education Group	97800021142071	EVERYDAY MATH - DELUXE ESUITE 2012 CLASS 6 YEAR	2012	3	K-6	1500.00
McGraw-Hill Education, by its School Education Group	97800076577767	EVERYDAY MATH ASSESSMENT INTERVENTION SYSTEM BUILDING	2012	3	K-6	1560.00
McGraw-Hill Education, by its School Education Group	97800076577774	EVERYDAY MATH ASSESSMENT INTERVENTION SYSTEM BUILDING	2012	3	K-6	9360.00

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McGraw-Hill Education, by its School Education Group	9780076577743	EVERYDAY MATH ASSESSMENT INTERVENTION SYSTEM CD	2012	3	K-6	129.99
McGraw-Hill Education, by its School Education Group	9780076577750	EVERYDAY MATH ASSESSMENT INTERVENTION SYSTEM CD	2012	3	K-6	780.00
McGraw-Hill Education, by its School Education Group	9780076577361	EVERYDAY MATH COMMON CORE EXAMVIEW CD CLASSROOM	2012	3	1	99.00
McGraw-Hill Education, by its School Education Group	9780076577378	EVERYDAY MATH COMMON CORE EXAMVIEW CD CLASSROOM	2012	3	2	99.00
McGraw-Hill Education, by its School Education Group	9780076577385	EVERYDAY MATH COMMON CORE EXAMVIEW CD CLASSROOM	2012	3	3	99.00
McGraw-Hill Education, by its School Education Group	9780076577392	EVERYDAY MATH COMMON CORE EXAMVIEW CD CLASSROOM	2012	3	4	99.00
McGraw-Hill Education, by its School Education Group	9780076577408	EVERYDAY MATH COMMON CORE EXAMVIEW CD CLASSROOM	2012	3	5	99.00
McGraw-Hill Education, by its School Education Group	9780076577415	EVERYDAY MATH COMMON CORE EXAMVIEW CD CLASSROOM	2012	3	6	99.00
McGraw-Hill Education, by its School Education Group	9780021142767	EVERYDAY MATH GAMES - 2010 BUILDING 6 YEAR	2010	3	PK-6	9360.00
McGraw-Hill Education, by its School Education Group	9780021142750	EVERYDAY MATH GAMES - 2010 CLASS 6 YEAR	2010	3	PK-6	690.00
McGraw-Hill Education, by its School Education Group	9780076561797	EVERYDAY MATH GAMES RENEWAL 2008 ONLINE GAMES B	2010	3	PK-6	1560.00
McGraw-Hill Education, by its School Education Group	9780076561346	EVERYDAY MATH GAMES RENEWAL 2008 ONLINE GAMES C	2010	3	PK-6	114.99
McGraw-Hill Education, by its School Education Group	9780076577293	EVERYDAY MATH INTERACTIVE TEACHER GUIDE ACTIVITIES	2012	3	K	159.99
McGraw-Hill Education, by its School Education Group	9780076577309	EVERYDAY MATH INTERACTIVE TEACHER LESSON GUIDE C	2012	3	1	159.99
McGraw-Hill Education, by its School Education Group	9780076577316	EVERYDAY MATH INTERACTIVE TEACHER LESSON GUIDE C	2012	3	2	159.99
McGraw-Hill Education, by its School Education Group	9780076577323	EVERYDAY MATH INTERACTIVE TEACHER LESSON GUIDE C	2012	3	3	159.99
McGraw-Hill Education, by its School Education Group	9780076577330	EVERYDAY MATH INTERACTIVE TEACHER LESSON GUIDE C	2012	3	4	159.99
McGraw-Hill Education, by its School Education Group	9780076577347	EVERYDAY MATH INTERACTIVE TEACHER LESSON GUIDE C	2012	3	5	159.99
McGraw-Hill Education, by its School Education Group	9780076577354	EVERYDAY MATH INTERACTIVE TEACHER LESSON GUIDE C	2012	3	6	159.99

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McGraw-Hill Education, by its School Education Group	9780076577606	EVERYDAY MATH ONLINE IMRB/ISRB BUILDING 1 YEAR	2012	3	1-6	1560.00
McGraw-Hill Education, by its School Education Group	9780076577613	EVERYDAY MATH ONLINE IMRB/ISRB BUILDING 6 YEAR	2012	3	1-6	9360.00
McGraw-Hill Education, by its School Education Group	9780076577583	EVERYDAY MATH ONLINE IMRB/ISRB CLASS 1 YEAR	2012	3	1-6	114.99
McGraw-Hill Education, by its School Education Group	9780076577590	EVERYDAY MATH ONLINE IMRB/ISRB CLASS 6 YEAR	2012	3	1-6	690.00
Everyday Mathematics Games, Card Decks, Wallcharts, and Manipulative Kits						
McGraw-Hill Education, by its School Education Group	9781570399985	6 IN RULER 10PK	2000	1	1-3	7.26
McGraw-Hill Education, by its School Education Group	R31076SRA	ATTRIBUTE BLOCK SET	1999	1	K-3	28.38
McGraw-Hill Education, by its School Education Group	R20814SRA	BASE 10 BLOCK	1999	1	1-5	8.52
McGraw-Hill Education, by its School Education Group	R20813SRA	BASE 10 FLATS SET 10	1999	1	1-5	17.10
McGraw-Hill Education, by its School Education Group	R20812SRA	BASE 10 RODS SET 50	1999	1	1-5	14.97
McGraw-Hill Education, by its School Education Group	R21250SRA	BASE 10 UNITS SET 100	1999	1	1-5	5.10
McGraw-Hill Education, by its School Education Group	5557	CLASSROOM THERMOMETER	1999	1	K-3	11.58
McGraw-Hill Education, by its School Education Group	R20497	CLOCK FACE PKG 10	1999	1	1-3	12.69
McGraw-Hill Education, by its School Education Group	R21228SRA	CLOCK FACE STAMP	1999	1	1-2	7.56
McGraw-Hill Education, by its School Education Group	7452SRA	COIN STAMP HEADS SET 5	1999	1	2	18.24
McGraw-Hill Education, by its School Education Group	R30751	COUNTING STICKS PKG 1000	1999	1	PK-3	10.80
McGraw-Hill Education, by its School Education Group	36657	CUP SET, LIQUID MEASURING	1994	1	PK	13.29
McGraw-Hill Education, by its School Education Group	R21070SRA	CUP SET, STANDARD MEASURING	1999	1	PK, 4-6	4.62
McGraw-Hill Education, by its School Education Group	9781582101354	DELUXE OVERHEAD MANIPULATIVE KIT	2000	1	1-6	121.68
McGraw-Hill Education, by its School Education Group	R21662SRA	DICE BLANK PKG 16	1999	1	EC-6	10.62

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McGraw-Hill Education, by its School Education Group	R20888SRA	DOT DICE PKG 12	1999	1	EC-6	5.40
McGraw-Hill Education, by its School Education Group	R9158SRA	DOUBLE 9 DOMINOES	1999	1	K-3	10.05
McGraw-Hill Education, by its School Education Group	9780076142644	EVERYDAY MATH - 12 INCH RULERS 5-PACK	2007	3	K	7.11
McGraw-Hill Education, by its School Education Group	9780076235261	EVERYDAY MATH - ADDITION/SUBTRACTION FACT TRIANGLE CARDS	1999	1	EC-6	60.24
McGraw-Hill Education, by its School Education Group	9780021173051	EVERYDAY MATH - CCSS MANIPULATIVE UPGRADE PACKAGE GRADE 1	2012	3	1	10.62
McGraw-Hill Education, by its School Education Group	9780021173068	EVERYDAY MATH - CCSS MANIPULATIVE UPGRADE PACKAGE GRADE 3	2012	3	3	18.30
McGraw-Hill Education, by its School Education Group	9780021173037	EVERYDAY MATH - CCSS MANIPULATIVE UPGRADE PACKAGE GRADE 4	2012	3	4	48.00
McGraw-Hill Education, by its School Education Group	9780076036301	EVERYDAY MATH - CONNECTORS PACKAGE OF 2000	2004	1	1-6	12.24
McGraw-Hill Education, by its School Education Group	9780076045860	EVERYDAY MATH - GEOMETRY TEMPLATE 10-PACK GRADE 4-6	2007	3	4-6	64.41
McGraw-Hill Education, by its School Education Group	9780076189229	EVERYDAY MATH - JUMBO FOAM DOT DICE SET	2008	3	EC	7.30
McGraw-Hill Education, by its School Education Group	9780076003174	EVERYDAY MATH - MANIPULATIVE KIT PRE-K	2004	2	PK	257.73
McGraw-Hill Education, by its School Education Group	9780076235285	EVERYDAY MATH - MATH TOOL KIT BAG - PACKAGE OF 10	1999	1	K-6	86.07
McGraw-Hill Education, by its School Education Group	R30752	EVERYDAY MATH - METER STICK DUAL SCALE PACKAGE OF 10	1999	1	PK-6	35.79
McGraw-Hill Education, by its School Education Group	9780076235278	EVERYDAY MATH - MULTIPLICATION/DIVISION FACT TRIANGLE CARDS	1999	1	EC-6	60.24
McGraw-Hill Education, by its School Education Group	9780076036295	EVERYDAY MATH - NUMBER LINES 35-180 PACKAGE OF 3	2004	1	K-6	33.81
McGraw-Hill Education, by its School Education Group	9780076045396	EVERYDAY MATH - PATTERN BLOCK TEMPLATE 10-PACK GRADE 1-3	2007	3	K	45.55
McGraw-Hill Education, by its School Education Group	9780076235216	EVERYDAY MATH - RETRACTABLE TAPE MEASURE 10 PACK	1999	1	K-6	90.36
McGraw-Hill Education, by its School Education Group	9780076036288	EVERYDAY MATH - RUBBER BANDS PACKAGE OF 400	2004	1	K-4	5.10
McGraw-Hill Education, by its School Education Group	9780076036271	EVERYDAY MATH - STRAWS PACKAGE OF 500	2004	1	K-6	6.15

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McGraw-Hill Education, by its School Education Group	9780075794868	EVERYDAY MATH FAMILY GAMES KIT - DOT DICE PACKAGE OF 4	2003	1	EC-6	3.15
McGraw-Hill Education, by its School Education Group	9780075794844	EVERYDAY MATH FAMILY GAMES KIT - INCH CUBES	2003	1	PK-K	2.04
McGraw-Hill Education, by its School Education Group	9780076220083	EVERYDAY MATH GAMES - CLASS GAMES KIT GRADE 1	2010	3	1	226.68
McGraw-Hill Education, by its School Education Group	9780076220090	EVERYDAY MATH GAMES - CLASS GAMES KIT GRADE 2	2010	3	2	226.68
McGraw-Hill Education, by its School Education Group	9780076220106	EVERYDAY MATH GAMES - CLASS GAMES KIT GRADE 3	2010	3	3	226.68
McGraw-Hill Education, by its School Education Group	9780076220113	EVERYDAY MATH GAMES - CLASS GAMES KIT GRADE 4	2010	3	4	226.68
McGraw-Hill Education, by its School Education Group	9780076220120	EVERYDAY MATH GAMES - CLASS GAMES KIT GRADE 5	2010	3	5	226.68
McGraw-Hill Education, by its School Education Group	9780076220137	EVERYDAY MATH GAMES - CLASS GAMES KIT GRADE 6	2010	3	6	226.68
McGraw-Hill Education, by its School Education Group	9780021136230	EVERYDAY MATH GAMES - EVERYTHING MATH DECK CLASSROOM PACKAGE	2010	1	K-6	192.00
McGraw-Hill Education, by its School Education Group	9780076575855	EVERYDAY MATH GAMES - SCHOOL CD PACKAGE GRADE EC-6	2010	3	EC-6	4725.00
McGraw-Hill Education, by its School Education Group	9780076220144	EVERYDAY MATH GAMES - TEACHER GUIDE TO GAMES GRADE PREK-6	2010	3	EC-6	70.20
McGraw-Hill Education, by its School Education Group	9780076573806	EVERYDAY MATH GAMES 4 QUADRANT GRID PADS 5-PACK	2010	3	5-6	18.00
McGraw-Hill Education, by its School Education Group	9780076560899	EVERYDAY MATH GAMES CARDSTOCK PAGES EARLY CHILDHOOD	2010	3	EC	7.89
McGraw-Hill Education, by its School Education Group	9780076560936	EVERYDAY MATH GAMES CARDSTOCK PAGES GRADE 1	2010	3	1	7.89
McGraw-Hill Education, by its School Education Group	9780076560943	EVERYDAY MATH GAMES CARDSTOCK PAGES GRADE 2	2010	3	2	7.89
McGraw-Hill Education, by its School Education Group	9780076560950	EVERYDAY MATH GAMES CARDSTOCK PAGES GRADE 3	2010	3	3	7.89
McGraw-Hill Education, by its School Education Group	9780076560967	EVERYDAY MATH GAMES CARDSTOCK PAGES GRADE 4	2010	3	4	38.46
McGraw-Hill Education, by its School Education Group	9780076560974	EVERYDAY MATH GAMES CARDSTOCK PAGES GRADE 5	2010	3	5	38.46
McGraw-Hill Education, by its School Education Group	9780076560981	EVERYDAY MATH GAMES CARDSTOCK PAGES GRADE 6	2010	3	6	38.46

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McGraw-Hill Education, by its School Education Group	9780076574001	EVERYDAY MATH GAMES CLASS CD EARLY CHILDHOOD	2010	3	PK-K	184.98
McGraw-Hill Education, by its School Education Group	9780076574018	EVERYDAY MATH GAMES CLASS CD GRADE 1	2010	3	1	184.98
McGraw-Hill Education, by its School Education Group	9780076574025	EVERYDAY MATH GAMES CLASS CD GRADE 2	2010	3	2	184.98
McGraw-Hill Education, by its School Education Group	9780076574032	EVERYDAY MATH GAMES CLASS CD GRADE 3	2010	3	3	184.98
McGraw-Hill Education, by its School Education Group	9780076574049	EVERYDAY MATH GAMES CLASS CD GRADE 4	2010	3	4	184.98
McGraw-Hill Education, by its School Education Group	9780076574056	EVERYDAY MATH GAMES CLASS CD GRADE 5	2010	3	5	184.98
McGraw-Hill Education, by its School Education Group	9780076574063	EVERYDAY MATH GAMES CLASS CD GRADE 6	2010	3	6	184.98
McGraw-Hill Education, by its School Education Group	9780076561841	EVERYDAY MATH GAMES CLASS GAMES KIT EARLY CHILDHOOD	2010	3	EC	164.58
McGraw-Hill Education, by its School Education Group	9780076554867	EVERYDAY MATH GAMES ENGLISH GAME BOARDS EARLY CHILDHOOD	2010	3	EC	39.00
McGraw-Hill Education, by its School Education Group	9780076559626	EVERYDAY MATH GAMES ENGLISH GAME BOARDS GRADE 1	2010	3	1	48.00
McGraw-Hill Education, by its School Education Group	9780076559633	EVERYDAY MATH GAMES ENGLISH GAME BOARDS GRADE 2	2010	3	2	48.00
McGraw-Hill Education, by its School Education Group	9780076559640	EVERYDAY MATH GAMES ENGLISH GAME BOARDS GRADE 3	2010	3	3	48.00
McGraw-Hill Education, by its School Education Group	9780076559657	EVERYDAY MATH GAMES ENGLISH GAME BOARDS GRADE 4	2010	3	4	48.00
McGraw-Hill Education, by its School Education Group	9780076559664	EVERYDAY MATH GAMES ENGLISH GAME BOARDS GRADE 5	2010	3	5	48.00
McGraw-Hill Education, by its School Education Group	9780076559671	EVERYDAY MATH GAMES ENGLISH GAME BOARDS GRADE 6	2010	3	6	48.00
McGraw-Hill Education, by its School Education Group	9780076560790	EVERYDAY MATH GAMES ENGLISH POSTER EARLY CHILDHOOD	2010	3	EC	5.91
McGraw-Hill Education, by its School Education Group	9780076560837	EVERYDAY MATH GAMES ENGLISH POSTER GRADE 1	2010	3	1	5.91
McGraw-Hill Education, by its School Education Group	9780076560844	EVERYDAY MATH GAMES ENGLISH POSTER GRADE 2	2010	3	2	5.91
McGraw-Hill Education, by its School Education Group	9780076560851	EVERYDAY MATH GAMES ENGLISH POSTER GRADE 3	2010	3	3	5.91

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McGraw-Hill Education, by its School Education Group	9780076560868	EVERYDAY MATH GAMES ENGLISH POSTER GRADE 4	2010	3	4	5.91
McGraw-Hill Education, by its School Education Group	9780076560875	EVERYDAY MATH GAMES ENGLISH POSTER GRADE 5	2010	3	5	5.91
McGraw-Hill Education, by its School Education Group	9780076560882	EVERYDAY MATH GAMES ENGLISH POSTER GRADE 6	2010	3	6	5.91
McGraw-Hill Education, by its School Education Group	9780076561056	EVERYDAY MATH GAMES EVERYTHING MATH DECK	2010	3	K-6	6.69
McGraw-Hill Education, by its School Education Group	9780076573820	EVERYDAY MATH GAMES EVERYTHING MATH DECK 5-PACK	2010	3	K-6	33.24
McGraw-Hill Education, by its School Education Group	9780076561070	EVERYDAY MATH GAMES EVERYTHING MATH DECK ACTIVITIES BOOK	2010	3	K-6	42.36
McGraw-Hill Education, by its School Education Group	9780076561858	EVERYDAY MATH GAMES EVERYTHING MATH DECK ACTIVITIES SET GRADE K-6	2010	3	K-6	69.84
McGraw-Hill Education, by its School Education Group	9780076573677	EVERYDAY MATH GAMES FRACTION/DECIMAL/PERCENT DECK ACTIVITIES SET GRADE 2-6	2010	3	2-6	69.84
McGraw-Hill Education, by its School Education Group	9780076561049	EVERYDAY MATH GAMES FRACTIONS/DECIMALS/PERCENT DECK	2010	3	2-6	6.69
McGraw-Hill Education, by its School Education Group	9780076573783	EVERYDAY MATH GAMES FRACTIONS/DECIMALS/PERCENT DECK 5-PACK	2010	3	2-6	33.24
McGraw-Hill Education, by its School Education Group	9780076561131	EVERYDAY MATH GAMES FRACTIONS/DECIMALS/PERCENT DECK ACTIVITIES BOOK	2010	3	2-6	42.36
McGraw-Hill Education, by its School Education Group	9780076573936	EVERYDAY MATH GAMES INDIVIDUAL CD EARLY CHILDHOOD	2010	3	EC	45.99
McGraw-Hill Education, by its School Education Group	9780076573943	EVERYDAY MATH GAMES INDIVIDUAL CD GRADE 1	2010	3	1	45.99
McGraw-Hill Education, by its School Education Group	9780076573950	EVERYDAY MATH GAMES INDIVIDUAL CD GRADE 2	2010	3	2	45.99
McGraw-Hill Education, by its School Education Group	9780076573967	EVERYDAY MATH GAMES INDIVIDUAL CD GRADE 3	2010	3	3	45.99
McGraw-Hill Education, by its School Education Group	9780076573974	EVERYDAY MATH GAMES INDIVIDUAL CD GRADE 4	2010	3	4	45.99
McGraw-Hill Education, by its School Education Group	9780076573981	EVERYDAY MATH GAMES INDIVIDUAL CD GRADE 5	2010	3	5	45.99
McGraw-Hill Education, by its School Education Group	9780076573998	EVERYDAY MATH GAMES INDIVIDUAL CD GRADE 6	2010	3	6	45.99
McGraw-Hill Education, by its School Education Group	9780075727651	EVERYDAY MATH GAMES KIT - AT HOME KIT LEVEL 1-3	2003	2	1-3	45.93

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McGraw-Hill Education, by its School Education Group	97800075727668	EVERYDAY MATH GAMES KIT - AT HOME KIT LEVEL 4-6	2003	2	4-6	45.93
McGraw-Hill Education, by its School Education Group	97800075727644	EVERYDAY MATH GAMES KIT - AT HOME KIT LEVEL K	2003	2	PK-K	45.93
McGraw-Hill Education, by its School Education Group	97800075728696	EVERYDAY MATH GAMES KIT - BINGO PADS 5-PACK	2003	1	3-5	4.05
McGraw-Hill Education, by its School Education Group	97800075794851	EVERYDAY MATH GAMES KIT - COUNTERS (FAMILY GAMES KIT)	2003	1	EC-6	3.42
McGraw-Hill Education, by its School Education Group	97800075794790	EVERYDAY MATH GAMES KIT - COUNTERS CLASS KIT (CLASS GAMES KIT AND MANIPULATIVE KIT)	2003	1	EC-6	15.09
McGraw-Hill Education, by its School Education Group	97800075794783	EVERYDAY MATH GAMES KIT - INCH CUBES PACKAGE	2003	1	PK-K	4.80
McGraw-Hill Education, by its School Education Group	97800075794882	EVERYDAY MATH GAMES KIT - INDIVIDUAL SPINNER FAMILY KIT	2003	1	EC, 1	2.64
McGraw-Hill Education, by its School Education Group	97800075794820	EVERYDAY MATH GAMES KIT - PLASTIC SLEEVES WRITE ON/WRITE OFF 5-PACK	2003	1	EC-6	7.26
McGraw-Hill Education, by its School Education Group	97800075794813	EVERYDAY MATH GAMES KIT - PLAY MONEY COINS FAMILY KIT	2003	1	K-4	6.78
McGraw-Hill Education, by its School Education Group	97800076561032	EVERYDAY MATH GAMES MONEY CARD DECK	2010	3	K-3	6.69
McGraw-Hill Education, by its School Education Group	97800076573776	EVERYDAY MATH GAMES MONEY CARD DECK 5-PACK	2010	3	K-3	33.24
McGraw-Hill Education, by its School Education Group	97800076561094	EVERYDAY MATH GAMES MONEY DECK ACTIVITIES BOOK	2010	3	K-3	42.36
McGraw-Hill Education, by its School Education Group	97800076573660	EVERYDAY MATH GAMES MONEY DECK ACTIVITIES SET GRADE K-3	2010	3	K-3	69.84
McGraw-Hill Education, by its School Education Group	97800076561063	EVERYDAY MATH GAMES NUMBER CARD DECK	2010	3	PK-K	6.69
McGraw-Hill Education, by its School Education Group	97800076573837	EVERYDAY MATH GAMES NUMBER CARD DECK 5-PACK	2010	3	PK-K	33.24
McGraw-Hill Education, by its School Education Group	97800076574070	EVERYDAY MATH GAMES SCHOOL CD EARLY CHILDHOOD	2010	3	EC	900.00
McGraw-Hill Education, by its School Education Group	97800076574087	EVERYDAY MATH GAMES SCHOOL CD GRADE 1	2010	3	1	900.00
McGraw-Hill Education, by its School Education Group	97800076574094	EVERYDAY MATH GAMES SCHOOL CD GRADE 2	2010	3	2	900.00
McGraw-Hill Education, by its School Education Group	97800076574100	EVERYDAY MATH GAMES SCHOOL CD GRADE 3	2010	3	3	900.00

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McGraw-Hill Education, by its School Education Group	9780076574117	EVERYDAY MATH GAMES SCHOOL CD GRADE 4	2010	3	4	900.00
McGraw-Hill Education, by its School Education Group	9780076574124	EVERYDAY MATH GAMES SCHOOL CD GRADE 5	2010	3	5	900.00
McGraw-Hill Education, by its School Education Group	9780076574131	EVERYDAY MATH GAMES SCHOOL CD GRADE 6	2010	3	6	900.00
McGraw-Hill Education, by its School Education Group	9780076559688	EVERYDAY MATH GAMES SPANISH GAME BOARDS GRADE 1	2010	3	1	48.00
McGraw-Hill Education, by its School Education Group	9780076554874	EVERYDAY MATH GAMES SPANISH GAME BOARDS EARLY CHILDHOOD	2010	3	EC	39.00
McGraw-Hill Education, by its School Education Group	9780076560684	EVERYDAY MATH GAMES SPANISH GAME BOARDS GRADE 2	2010	3	2	48.00
McGraw-Hill Education, by its School Education Group	9780076560691	EVERYDAY MATH GAMES SPANISH GAME BOARDS GRADE 3	2010	3	3	48.00
McGraw-Hill Education, by its School Education Group	9780076560738	EVERYDAY MATH GAMES SPANISH GAME BOARDS GRADE 4	2010	3	4	48.00
McGraw-Hill Education, by its School Education Group	9780076560745	EVERYDAY MATH GAMES SPANISH GAME BOARDS GRADE 5	2010	3	5	48.00
McGraw-Hill Education, by its School Education Group	9780076560783	EVERYDAY MATH GAMES SPANISH GAME BOARDS GRADE 6	2010	3	6	48.00
McGraw-Hill Education, by its School Education Group	9780076560998	EVERYDAY MATH GAMES TIME CARD DECK	2010	3	K-3	6.69
McGraw-Hill Education, by its School Education Group	9780076573813	EVERYDAY MATH GAMES TIME CARD DECK 5-PACK	2010	3	K-3	33.24
McGraw-Hill Education, by its School Education Group	9780076561087	EVERYDAY MATH GAMES TIME DECK ACTIVITIES BOOK	2010	3	K-3	42.36
McGraw-Hill Education, by its School Education Group	9780076573653	EVERYDAY MATH GAMES TIME DECK ACTIVITIES SET GRADE K-3	2010	3	K-3	69.84
McGraw-Hill Education, by its School Education Group	R30754	EVERYDAY MATH SAFETY COMPASS GRADES 4-6 - SINGLE	1999	1	4-6	3.93
McGraw-Hill Education, by its School Education Group	9780076003815	EVERYDAY MATHEMATICS - CONNECTING CUBES	2004	2	PK-K	26.49
McGraw-Hill Education, by its School Education Group	9780076003839	EVERYDAY MATHEMATICS - PANDA BEAR COUNTERS	2004	2	PK	21.21
McGraw-Hill Education, by its School Education Group	9780076003846	EVERYDAY MATHEMATICS - TIMER	2004	2	PK-K	6.66
McGraw-Hill Education, by its School Education Group	R30753	GEOBOARD 7 X 7	1999	1	K-4	5.43

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McGraw-Hill Education, by its School Education Group	R21073SRA	LITER PITCHER	1999	1	4-6	13.68
McGraw-Hill Education, by its School Education Group	R30755SRA	LITER VOLUME CUBE	1999	1	4-6	9.78
McGraw-Hill Education, by its School Education Group	R9038	MARKER BOARDS PKG 10	1999	1	K-6	55.29
McGraw-Hill Education, by its School Education Group	R21403SRA	OVERHEAD ATTRIBUTE BLOCKS	1999	1	1-6	15.06
McGraw-Hill Education, by its School Education Group	R21764SRA	OVERHEAD BASE 10 BLOCKS	1999	1	1-6	13.68
McGraw-Hill Education, by its School Education Group	R21244SRA	OVERHEAD CIRCULAR GEOBOARD	1999	1	1-6	5.70
McGraw-Hill Education, by its School Education Group	R20495SRA	OVERHEAD CLOCKS SET OF 4	1999	1	1-6	14.13
McGraw-Hill Education, by its School Education Group	R21748SRA	OVERHEAD COINS SET	1999	1	1-6	14.04
McGraw-Hill Education, by its School Education Group	R30756SRA	OVERHEAD COMPASS/RULER	1999	1	1-6	4.74
McGraw-Hill Education, by its School Education Group	R21665SRA	OVERHEAD DOLLAR BILLS SET	1999	1	1-6	14.19
McGraw-Hill Education, by its School Education Group	R21641SRA	OVERHEAD DOMINOES	1999	1	1-6	16.17
McGraw-Hill Education, by its School Education Group	9781570399961	OVERHEAD FACT TRIANGLES	2002	1	1-6	22.74
McGraw-Hill Education, by its School Education Group	R30757SRA	OVERHEAD GEOBOARD, 7x7	1999	1	1-6	5.70
McGraw-Hill Education, by its School Education Group	R22100SRA	OVERHEAD PATTERN BLOCKS	1999	1	1-6	10.05
McGraw-Hill Education, by its School Education Group	R30758SRA	OVERHEAD PROTRACTOR	1999	1	1-6	3.93
McGraw-Hill Education, by its School Education Group	9781570399473	OVERHEAD THE EVERYTHING MATH DECK	2002	1	1-6	22.74
McGraw-Hill Education, by its School Education Group	R30759SRA	PATTERN BLOCKS	1999	1	PK-6	29.16
McGraw-Hill Education, by its School Education Group	37544SRA	PLAY MONEY	2000	1	1-3	6.84
McGraw-Hill Education, by its School Education Group	R30760SRA	POLYHEDRA DICE, SET OF 6	1999	1	1-6	7.98

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McGraw-Hill Education, by its School Education Group	3164SRA	ROCKER BALANCE SCALE	1999	1	PK-6	29.67
McGraw-Hill Education, by its School Education Group	9780884888758	SPINNERS, CLEAR, PKG OF 5 FOR CLASS GAMES KITS	1990	1	PK-6	10.65
McGraw-Hill Education, by its School Education Group	R30761SRA	SPRING SCALE	1999	1	2-3	12.24
McGraw-Hill Education, by its School Education Group	R30762SRA	STAMP PAD	1999	1	2-3	10.80
McGraw-Hill Education, by its School Education Group	R30764	TAPE MEASURE 30M/100FT	1999	1	PK-K, 4-6	30.18
McGraw-Hill Education, by its School Education Group	04915	TAPE MEASURE RETRACTABLE	1999	1	K-6	9.42
McGraw-Hill Education, by its School Education Group	9781570399978	TI 15 CAL PKG 10	2001	1	4-6	350.04
McGraw-Hill Education, by its School Education Group	9780076236039	TI-108 CALCULATOR 10 PACK	1999	1	K-3	112.95
McGraw-Hill Education, by its School Education Group	R21679SRA	TRANSPARENT MIRROR	1999	1	4-6	6.54

Everyday Mathematics Spanish Materials

McGraw-Hill Education, by its School Education Group	9780021256419	Spanish Deluxe eSuite, Class, 1-year	2012	3	K-6	249.00
McGraw-Hill Education, by its School Education Group	9780021256778	Spanish Deluxe eSuite, Class, 6-year	2012	3	K-6	1500.00
McGraw-Hill Education, by its School Education Group	9780021256785	Spanish Deluxe eSuite, Building, 1-year	2012	3	K-6	3000.00
McGraw-Hill Education, by its School Education Group	9780021256792	Spanish Deluxe eSuite, Building, 6-year	2012	3	K-6	18000.00

We agree to furnish teacher's materials as outlined on the STATEMENT OF COMPLIMENTARY INSTRUCTIONAL MATERIALS.

Pearson Scott Foresman		Scott Foresman-Addison Wesley enVisionMATH	2012	1st		
		Grade K				
	9780328741748	Arkansas Common Core 1-Year Student Edition - 24 pack + Digital Courseware			K	550.97
	9780328741779	Arkansas Common Core 1-Year Student Edition - 28 pack + Digital Courseware			K	642.97
	9780328741809	Arkansas Common Core 1-Year Student Edition - 32 pack + Digital Courseware			K	734.97
	9780328741625	Arkansas Common Core 6-Year Subscription Student Edition 24 pack + Digital Courseware			K	1,652.91

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

	9780328741656	Arkansas Common Core 6-Year Subscription Student Edition 28 pack + Digital Courseware			K	1,928.91
	9780328741687	Arkansas Common Core 6-Year Subscription Student Edition 32 pack + Digital Courseware			K	2,204.97
	9780328681563	Common Core Online Student Edition + 1 Year Digital License			K	24.47
	9780328701759	Spanish Common Core 1-Year Student Edition - 24 pack + Digital Courseware			K	711.97
	9780328701766	Spanish Common Core 1-Year Student Edition - 28 pack + Digital Courseware			K	830.47
	9780328701773	Spanish Common Core 1-Year Student Edition - 32 pack + Digital Courseware			K	948.97
	9780328701728	Spanish Common Core 6-Year Subscription Student Edition 24 pack + Digital Courseware			K	3,163.97
	9780328701735	Spanish Common Core 6-Year Subscription Student Edition 28 pack + Digital Courseware			K	3,691.97
	9780328701742	Spanish Common Core 6-Year Subscription Student Edition 32 pack + Digital Courseware			K	4,218.97
	9780328702114	Spanish Common Core Online Student Edition + 1 Year Digital License			K	27.97
	9780328741489	Arkansas Common Core Teacher's Edition and Resource Package			K	540.47
	9780328679027	Common Core Digital Teacher's Resource Package			K	1,997.97
	9780328702497	Common Core Teacher's Edition CD-ROM			K	524.97
	9780328702565	Common Core Visual Learning Animations CD-ROM			K	103.97
	9780328702848	Common Core Teacher Access Pack			K	1,897.97
	9780328702633	Common Core ExamView CD-ROM (Eng/Span)			K	106.97
	9780328702916	Common Core Building Administrator Teacher's Access Pack			K-6	419.97
	9780328697830	Common Core Reteaching and Practice Workbook			K	9.47
	9780328697915	Common Core Math Diagnosis and Intervention System Part 1			K-3	131.47
	9780328697847	Common Core Guided Problem Solving Math Library			K	41.97
	9780328697717	Common Core Interactive Math Stories Big Book			K	125.97
	9780328704026	Common Core Ready-Made Centers Kits			K	360.97
	9780328735051	Arkansas Common Core Ready-Made Centers Kits			K	164.47
	9780328489602	Needs Assessment			K-6	52.47

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

	9780328492800	Professional Development DVD				K-2	103.47
	9780328364992	Classroom Manipulatives Kit Package				K	399.97
	9780328348572	Student Manipulatives Kit (Eng/Span)				K	5.97
	9780328348619	Overhead Manipulatives Kit				K	45.47
	9780328348565	Teacher's Magnetic Kit				K-2	71.47
	9780328348435	Center Manipulatives Kit				K-6	20.97
Pearson Scott Foresman		Scott Foresman-Addison Wesley enVisionMATH	2012	1st			
		Grade 1					
	9780328741755	Arkansas Common Core 1-Year Student Edition - 24 pack + Digital Courseware			1		550.97
	9780328741786	Arkansas Common Core 1-Year Student Edition - 28 pack + Digital Courseware			1		642.97
	9780328741816	Arkansas Common Core 1-Year Student Edition - 32 pack + Digital Courseware			1		734.97
	9780328741632	Arkansas Common Core 6-Year Subscription Student Edition 24 pack + Digital Courseware			1		1,652.91
	9780328741663	Arkansas Common Core 6-Year Subscription Student Edition 28 pack + Digital Courseware			1		1,928.91
	9780328741694	Arkansas Common Core 6-Year Subscription Student Edition 32 pack + Digital Courseware			1		2,204.97
	9780328681570	Common Core Online Student Edition + 1 Year Digital License			1		24.47
	9780328701605	Spanish Common Core 1-Year Student Edition - 24 pack + Digital Courseware			1		711.97
	9780328701629	Spanish Common Core 1-Year Student Edition - 28 pack + Digital Courseware			1		830.47
	9780328701643	Spanish Common Core 1-Year Student Edition - 32 pack + Digital Courseware			1		948.97
	9780328701667	Spanish Common Core 6-Year Subscription Student Edition 24 pack + Digital Courseware			1		3,163.97
	9780328701681	Spanish Common Core 6-Year Subscription Student Edition 28 pack + Digital Courseware			1		3,691.97
	9780328701704	Spanish Common Core 6-Year Subscription Student Edition 32 pack + Digital Courseware			1		4,218.97
	9780328702121	Spanish Common Core Online Student Edition + 1 Year Digital License			1		27.97

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

	9780328741496	Arkansas Common Core Teacher's Edition and Resource Package			1	540.47
	9780328679034	Common Core Digital Teacher Resource Package			1	1,997.97
	9780328702503	Common Core Teacher's Edition CD-ROM			1	524.97
	9780328702572	Common Core Visual Learning Animations CD-ROM			1	103.97
	9780328702855	Common Core Teacher Access Pack			1	1,897.97
	9780328702640	Common Core ExamView CD-ROM (Eng/Span)			1	106.97
	9780328702916	Common Core Building Administrator Teacher's Access Pack			K-6	419.97
	9780328697588	Common Core Reteaching and Practice Workbook			1	9.47
	9780328697915	Common Core Math Diagnosis and Intervention System Part 1			K-3	131.47
	9780328697854	Common Core Guided Problem Solving Math Library			1	41.97
	9780328697724	Common Core Interactive Math Stories Big Book			1	125.97
	9780328704033	Common Core Ready-Made Centers Kits			1	360.97
	9780328735068	Arkansas Common Core Ready-Made Centers Kits			1	164.47
	9780328489602	Needs Assessment			K-6	52.47
	9780328492800	Professional Development DVD			K-2	103.47
	9780328365005	Classroom Manipulatives Kit Package			1-2	399.97
	9780328348589	Student Manipulatives Kit, (Eng/Span)			1-2	19.97
	9780328348626	Overhead Manipulatives Kit			1-2	63.97
	9780328348565	Teacher's Magnetic Kit			K-2	71.47
	9780328348435	Center Manipulatives Kit			K-6	20.97
Pearson Scott Foresman		Scott Foresman-Addison Wesley enVisionMATH	2012	1st		
		Grade 2				
	9780328741762	Arkansas Common Core 1-Year Student Edition - 24 pack + Digital Courseware			2	550.97
	9780328741793	Arkansas Common Core 1-Year Student Edition - 28 pack + Digital Courseware			2	642.97
	9780328741823	Arkansas Common Core 1-Year Student Edition - 32 pack + Digital Courseware			2	734.97
	9780328741649	Arkansas Common Core 6-Year Subscription Student Edition 24 pack + Digital Courseware			2	1,652.91
	9780328741670	Arkansas Common Core 6-Year Subscription Student Edition 28 pack + Digital Courseware			2	1,928.91

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

	9780328741700	Arkansas Common Core 6-Year Subscription Student Edition 32 pack + Digital Courseware			2	2,204.97
	9780328681587	Common Core Online Student Edition + 1 Year Digital License			2	24.47
	9780328701612	Spanish Common Core 1-Year Student Edition - 24 pack + Digital Courseware			2	711.97
	9780328701636	Spanish Common Core 1-Year Student Edition - 28 pack + Digital Courseware			2	830.47
	9780328701650	Spanish Common Core 1-Year Student Edition - 32 pack + Digital Courseware			2	948.97
	9780328701674	Spanish Common Core 6-Year Subscription Student Edition 24 pack + Digital Courseware			2	3,163.97
	9780328701698	Spanish Common Core 6-Year Subscription Student Edition 28 pack + Digital Courseware			2	3,691.97
	9780328701711	Spanish Common Core 6-Year Subscription Student Edition 32 pack + Digital Courseware			2	4,218.97
	9780328702138	Spanish Common Core Online Student Edition + 1 Year Digital License			2	27.97
	9780328741502	Arkansas Common Core Teacher's Edition and Resource Package			2	540.47
	9780328679041	Common Core Digital Teacher Resource Package			2	1,997.97
	9780328702510	Common Core Teacher's Edition CD-ROM			2	524.97
	9780328702589	Common Core Visual Learning Animations CD-ROM			2	103.97
	9780328702862	Common Core Teacher Access Pack			2	1,897.97
	9780328702657	Common Core ExamView CD-ROM (Eng/Span)			2	106.97
	9780328702916	Common Core Building Administrator Teacher's Access Pack			K-6	419.97
	9780328697595	Common Core Reteaching and Practice Workbook			2	9.47
	9780328697915	Common Core Math Diagnosis and Intervention System Part 1			K-3	131.47
	9780328697861	Common Core Guided Problem Solving Math Library			2	41.97
	9780328697731	Common Core Interactive Math Stories Big Book			2	125.97
	9780328704040	Common Core Ready-Made Centers Kits			2	360.97
	9780328735075	Arkansas Common Core Ready-Made Centers Kits			2	164.47
	9780328489602	Needs Assessment			K-6	52.47
	9780328492800	Professional Development DVD			K-2	103.47
	9780328365005	Classroom Manipulatives Kit Package			1-2	399.97

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

	9780328348589	Student Manipulatives Kit, (Eng/Span)				1-2	19.97
	9780328348626	Overhead Manipulatives Kit				1-2	63.97
	9780328348565	Teacher's Magnetic Kit				K-2	71.47
	9780328348435	Center Manipulatives Kit				K-6	20.97
Pearson Scott Foresman		Scott Foresman-Addison Wesley enVisionMATH	2012	1st			
		Grade 3					
	9780328672615	Common Core Student Edition + 6 Year Digital License			3		65.97
	9780328681594	Common Core Online Student Edition + 1 Year Digital License			3		24.47
	9780328681679	Common Core Online Student Edition + 6 Year Digital License			3		60.97
	9780328701414	Spanish Common Core Student Edition + 6 Year Digital License			3		72.47
	9780328702145	Spanish Common Core Online Student Edition + 1 Year Digital License			3		27.97
	9780328702183	Spanish Common Core Online Student Edition + 6 Year Digital License			3		62.97
	9780328741519	Arkansas Common Core Teacher's Edition and Resource Package			3		540.47
	9780328679058	Common Core Digital Teacher Resource Package			3		1,997.97
	9780328702527	Common Core Teacher's Edition CD-ROM			3		524.97
	9780328702596	Common Core Visual Learning Animations CD-ROM			3		103.97
	9780328702879	Common Core Teacher Access Pack			3		1,897.97
	9780328702664	Common Core ExamView CD-ROM (Eng/Span)			3		106.97
	9780328702916	Common Core Building Administrator Teacher's Access Pack			K-6		419.97
	9780328697601	Common Core Reteaching and Practice Workbook			3		9.47
		Common Core Math Diagnosis and Intervention System Part 1			K-3		131.47
	9780328697915	Common Core Guided Problem Solving Math Library			3		41.97
	9780328704057	Common Core Ready-Made Centers Kits			3		360.97
	9780328735082	Arkansas Common Core Ready-Made Centers Kits			3		164.47
	9780328489602	Needs Assessment			K-6		52.47
	9780328492794	Professional Development DVD			3-6		103.47

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

	9780328365012	Classroom Manipulatives Kit Package				3-4	399.97
	9780328348596	Student Manipulatives Kit (English/Spanish)				3-4	15.47
	9780328348633	Overhead Manipulatives Kit				3-4	58.47
	9780328348435	Center Manipulatives Kit				K-6	20.97
Pearson Scott Foresman		Scott Foresman-Addison Wesley enVisionMATH	2012	1st			
		Grade 4					
	9780328672622	Common Core Student Edition + 6 Year Digital License			4		65.97
	9780328681600	Common Core Online Student Edition + 1 Year Digital License			4		24.47
	9780328681686	Common Core Online Student Edition + 6 Year Digital License			4		60.97
	9780328701421	Spanish Common Core Student Edition + 6 Year Digital License			4		72.47
	9780328702152	Spanish Common Core Online Student Edition + 1 Year Digital License			4		27.97
	9780328702190	Spanish Common Core Online Student Edition + 6 Year Digital License			4		62.97
	9780328741526	Arkansas Common Core Teacher's Edition and Resource Package			4		540.47
	9780328679065	Common Core Digital Teacher Resource Package			4		1,997.97
	9780328702534	Common Core Teacher's Edition CD-ROM			4		524.97
	9780328702602	Common Core Visual Learning Animations CD-ROM			4		103.97
	9780328702886	Common Core Teacher Access Pack			4		1,897.97
	9780328702671	Common Core ExamView CD-ROM (Eng/SPAN)			4		106.97
	9780328702916	Common Core Building Administrator Teacher's Access Pack			K-6		419.97
	9780328697618	Common Core Reteaching and Practice Workbook			4		9.47
	9780328697922	Common Core Math Diagnosis and Intervention System Part 2			4-6		131.47
	9780328697885	Common Core Guided Problem Solving Math Library			4		41.97
	9780328704064	Common Core Ready-Made Centers Kits			4		360.97
	9780328735099	Arkansas Common Core Ready-Made Centers Kits			4		164.47
	9780328489602	Needs Assessment			K-6		52.47

2012 K-8 Mathematics Textbook Adoption - Recommended Basal

	9780328492794	Professional Development DVD				3-6	103.47
	9780328365012	Classroom Manipulatives Kit Package				3-4	399.97
	9780328348596	Student Manipulatives Kit				3-4	15.47
	9780328348633	Overhead Manipulatives Kit				3-4	58.47
	9780328348435	Center Manipulatives Kit				K-6	20.97
Pearson Scott Foresman		Scott Foresman-Addison Wesley enVisionMATH	2012	1st			
		Grade 5					
	9780328672639	Common Core Student Edition + 6 Year Digital License			5		65.97
	9780328681617	Common Core Online Student Edition + 1 Year Digital License			5		24.47
	9780328681693	Common Core Online Student Edition + 6 Year Digital License			5		60.97
	9780328701438	Spanish Common Core Student Edition + 6 Year Digital License			5		72.47
	9780328702169	Spanish Common Core Online Student Edition + 1 Year Digital License			5		27.97
	9780328702206	Spanish Common Core Online Student Edition + 6 Year Digital License			5		62.97
	9780328741533	Arkansas Common Core Teacher's Edition and Resource Package			5		540.47
	9780328679072	Common Core Digital Teacher Resource Package			5		1,997.97
	9780328702541	Common Core Teacher's Edition CD-ROM			5		524.97
	9780328702619	Common Core Visual Learning Animations CD-ROM			5		103.97
	9780328702893	Common Core Teacher Access Pack			5		1,897.97
	9780328702688	Common Core ExamView CD-ROM (Eng/SPAN)			5		106.97
	9780328702916	Common Core Building Administrator Teacher's Access Pack			K-6		419.97
	9780328697625	Common Core Reteaching and Practice Workbook			5		9.47
	9780328697922	Common Core Math Diagnosis and Intervention System Part 2					
	9780328697892	Common Core Guided Problem Solving Math Library			5		41.97
	9780328704071	Common Core Ready-Made Centers Kits			5		360.97
	9780328735105	Arkansas Common Core Ready-Made Centers Kits			5		164.47
	9780328489602	Needs Assessment			K-6		52.47

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	9780328492794	Professional Development DVD				3-6	103.47
	9780328365029	Classroom Manipulatives Kit Package				5-6	399.97
	9780328348602	Student Manipulatives Kit				5-6	9.47
	9780328348640	Overhead Manipulatives Kit				5-6	58.47
	9780328348435	Center Manipulatives Kit				K-6	20.97
Pearson Scott Foresman		Scott Foresman-Addison Wesley enVisionMATH	2012	1st			
		Grade 6					
	9780328672646	Common Core Student Edition + 6 Year Digital License			6		65.97
	9780328681624	Common Core Online Student Edition + 1 year Digital License			6		24.47
	9780328681709	Common Core Online Student Edition + 6 year Digital License			6		60.97
	9780328701445	Spanish Common Core Student Edition + 6 Year Digital License			6		72.47
	9780328702176	Spanish Common Core Online Student Edition + 1 Year Digital License			6		27.97
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	9780328679089	Common Core Digital Teacher Resource Package			6		1,997.97
	9780328702558	Common Core Teacher's Edition CD-ROM			6		524.97
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	9780328702909	Common Core Teacher Access Pack			6		1,897.97
	9780328702695	Common Core ExamView CD-ROM (Eng/SPAN)			6		106.97
	9780328702916	Common Core Building Administrator Teacher's Access Pack			K-6		419.97
	9780328697816	Common Core Reteaching and Practice Workbook			6		9.47
	9780328697922	Common Core Math Diagnosis and Intervention System Part 2					
	9780328697908	Common Core Guided Problem Solving Math Library			4-6		131.47
	9780328704088	Common Core Ready-Made Centers Kits			6		41.97
	9780328735112	Arkansas Common Core Ready-Made Centers Kits			6		360.97
	9780328489602	Needs Assessment			6		164.47
					K-6		52.47

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	9780328492794	Professional Development DVD				3-6	103.47
	9780328365029	Classroom Manipulatives Kit Package				5-6	399.97
	9780328348602	Student Manipulatives Kit				5-6	9.47
	9780328348640	Overhead Manipulatives Kit				5-6	58.47
	9780328348435	Center Manipulatives Kit				K-6	20.97
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		Pearson Connected Mathematics 2		2009	2	6	
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Pearson Education, Inc., p.a. Prentice Hall	9780133661347	Bits and Pieces III, Student Edition, English				\$9.47
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		Pearson Digits	2012	1	6		
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Pearson Education, Inc., p.a. Prentice Hall	9780133181012	Student Extension Year					\$7.97
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		Pearson Connected Mathematics 2	2009	2	7		
Pearson Education, Inc., p.a. Prentice Hall	9780133203059	Connected Mathematics 2, 9 Book Common Core Edition Bundle					\$75.97
Pearson Education, Inc., p.a. Prentice Hall	9780133203080	Common Core Single Bind Book and Common Core Additional Investigations Student Edition Bundle					\$75.97
Pearson Education, Inc., p.a. Prentice Hall	9780133203110	Common Core Teacher's Guide Bundle					\$175.97
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Pearson Education, Inc., p.a. Prentice Hall	9780133661927	Variables and Patterns, Teacher's Guide				\$21.97
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Pearson Education, Inc., p.a. Prentice Hall	9780133661682	Stretching and Shrinking, Student Edition, Spanish				\$10.47
Pearson Education, Inc., p.a. Prentice Hall	9780133661934	Stretching and Shrinking, Teacher's Guide				\$21.97
Pearson Education, Inc., p.a. Prentice Hall	9780133661408	Comparing and Scaling, Student Edition, English				\$9.47
Pearson Education, Inc., p.a. Prentice Hall	9780133661699	Comparing and Scaling, Student Edition, Spanish				\$10.47
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Pearson Education, Inc., p.a. Prentice Hall	9780133661996	What Do You Expect?, Teacher's Guide				\$21.97

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Pearson Education, Inc., p.a. Prentice Hall	9780133183832	Common Core, Additional Investigations, Teacher's Guide				\$21.97
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Pearson Education, Inc., p.a. Prentice Hall	9780138900991	SuccessTracker 6-year Online Access				\$19.00
Pearson Education, Inc., p.a. Prentice Hall	9780133640021	Interactive Text 6-year Online Access				\$72.47
Pearson Education, Inc., p.a. Prentice Hall	9780132504249	Manipulative Package 1				\$289.97
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ALEKS Corporation	978-1-935485-02-5-LV5	Mathematics LV 5 - Three Month Subscription	N/A	Student Edition	5	\$25.00
ALEKS Corporation	978-1-935485-01-8-LV5	Mathematics LV 5 - Two Month Subscription	N/A	Student Edition	5	\$22.50
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ORIGO Education, Inc.	1-876842-32-6	Mathementals - RED - Grade 5	2003			5	\$26.95
ORIGO Education, Inc.	1-876842-38-5	Mathementals - BLUE - Grade 6	2003			6	\$26.95
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ORIGO Education, Inc.	1-876842-77-6	Fundamentals - YELLOW - Grades K-1	2007			k-1	\$26.95
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ORIGO Education, Inc.	1-876842-21-0	NS Think Tank - ORANGE- Grade 2	2005		2	\$99.00
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ORIGO Education, Inc.	978-1-921023-06-4	Algebra for All - BLUE - Grade 6	2008		6	\$26.95
ORIGO Education, Inc.		Algebra for All -SET	2008		gr1-5	\$121.28
ORIGO Education, Inc.	1-876842-22-9	GEO Paper Polygons	2007		gr1-8	\$28.95
ORIGO Education, Inc.	1-876842-10-5	GEO All About Angles	2006		gr1-8	\$28.95
ORIGO Education, Inc.	1-876842-87-3	GEO Plane Puzzles	2006		gr1-8	\$28.95
ORIGO Education, Inc.	978-1-876842-81-9	GEO Faces and Frames	2007		gr1-8	\$28.95
ORIGO Education, Inc.		GEO Metric Paper	2007		gr1-8	\$24.95
ORIGO Education, Inc.		GEO SET	2007		gr1-8	\$126.68
ORIGO Education, Inc.	978-1-921023-68-2	Beginning Processes	2007		pk-k	\$32.95
ORIGO Education, Inc.	978-1-921023-74-3	Number	2007		pk-k	\$32.95
ORIGO Education, Inc.	978-1-921023-75-0	Space and Shape	2008		pk-k	\$32.95
ORIGO Education, Inc.		Mathematics for Young Minds SET	2008		pk-k	\$88.97

2012 Mathematics Textbooks - Recommended Supplemental

ORIGO Education, Inc.	978-1-921358-02-9	ORIGO Handbook of Mathematics Ed	2008		grk-6	\$34.95
ORIGO Education, Inc.	978-1-921023-73-6	DecaCards	2007		gr1-6	\$119.95
ORIGO Education, Inc.	978-1-921023-76-7	A Little Book of Big Ideas: Dominoes	2007		pk-5	\$9.95
ORIGO Education, Inc.	933-1156-0002-33	Five and Ten Frame Dbl Nine Dominos	2008		pk-5	\$29.95
ORIGO Education, Inc.	933-1156-0000-11	Double-Nine Dot Dominoes	2007		pk-5	\$19.95
ORIGO Education, Inc.	933-1156-0002-40	Word,Symbol,&Dot Double 9	2010		pk-5	\$29.95
ORIGO Education, Inc.		Domino Resource SET	2010		pk-5	\$80.82
ORIGO Education, Inc.		Double Nine Dot Dominoes and Little Book of Big Ideas SET	2010		pk-5	\$26.91
ORIGO Education, Inc.	0-9585582-1-3	Sights, Sounds and Symbols	2005		pk-7	\$29.95
ORIGO Education, Inc.	978-1-921023-91-0	Teacher Sourcebook - Grade 1	2008		1	\$99.95
ORIGO Education, Inc.	978-1-921023-93-4	Teacher Sourcebook - Grade 2	2008		2	\$99.95
ORIGO Education, Inc.	978-1-921023-95-8	Teacher Sourcebook - Grade 3	2008		3	\$99.95
ORIGO Education, Inc.	978-1-921358-14-2	Teacher Sourcebook - Grade 4	2009		4	\$99.95
ORIGO Education, Inc.	978-1-921358-15-9	Teacher Sourcebook - Grade 5	2009		5	\$99.95
ORIGO Education, Inc.	978-1-921358-16-6	Teacher Sourcebook - Grade 6	2009		6	\$99.95

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ORIGO Education, Inc.	978-1-921023-92-7	Student Journal - Grade 1 (10 copies)	2008		1	\$99.90
ORIGO Education, Inc.	978-1-921023-94-1	Student Journal - Grade 2 (10 copies)	2008		2	\$99.90
ORIGO Education, Inc.	978-1-921023-96-5	Student Journal - Grade 3 (10 copies)	2008		3	\$99.90
ORIGO Education, Inc.	978-1-921358-11-1	Student Journal - Grade 4 (10 copies)	2009		4	\$99.90
ORIGO Education, Inc.	978-1-921358-12-8	Student Journal - Grade 5 (10 copies)	2009		5	\$99.90
ORIGO Education, Inc.	978-1-921358-13-5	Student Journal - Grade 6 (10 copies)	2009		6	\$99.90
ORIGO Education, Inc.		Teacher Sourcebook SET	2009		gr1-5	\$449.78
ORIGO Education, Inc.	1-921023-55-4	Figure It! - YELLOW - Grade 1 (10 copies)	2007		1	\$59.90
ORIGO Education, Inc.	1-921023-56-2	Figure It! - ORANGE - Grade 2 (10 copies)	2007		2	\$59.90
ORIGO Education, Inc.	1-921023-57-0	Figure It! - PURPLE - Grade 3 (10 copies)	2007		3	\$59.90
ORIGO Education, Inc.	1-921023-58-9	Figure It! - GREEN - Grade 4 (10 copies)	2007		4	\$59.90
ORIGO Education, Inc.	1-921023-60-0	Figure It! - RED - Grade 5 (10 copies)	2007		5	\$59.90
ORIGO Education, Inc.	1-921023-61-9	Figure It! - BLUE - Grade 6 (10 copies)	2007		6	\$59.90
ORIGO Education, Inc.	978-1-921023-99-6	ZUPELZ - YELLOW - Grade 1	2009		1	\$49.95
ORIGO Education, Inc.	978-0-9585582-9-7	ZUPELZ - ORANGE - Grade 2	2009		2	\$49.95

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ORIGO Education, Inc.	978-1-876842-31-4	ZUPELZ - PURPLE - Grade 3	2009		3	\$49.95
ORIGO Education, Inc.	978-1-876842-49-9	ZUPELZ - GREEN - Grade 4	2009		4	\$49.95
ORIGO Education, Inc.	978-1-876842-43-7	ZUPELZ - RED - Grade 5	2009		5	\$49.95
ORIGO Education, Inc.	978-1876842-37-6	ZUPELZ - BLUE - Grade 6	2009		6	\$49.95
ORIGO Education, Inc.		ZUPELZ SET grades 1-6	2009		gr1-5	\$224.78
ORIGO Education, Inc.	933-1156-0002-02	Blank Cubes (120 pieces)	2009		gr1-6	\$19.95
ORIGO Education, Inc.	1-921023-47-3	Transparent Counters (300 pieces)	2009		gr1-6	\$8.95
ORIGO Education, Inc.		Cubes and Counter SET	2009		gr1-6	\$26.01
ORIGO Education, Inc.	978-1-921358-32-6	Big Books - Hip Hop Hippos	2010		k	\$23.95
ORIGO Education, Inc.	978-1-921358-33-3	Big Books - The Bug Day Out	2010		k	\$23.95
ORIGO Education, Inc.	978-1-921358-34-0	Big Books - I Spy	2010		k	\$23.95
ORIGO Education, Inc.	978-1-921358-35-7	Big Books - Clown's New Clothes	2010		k	\$23.95
ORIGO Education, Inc.	978-1-921358-36-4	Big Books - I See, You See	2010		k	\$23.95
ORIGO Education, Inc.	978-1-921358-37-1	Big Books - Shoes in Twos	2010		k	\$23.95
ORIGO Education, Inc.	978-1-921358-39-5	Big Books - Perfect Patterns	2010		k	\$23.95
ORIGO Education, Inc.	978-1-921358-38-8	Big Books - Paint a Rainbow	2011		k	\$23.95
ORIGO Education, Inc.	978-1-921358-95-1	Big Books - Mirror Mirror	2011		k	\$23.95
ORIGO Education, Inc.	978-1-921-358-96-	Big Books - Sweet Dreams	2011		k	\$23.95

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ORIGO Education, Inc.	978-1-921358-97-5	Big Books - How Many Legs?	2011		k	\$23.95
ORIGO Education, Inc.	978-1-921358-98-2	Big Books - Scaredy Cats	2011		k	\$23.95
ORIGO Education, Inc.	978-1-921358-38-8	Grade K FULL SET	2011		k	\$287.40
ORIGO Education, Inc.	978-1-921358-40-1	Big Books - The Best Bug	2010		1	\$23.95
ORIGO Education, Inc.	978-1-921358-41-8	Big Books - Muddy, Muddy Mess	2010		1	\$23.95
ORIGO Education, Inc.	978-1-921358-42-5	Big Books - The Cat Nap	2010		1	\$23.95
ORIGO Education, Inc.	978-1-921358-43-2	Big Books - Ten Happy Hens	2010		1	\$23.95
ORIGO Education, Inc.	978-1-921358-44-9	Big Books - Mice, Mice Everywhere	2010		1	\$23.95
ORIGO Education, Inc.	978-1-921358-45-6	Big Books - The Space Party	2010		1	\$23.95
ORIGO Education, Inc.	978-1-921358-46-3	Big Books - Patterns Here Patterns There	2010		1	\$23.95
ORIGO Education, Inc.	978-1-921358-47-0	Big Books - Addtrion	2010		1	\$23.95
ORIGO Education, Inc.	978-1-921358-99-9	Big Books - A Simple Stew	2011		1	\$23.95
ORIGO Education, Inc.	978-1-921358-60-9	Big Books - The Flower Pot Hen	2011		1	\$23.95
ORIGO Education, Inc.	978-1-921358-61-6	Big Books - Stella's Store	2011		1	\$23.95
ORIGO Education, Inc.	978-1-921959-27-1	Big Books - Cupcake Capers	2011		1	\$23.95
ORIGO Education, Inc.	978-1-921358-99-9	Grade 1 FULL SET	2011		1	\$287.40
ORIGO Education, Inc.	978-1-921358-48-7	Big Books - Joe's Carrots	2010		2	\$23.95
ORIGO Education, Inc.	978-1-921358-49-4	Big Books - Bears on Buses	2010		2	\$23.95

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ORIGO Education, Inc.	978-1-921358-50-0	Big Books - A Bear's Share	2010		2	\$23.95
ORIGO Education, Inc.	978-1-921358-51-7	Big Books - Where is Hare?	2010		2	\$23.95
ORIGO Education, Inc.	978-1-921358-52-4	Big Books - The Big Bug Band	2010		2	\$23.95
ORIGO Education, Inc.	978-1-921358-53-1	Big Books - Tiny Town Train	2010		2	\$23.95
ORIGO Education, Inc.	978-1-921358-54-8	Big Books - Clowning Around	2010		2	\$23.95
ORIGO Education, Inc.	978-1-921358-55-5	Big Books - Munch and Crunch	2010		2	\$23.95
ORIGO Education, Inc.	978-1-921959-28-8	Big Books - Our Sister's Surprise	2011		2	\$23.95
ORIGO Education, Inc.	978-1-921959-29-5	Big Books - The Pirates' Gold	2011		2	\$23.95
ORIGO Education, Inc.	978-1-921959-30-1	Big Books - A Dozen Dizzy Dinosaurs	2011		2	\$23.95
ORIGO Education, Inc.	978-1-921959-31-8	Big Books - The Fun Machines	2011		2	\$23.95
ORIGO Education, Inc.		Grade 2 FULL SET	2011		2	\$287.40
ORIGO Education, Inc.	Online product	Flare-single user, 12 months	2010		1-5	\$18.00
ORIGO Education, Inc.	Online product	Big Book Teaching Tools-single user, 12 months	2010		k-2	\$18.00
ORIGO Education, Inc.	Online product	Zupelz Online-single user, 12 months	2011		1-5	\$18.00
ORIGO Education, Inc.	Online product	Fundamentals Online-single user, 12 months	2011		1-5	\$18.00
ORIGO Education, Inc.	Online product	Origo Math Ed - Single user, 12 months	2011		1-5	\$144.00

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ORIGO Education, Inc.	Online product	Origo Math Ed - Broadcast License	2011		1-5	contact for quote
ORIGO Education, Inc.	Online product	Stepping Stones-per teacher license, for one year *	2012		k-2	\$159.00
ORIGO Education, Inc.	pending	Stepping Stones Student Journal-per each	2012		k-2	\$9.95
ORIGO Education, Inc.	pending	Stepping Stones Practice and Homework Book-per each	2012		k-2	\$8.95
ORIGO Education, Inc.	pending	The Number Case-per class	2012		k-5	\$189.00
ORIGO Education, Inc.	978-1-921959-20-2	Stepping Stones Journal Grade K	2012		K	\$9.95
ORIGO Education, Inc.	978-1-921959-21-9	Stepping Stones Journal Grade 1	2012		1	\$9.95
ORIGO Education, Inc.	978-1-921959-22-6	Stepping Stones Journal Grade 2	2012		2	\$9.95
ORIGO Education, Inc.	978-1-921959-23-3	Stepping Stones Journal Grade 3	2013		3	\$9.95
ORIGO Education, Inc.	978-1-921959-24-0	Stepping Stones Journal Grade 4	2013		4	\$9.95
ORIGO Education, Inc.	978-1-921959-25-7	Stepping Stones Journal Grade 5	2013		5	\$9.95
ORIGO Education, Inc.	978-1-921959-26-4	Stepping Stones Homework Book Grade K	2012		K	\$8.95
ORIGO Education, Inc.	978-1-921959-32-5	Stepping Stones Homework Book Grade 1	2012		1	\$8.95
ORIGO Education, Inc.	978-1-921959-33-2	Stepping Stones Homework Book Grade 2	2012		2	\$8.95

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ORIGO Education, Inc.	978-1-921959-34-9	Stepping Stones Homework Book Grade 3	2013		3	\$8.95
ORIGO Education, Inc.	978-1-921959-35-6	Stepping Stones Homework Book Grade 4	2013		4	\$8.95
ORIGO Education, Inc.	978-1-921959-36-3	Stepping Stones Homework Book Grade 5	2013		5	\$8.95
Pearson Scott Foresman		Investigations in Number, Data, and Space	2012	2nd		
		Grade 5				
		Complete Program - Common Core State Standards Core Curriculum Package with Manipulatives Kit and Interactive Whiteboard Access (<i>includes the following items</i>):				
Pearson Scott Foresman	9780328687350	Common Core State Standards Core Curriculum Package (<i>includes 1 each of the following</i>) :			5	931.47
Pearson Scott Foresman	9780328687176	Implementing the Investigations in Grade 5			5	454.47
Pearson Scott Foresman	9780328602193	Differentiation and Intervention Guide			5	49.97
Pearson Scott Foresman	9780328623426	Curriculum Unit: Number Puzzles and Multiple Towers			5	49.97
Pearson Scott Foresman	9780328600380	Curriculum Unit: Prisms and Pyramids			5	49.97
Pearson Scott Foresman	9780328600397	Curriculum Unit: Thousands of Miles, Thousands of Seats			5	49.97
Pearson Scott Foresman	9780328600403	Curriculum Unit: What's That Portion?			5	49.97
Pearson Scott Foresman	9780328600410	Curriculum Unit: Measuring Polygons			5	49.97
Pearson Scott Foresman	9780328600427	Curriculum Unit: Decimals On Grids and Number Lines			5	49.97
Pearson Scott Foresman	9780328600434	Curriculum Unit: How Many People? How Many Teams?			5	49.97
Pearson Scott Foresman	9780328600441				5	49.97

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Pearson Scott Foresman	9780328600458	Curriculum Unit: Growth Patterns			5	49.97
Pearson Scott Foresman	9780328600465	Curriculum Unit: How Long Can You Stand On One Foot?			5	49.97
Pearson Scott Foresman	9780328275939	Resource and Transparencies Masters CD-ROM			5	77.47
Pearson Scott Foresman	9780328242986	LogoPaths CD-ROM			3-5	29.97
		Investigations and the Common Core State Standards in Grade 5 (<i>includes Common Core State Standards Unit Tabs</i>)				
Pearson Scott Foresman	9780328683451				5	55.97
Pearson Scott Foresman	9780328260140	Manipulatives Kit			5	363.47
		Investigations for the Interactive Whiteboard Access				
Pearson Scott Foresman	9780328649433	Common Core State Standards Core Curriculum Package with Interactive Whiteboard Access			5	185.47
Pearson Scott Foresman	9780328687237				5	558.47
		Common Core State Standards Core Curriculum Package and Classroom Manipulatives Kit				
Pearson Scott Foresman	9780328687299				5	827.47
		Common Core State Standards Student Activity Book				
Pearson Scott Foresman	9780328697564				5	19.47
		Student Activity Book Answer Key				
Pearson Scott Foresman	9780328376629	Student Activity Book: Number Puzzles and Multiple Towers			5	6.47
Pearson Scott Foresman	9780328240685				5	4.20
		Student Activity Book: Prisms and Pyramids				
Pearson Scott Foresman	9780328240692	Student Activity Book: Thousands of Miles, Thousands of Seats			5	4.20
Pearson Scott Foresman	9780328240708				5	4.20
		Student Activity Book: What's That Portion?				
Pearson Scott Foresman	9780328240715				5	4.20
		Student Activity Book: Measuring Polygons				
Pearson Scott Foresman	9780328240722	Student Activity Book: Decimals On Grids and Number Lines			5	4.20
Pearson Scott Foresman	9780328240739				5	4.20

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Pearson Scott Foresman	9780328240746	Student Activity Book: How Many People? How Many Teams?			5	4.20
Pearson Scott Foresman	9780328240753	Student Activity Book: Growth Patterns			5	4.20
Pearson Scott Foresman	9780328240760	Student Activity Book: How Long Can You Stand On One Foot?			5	4.20
Pearson Scott Foresman	9780328331062	Spanish Companion: Teacher Talk for the Bilingual Classroom			5	31.97
Pearson Scott Foresman	9780328240920	Student Math Handbook			5	17.47
Pearson Scott Foresman	9780328260089	Cards Package			5	248.47
Pearson Scott Foresman	9780328644964	Digital Student Activity Book 6-Year license (1 per student)			5	63.97
Pearson Scott Foresman	9780328344284	Teacher Resources Online Access Pack			5	185.47
Pearson Scott Foresman	9780328655175	Student Activity Book Teacher Online Access Pack			5	2,008.97
Pearson Scott Foresman	9780328309894	Student Resources Online Access Pack			5	204.97
Pearson Scott Foresman	9780328713929	Common Core Success Tracker Teacher Access Pack			5	297.97
Pearson Scott Foresman	9780328722068	Common Core Success Tracker Building Administrator Teacher Access Pack			1-5	299.47
Pearson Scott Foresman	9780328336432	ExamView Assessment Suite CD-ROM			5	101.97
We agree to furnish teacher's editions at the ratio of one to each classroom collection of pupil's editions purchased						
		Pearson Digits	2012	1	6	
Pearson Education, Inc., p.a. Prentice Hall	9780133181005	Student Package 6-year Online Access with write in Student Companion				\$69.97
Pearson Education, Inc., p.a. Prentice Hall	9780133181012	Student Extension Year				\$7.97
Peoples Education, Inc.	978-1-61734-659-0	Peoples Common Core State Standards Series Grade 1 Mathematics SE	2011	1st	A/1	\$7.95

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Peoples Education, Inc.	978-1-61734-660-6	Peoples Common Core State Standards Series Grade 1 Mathematics TE	2011	1st	A/1	\$17.95
Peoples Education, Inc.	978-1-61734-661-3	Peoples Common Core State Standards Series Grade 2 Mathematics SE	2011	1st	B/2	\$7.95
Peoples Education, Inc.	978-1-61734-662-0	Peoples Common Core State Standards Series Grade 2 Mathematics TE	2011	1st	B/2	\$17.95
Peoples Education, Inc.	978-1-61734-663-7	Peoples Common Core State Standards Series Grade 3 Mathematics SE	2011	1st	C/3	\$7.95
Peoples Education, Inc.	978-1-61734-664-4	Peoples Common Core State Standards Series Grade 3 Mathematics TE	2011	1st	C/3	\$17.95
Peoples Education, Inc.	978-1-61734-665-1	Peoples Common Core State Standards Series Grade 4 Mathematics SE	2011	1st	D/4	\$7.95
Peoples Education, Inc.	978-1-61734-666-8	Peoples Common Core State Standards Series Grade 4 Mathematics TE	2011	1st	D/4	\$17.95
Peoples Education, Inc.	978-1-61734-667-5	Peoples Common Core State Standards Series Grade 5 Mathematics SE	2011	1st	E/5	\$7.95
Peoples Education, Inc.	978-1-61734-668-2	Peoples Common Core State Standards Series Grade 5 Mathematics TE	2011	1st	E/5	\$17.95
Peoples Education, Inc.	978-1-61734-669-9	Peoples Common Core State Standards Series Grade 6 Mathematics SE	2011	1st	F/6	\$7.95
Peoples Education, Inc.	978-1-61734-670-5	Peoples Common Core State Standards Series Grade 6 Mathematics TE	2011	1st	F/6	\$17.95
Peoples Education, Inc.	978-1-61734-671-2	Peoples Common Core State Standards Series Grade 7 Mathematics SE	2011	1st	G/7	\$7.95
Peoples Education, Inc.	978-1-61734-672-9	Peoples Common Core State Standards Series Grade 7 Mathematics TE	2011	1st	G/7	\$17.95
Peoples Education, Inc.	978-1-61734-673-6	Peoples Common Core State Standards Series Grade 8 Mathematics SE	2011	1st	H/8	\$7.95
Peoples Education, Inc.	978-1-61734-674-3	Peoples Common Core State Standards Series Grade 8 Mathematics TE	2011	1st	H/8	\$17.95
Minimum order is 10 Student Editions. 1 FREE Teachers Edition is included with the purchase of 20 Student Editions.						
One Teacher Edition may be purchased for every 10 Student Editions.						
Turbo Math Levels C–E						
Peoples Education, Inc.	978-1-4138-8140-0	Turbo Math Starter Kit Level C	2008	1st	C/3	\$129.99
Peoples Education, Inc.	978-1-4138-8143-1	Turbo Math Classroom Kit Level C	2008	1st	C/3	\$359.99

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Peoples Education, Inc.	978-1-4138-6908-8	Turbo Math Level C Addition 8-pack	2008	1st	C/3	\$27.99
Peoples Education, Inc.	978-1-4138-6909-5	Turbo Math Level C Subtraction 8-pack	2008	1st	C/3	\$27.99
Peoples Education, Inc.	978-1-4138-6910-1	Turbo Math Level C Addition & Subtraction 8-pack	2008	1st	C/3	\$27.99
Peoples Education, Inc.	978-1-4138-6911-8	Turbo Math Level C Multiplication & Division 8-pack	2008	1st	C/3	\$27.99
Peoples Education, Inc.	978-1-4138-6912-5	Turbo Math Level C Measurement & Data Analysis 8-pack	2008	1st	C/3	\$27.99
Peoples Education, Inc.	978-1-4138-8068-7	(National) Turbo Math Level C TE	2008	1st	C/3	\$32.95
Peoples Education, Inc.	978-1-4138-8141-7	Turbo Math Starter Kit Level D	2008	1st	D/4	\$129.99
Peoples Education, Inc.	978-1-4138-8144-8	Turbo Math Classroom Kit Level D	2008	1st	D/4	\$359.99
Peoples Education, Inc.	978-1-4138-6913-2	Turbo Math Level D Addition & Subtraction 8-pack	2008	1st	D/4	\$27.99
Peoples Education, Inc.	978-1-4138-6914-9	Turbo Math Level D Multiplication 8-pack	2008	1st	D/4	\$27.99
Peoples Education, Inc.	978-1-4138-6915-6	Turbo Math Level D Division 8-pack	2008	1st	D/4	\$27.99
Peoples Education, Inc.	978-1-4138-6916-3	Turbo Math Level D Fractions & Decimals 8-pack	2008	1st	D/4	\$27.99
Peoples Education, Inc.	978-1-4138-6917-0	Turbo Math Level D Measurement & Data Analysis 8-pack	2008	1st	D/4	\$27.99
Peoples Education, Inc.	978-1-4138-8069-4	(National) Turbo Math Level D TE	2008	1st	D/4	\$32.95
Peoples Education, Inc.	978-1-4138-8142-4	Turbo Math Starter Kit Level E	2008	1st	E/5	\$129.99
Peoples Education, Inc.	978-1-4138-8145-5	Turbo Math Classroom Kit Level E	2008	1st	E/5	\$359.99
Peoples Education, Inc.	978-1-4138-6918-7	Turbo Math Level E Addition & Subtraction 8-pack	2008	1st	E/5	\$27.99
Peoples Education, Inc.	978-1-4138-6919-4	Turbo Math Level E Multiplication & Division 8-pack	2008	1st	E/5	\$27.99
Peoples Education, Inc.	978-1-4138-6920-0	Turbo Math Level E Fractions 8-pack	2008	1st	E/5	\$27.99

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Peoples Education, Inc.	978-1-4138-6921-7	Turbo Math Level E Decimals 8-pack	2008	1st	E/5	\$27.99
Peoples Education, Inc.	978-1-4138-6922-4	Turbo Math Level E Measurement & Data Analysis 8-pack	2008	1st	E/5	\$27.99
Peoples Education, Inc.	978-1-4138-8070-0	(National) Turbo Math Level E TE	2008	1st	E/5	\$32.95
Starter Kit: 18-pack of each student unit (5 student units x 8 copies = 40 student units total) and one wrap around TE						
Classroom Kit: 3 8-packs of each student unit (5 student units x 24 copies = 120 student units total) and one wrap around TE						
TE only sold in conjunction with student materials						
Turbo Math Level F / Middle School						
Peoples Education, Inc.	978-1-936027-74-3	National - Turbo Math Middle School Starter Kit	2009	1st	F/6-8	\$309.99
Peoples Education, Inc.	978-1-936027-75-0	National - Turbo Math Middle School Classroom Kit	2009	1st	F/6-8	\$869.99
Peoples Education, Inc.	978-1-4138-9209-3	Turbo Math F (SE) Reviewing Operations with Whole Numbers 8 Packs	2009	1st	F/6-8	\$27.99
Peoples Education, Inc.	978-1-4138-9210-9	Turbo Math F (SE) Understanding Fractions 8 Packs	2009	1st	F/6-8	\$27.99
Peoples Education, Inc.	978-1-4138-9211-6	Turbo Math F (SE) Operations with Fractions 8 Packs	2009	1st	F/6-8	\$27.99
Peoples Education, Inc.	978-1-4138-9212-3	Turbo Math F (SE) Operations with Decimals 8 Packs	2009	1st	F/6-8	\$27.99
Peoples Education, Inc.	978-1-4138-9213-0	Turbo Math F (SE) Units of Measurement 8 Packs	2009	1st	F/6-8	\$27.99
Peoples Education, Inc.	978-1-4138-9214-7	Turbo Math F (SE) Angles, Polygons, and Circles 8 Packs	2009	1st	F/6-8	\$27.99
Peoples Education, Inc.	978-1-4138-9215-4	Turbo Math F (SE) Solid Figures, Symmetry, and Transformations 8 Packs	2009	1st	F/6-8	\$27.99
Peoples Education, Inc.	978-1-4138-9216-1	Turbo Math F (SE) Measuring Geometric Figures 8 Packs	2009	1st	F/6-8	\$27.99
Peoples Education, Inc.	978-1-4138-9217-8	Turbo Math F (SE) Data Analysis	2009	1st	F/6-8	\$27.99
Peoples Education, Inc.	978-1-4138-9218-5	Turbo Math F (SE) Probability 8 Packs	2009	1st	F/6-8	\$27.99
Peoples Education, Inc.	978-1-4138-9219-2	Turbo Math F (SE) Ratios, Proportions, and Percents 8 Packs	2009	1st	F/6-8	\$27.99

2012 Mathematics Textbooks - Recommended Supplemental

Peoples Education, Inc.	978-1-4138-9220-8	Turbo Math F (SE) Introduction to Algebra 8 Packs	2009	1st	F/6-8	\$27.99
Peoples Education, Inc.	978-1-4138-8667-2	Turbo Math Middle School National Teacher Edition	2009	1st	F/6-8	\$32.95
MS Starter Kit: 1 8-pack of each Lev F unit (12 student units x 8 copies = 96 student units total), one wrap around TE						
MS Classroom Kit: 3 8-packs of each Lev F unit (12 student units x 24 copies =288 student units total), one wrap around TE						
TE only sold in conjunction with student materials						
Count on It!®						
Peoples Education, Inc.	978-1-4138-2579-4	Count On It! Grade 3 SE Generic	2006	1st	C/3	\$10.99
Peoples Education, Inc.	978-1-4138-2580-0	Count On It! Grade 3 TE Generic	2006	1st	C/3	\$20.99
Peoples Education, Inc.	978-1-4138-2581-7	Count On It! Grade 4 SE Generic	2006	1st	D/4	\$10.99
Peoples Education, Inc.	978-1-4138-2582-4	Count On It! Grade 4 TE Generic	2006	1st	D/4	\$20.99
Peoples Education, Inc.	978-1-4138-2583-1	Count On It! Grade 5 SE Generic	2006	1st	E/5	\$10.99
Peoples Education, Inc.	978-1-4138-2584-8	Count On It! Grade 5 TE Generic	2006	1st	E/5	\$20.99
Peoples Education, Inc.	978-1-4138-3680-6	Count On It! Grade 6 SE Generic	2007	1st	F/6	\$10.99
Peoples Education, Inc.	978-1-4138-3681-3	Count On It! Grade 6 TE Generic	2007	1st	F/6	\$20.99
Peoples Education, Inc.	978-1-4138-3682-0	Count On It! Grade 7 SE Generic	2007	1st	G/7	\$10.99
Peoples Education, Inc.	978-1-4138-3683-7	Count On It! Grade 7 TE Generic	2007	1st	G/7	\$20.99
Peoples Education, Inc.	978-1-4138-3684-4	Count On It! Grade 8 SE Generic	2007	1st	H/8	\$10.99
Peoples Education, Inc.	978-1-4138-3685-1	Count On It! Grade 8 TE Generic	2007	1st	H/8	\$20.99
Teacher Edition is FREE with purchase of 20 student editions of same program and level.						
Building Stamina®						
Peoples Education, Inc.	978-1-61602-041-5	Building Stamina Mathematics Grade 2 (10 pack)	2010	1st	2	\$29.99
Peoples Education, Inc.	978-1-4138-3456-7	Building Stamina Mathematics Grade 3 (10 pack)	2006	1st	3	\$29.99

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Peoples Education, Inc.	978-1-4138-3457-4	Building Stamina Mathematics Grade 4 (10 pack)	2006	1st	4	\$29.99
Peoples Education, Inc.	978-1-4138-3458-1	Building Stamina Mathematics Grade 5 (10 pack)	2006	1st	5	\$29.99
Peoples Education, Inc.	978-1-4138-3459-8	Building Stamina Mathematics Grade 6 (10 pack)	2006	1st	6	\$29.99
Peoples Education, Inc.	978-1-4138-3460-4	Building Stamina Mathematics Grade 7 (10 pack)	2006	1st	7	\$29.99
Peoples Education, Inc.	978-1-4138-3461-1	Building Stamina Mathematics Grade 8 (10 pack)	2006	1st	8	\$29.99
The price for 1 (10 pack) is listed above. 2 (10 packs) is \$27.49 and 3 (10 packs) is \$24.99.						
Each 10 Pack includes 1 FREE Teachers Edition. TE not sold separately						
Intervention Tool Kits						
Math Intervention Tool Kits with Curriculum Mastery® Games						
Peoples Education, Inc.	978-1-4138-7084-8	(National) Math Intervention Tool Kit with Games Level C	2011	1st	C/3	\$494.40
Peoples Education, Inc.	978-1-4138-7085-5	(National) Math Intervention Tool Kit with Games Level D	2011	1st	D/4	\$494.40
Peoples Education, Inc.	978-1-4138-7086-2	(National) Math Intervention Tool Kit with Games Level E	2009	1st	E/5	\$494.40
Peoples Education, Inc.	978-1-4138-7087-9	(National) Math Intervention Tool Kit with Games Level F	2011	1st	F/6	\$494.40
Peoples Education, Inc.	978-1-4138-7088-6	(National) Math Intervention Tool Kit with Games Level G	2011	1st	G/7	\$494.40
Peoples Education, Inc.	978-1-4138-7089-3	(National) Math Intervention Tool Kit with Games Level H	2009	1st	H/8	\$494.40
Each Intervention Tool Kit is for 15 students and includes 1 Teacher Resource guide.						
Math Intervention Tool Kits without Games						
Peoples Education, Inc.	978-1-4138-8676-4	National Level C Math Intervention Classroom Kit	2008	1st	C/3	\$419.00
Peoples Education, Inc.	978-1-4138-8677-1	National Level D Math Intervention Classroom Kit	2008	1st	D/4	\$419.00
Peoples Education, Inc.	978-1-4138-8678-8	National Level E Math Intervention Classroom Kit	2008	1st	E/5	\$419.00

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Peoples Education, Inc.	978-1-4138-9922-1	National Level F Math Intervention Classroom Kit		1st	F/6	\$419.00
Peoples Education, Inc.	978-1-4138-9923-8	National Level G Math Intervention Classroom Kit		1st	G/7	\$419.00
Peoples Education, Inc.	978-1-4138-9924-5	National Level H Math Intervention Classroom Kit		1st	H/8	\$419.00
Each Intervention Tool Kit is for 15 students and includes 1 Teacher Resource guide.						
Measuring Up Insight™ Mathematics						
Peoples Education, Inc.	978-1-4138-7563-8	Common Core Measuring Up Insight - Grade 1 Math	2012	n/a	A/1	\$4.50
Peoples Education, Inc.	978-1-4138-7564-5	Common Core Measuring Up Insight - Grade 2 Math	2012	n/a	B/2	\$4.50
Peoples Education, Inc.	978-1-4138-7565-2	Common Core Measuring Up Insight - Grade 3 Math	2012	n/a	C/3	\$4.50
Peoples Education, Inc.	978-1-4138-7566-9	Common Core Measuring Up Insight - Grade 4 Math	2012	n/a	D/4	\$4.50
Peoples Education, Inc.	978-1-4138-7567-6	Common Core Measuring Up Insight - Grade 5 Math	2012	n/a	E/5	\$4.50
Peoples Education, Inc.	978-1-4138-7568-3	Common Core Measuring Up Insight - Grade 6 Math	2012	n/a	F/6	\$4.50
Peoples Education, Inc.	978-1-4138-7569-0	Common Core Measuring Up Insight - Grade 7 Math	2012	n/a	G/7	\$4.50
Peoples Education, Inc.	978-1-4138-7570-6	Common Core Measuring Up Insight - Grade 8 Math	2012	n/a	H/8	\$4.50
1-300 Student Subscriptions available in 3 content areas.						
1 content are \$4.50 per subscription; 2 content areas \$8.00 per subscription; 3 content areas \$10.00 per subscription						
For orders over 300 subscriptions, please contact your sales representative for volume pricing.						
Measuring Up Insight™ Package						
		Peoples Common Core Print/Technology Program for Mathematics - with Measuring Up Insight Package – Grade 1/A	2012	1st	A/1	\$9.95
Peoples Education, Inc.	978-1-4138-7601-7					
Peoples Education, Inc.	978-1-4138-7602-4	Peoples Common Core Print/Technology Program for Mathematics - with Measuring Up Insight Package – Grade 2/B	2012	1st	B/2	\$9.95

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Publisher	ISBN. NO.	TITLE	Copyright Date	Edition	Grade	Wholesale Price
A&M	9.78146E+12	Teach Multiplication, Division, and the Time Table All at The Same Time	2011	1st	3,4,&5	12.99 ea.
Abrams LT	9780766412767	Big Book Math Set 1 Complete;10 Big Books,10 Teacher's Guides,10 Student Copies	2005	1st	K-2	\$649.00
Abrams LT	9780766412521	Big Book Math Set 1; 10 Interactive Big Books	2005	1st	K-2	\$360.00
Abrams LT	9780766412309	Counting at the Zoo Interactive BB	2005	1st	K-2	\$42.95
Abrams LT	9780766412316	Match-up Fun Interactive BB	2005	1st	K-2	\$42.95
Abrams LT	9780766421323	Look for Shapes Interactive BB	2005	1st	K-2	\$42.95
Abrams LT	9780766412330	Solid Shapes Interactive BB	2005	1st	K-2	\$42.95
Abrams LT	9780766412347	Let's Make Patterns Interactive BB	2005	1st	K-2	\$42.95
Abrams LT	9780766412354	How Do We Measure ? Interactive BB	2005	1st	K-2	\$42.95
Abrams LT	9780766412361	How Do We Tell Time ? Interactive BB	2005	1st	K-2	\$42.95
Abrams LT	9780766412378	We Can Graph It Interactive BB	2005	1st	K-2	\$42.95
Abrams LT	9780766412385	It All Adds Up Interactive BB	2005	1st	K-2	\$42.95
Abrams LT	9780766412392	How Many Are Left? Interactive BB	2005	1st	K-2	\$42.95
Abrams LT	9780766412750	Math Set 1 Little Books Set; 10 Titles-6 copies each	2005	1st	K-2	\$299.00
Abrams LT	9780766412743	Math Set 1 Sampler; one each of 10 titles	2005	1st	K-2	\$50.00
Abrams LT	9780766412644	Counting at the Zoo LB 6 pack	2005	1st	K-2	\$30.00
Abrams LT	9780766412651	Match-up FunLB 6 pack	2005	1st	K-2	\$30.00
Abrams LT	9780766412668	Look for ShapesLB 6 pack	2005	1st	K-2	\$30.00
Abrams LT	9780766412675	Solid Shapes LB 6 pack	2005	1st	K-2	\$30.00
Abrams LT	9780766412682	Let's Make Patterns LB 6 pack	2005	1st	K-2	\$30.00
Abrams LT	9780766412699	How Do We Measure ? LB 6 pack	2005	1st	K-2	\$30.00
Abrams LT	9780766412705	How Do We Tell Time ?LB 6 pack	2005	1st	K-2	\$30.00
Abrams LT	9780766412712	We Can Graph It LB 6 pack	2005	1st	K-2	\$30.00
Abrams LT	9780766412729	It All Adds Up LB 6 pack	2005	1st	K-2	\$30.00
Abrams LT	9780766412736	How Many Are Left? LB 6 pack	2005	1st	K-2	\$30.00
Abrams LT	9780766421752	Big Book Math Set 1 Complete-Spanish;10 Big Books,10 Teacher's Guides,10 Student Copies	2006	1st	K-2	\$649.00
Abrams LT	9780766421776	Big Book Math Set 1-Spanish; 10 Interactive Big Books	2006	1st	K-2	\$360.00
Abrams LT	9780766421509	A contar al zoológico Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766421516	Todos a emparejar Interactive BB	2006	1st	K-2	\$42.95

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Abrams LT	9780766421523	A buscar figuras	Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766421530	Cuerpos geometricos	Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766421547	Vamos a hacer patrones	Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766421554	Como medimos las cosas	Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766421561	Como pasa el tiempo	Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766421578	Hagamos una grafica	Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766421585	Jugar a sumar	Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766421592	Cuantos quedan	Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766421202	Math Set 1-Spanish Little Books Set; 10 Titles-6 copies each					
Abrams LT	9780766421219	Math Set 1-Spanish Sampler; one each of 10 titles					
Abrams LT	9780766421004	A contar al zoologico	LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766421011	Todos a emparejar	LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766421028	A buscar figuras	LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766421035	Cuerpos geometricos	LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766421042	Vamos a hacer patrones	LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766421059	Como medimos las cosas	LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766421066	Como pasa el tiempo	LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766421073	Hagamos una grafica	LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766421080	Jugar a sumar	LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766421097	Cuantos quedan	LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766418622	Big Book Math Set 2 Complete;10 Big Books,10 Teacher's Guides,10 Student Copies					
Abrams LT	9780766418615	Big Book Math Set 2; 10 Interactive Big Books					
Abrams LT	9780766418301	Counting to Ten and Beyond	Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766418318	How Else Can We Show It?	Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766418325	How Many Parts?	Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766418332	Are They Equal?	Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766418349	Is It Likely to Happen?	Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766418356	Let's Figure It Out	Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766418363	Let's Measure with Tools	Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766418370	Over,Under,In and Out	Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766419387	Right Down the Middle	Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766418394	What Time Is It?	Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766418639	Math Set 2 Little Books Set; 10 Titles-6 copies each					
Abrams LT				2006	1st	K-2	\$299.00

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Abrams LT	9780766418646	Math Set 2 Sampler; one each of 10 titles	2006	1st	K-2	\$50.00
Abrams LT	9780766418509	Counting to Ten and Beyond LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766418516	How Else Can We Show It? LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766418523	How Many Parts? LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766418530	Are They Equal? LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766418547	Is It Likely to Happen? LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766418554	Let's Figure It Out LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766418561	Let's Measure with Tools LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766418578	Over, Under, In and Out LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766418585	Right Down the Middle LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766418592	What Time Is It? LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766421783	Big Book Math Set 2 Complete-Spanish; 10 Big Books, 10 Teacher's Guides, 10 Student Copies	2006	1st	K-2	\$649.00
Abrams LT	9780766421806	Big Book Math Set 2-Spanish; 10 Interactive Big Books	2006	1st	K-2	\$360.00
Abrams LT	9780766421608	Cuántas partes hay? Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766421615	Contar hasta diez y mas alla ! Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766421622	Por la mitad Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766421639	Arriba, abajo, adentro y afuera Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766421646	Son iguales? Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766421653	A medir con herramientas Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766421660	Que hora es? Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766421677	De que otra forma lo demostramos Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766421684	Que probabilidad hay? Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766421691	Vamos a resolverlo! Interactive BB	2006	1st	K-2	\$42.95
Abrams LT	9780766421226	Math Set 2-Spanish Little Books Set; 10 Titles-6 copies each	2006	1st	K-2	\$299.00
Abrams LT	9780766421233	Math Set 2-Spanish Sampler; one each of 10 titles	2006	1st	K-2	\$50.00
Abrams LT	9780766421103	Cuántas partes hay? LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766421110	Contar hasta diez y mas alla ! LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766421127	Por la mitad LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766421134	Arriba, abajo, adentro y afuera LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766421141	Son iguales? LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766421158	A medir con herramientas LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766421165	Que hora es? LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766421172	De que otra forma lo demostramos LB 6 pack	2006	1st	K-2	\$30.00

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Abrams LT	9780766421189	Que probabilidad hay? LB 6 pack	2006	1st	K-2	\$30.00
Abrams LT	9780766421196	Vamos a resolverlo! LB 6 pack	2006	1st	K-2	\$30.00
Carnegie Learning	MS-CCTXT-CS1-6YR	Course 1 Common Core Student Edition Worktext (6 yr bundle)	2011	1st	6	
bundle contains 6 consumable copies of ISBN 978-1-60972-110-7						
Carnegie Learning	BLEND-CS1-CUR-6Y	Course 1 Common Core Blended Student Bundle (Student Edition Worktext and MATHia Software Student License) (6 year)	2011	1st	6	
Carnegie Learning	978-1-60972-113-8	Course 1 Common Core Student Assignments Workbook	2011	1st	6	
Carnegie Learning	978-1-60972-135-0	Course 1 Common Core Skills Practice Workbook	2011	1st	6	
Carnegie Learning	978-1-60972-116-9	Course 1 Common Core Teacher's Edition	2011	1st	6	
Carnegie Learning	MATHIA-USER-CUR	Course 1-3 Common Core MATHia software student license (6 year)	2011	1st	6	
Carnegie Learning	MS-CCTXT-CS2-6YR	Course 2 Common Core Student Edition Worktext (6 yr bundle)	2011	1st	7	
bundle contains 6 consumable copies of ISBN 978-1-60972-111-4						
Carnegie Learning	BLEND-CS2-CUR-6Y	Course 2 Common Core Blended Student Bundle (Student Edition Worktext and MATHia Software Student License) (6 year)	2011	1st	7	
Carnegie Learning	978-1-60972-114-5	Course 2 Common Core Student Assignments Workbook	2011	1st	7	
Carnegie Learning	978-1-60972-136-7	Course 2 Common Core Skills Practice Workbook	2011	1st	7	
Carnegie Learning	978-1-60972-117-6	Course 2 Common Core Teacher's Edition	2011	1st	7	
Carnegie Learning	MATHIA-USER-CUR	Course 1-3 Common Core MATHia software student license (6 year)	2011	1st	7	
Carnegie Learning	MS-CCTXT-CS3-6YR	Course 3 Common Core Student Edition Worktext (6 yr bundle)	2011	1st	8	
bundle contains 6 consumable copies of ISBN 978-1-60972-112-1						
Carnegie Learning	BLEND-CS3-CUR-6Y	Course 3 Common Core Blended Student Bundle (Student Edition Worktext and MATHia Software Student License) (6 year)	2011	1st	8	
Carnegie Learning	978-1-60972-115-2	Course 3 Common Core Student Assignments Workbook	2011	1st	8	
Carnegie Learning	978-1-60972-137-4	Course 3 Common Core Skills Practice Workbook	2011	1st	8	
Carnegie Learning	978-1-60972-118-3	Course 3 Common Core Teacher's Edition	2011	1st	8	
Carnegie Learning	MATHIA-USER-CUR	Course 1-3 Common Core MATHia software student license (6 year)	2011	1st	8	
ETA/Cuisenaire®	76996	VersaTiles® Algebra Readiness Lab with Standard Answer Cases	2010	1st	6-9	\$219.95

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ETA/Cuisenaire	78242	VersaTiles Algebra Readiness Lab with Mini Answer Cases	2010	1st	6-9	\$219.95
ETA/Cuisenaire	77420	VersaTiles Algebra Readiness Lab with Standard Answer Cases & eVersaTiles Algebra Readiness CD-ROM	2010	1st	6-9	\$299.95
ETA/Cuisenaire	76997	VersaTiles Algebra Readiness Starter Set with Standard Answer Cases	2010	1st	6-9	\$62.95
ETA/Cuisenaire	78239	VersaTiles Algebra Readiness Starter Set with Mini Answer Cases	2010	1st	6-9	\$62.95
ETA/Cuisenaire	76989	VersaTiles Algebra 1 Lab with Standard Answer Cases	2009	1st	8-12	\$219.95
ETA/Cuisenaire	78189	VersaTiles Algebra 1 Lab with Mini Answer Cases	2009	1st	8-12	\$219.95
ETA/Cuisenaire	77421	VersaTiles Algebra 1 Lab with Standard Answer Cases & eVersaTiles Algebra 1 CD-ROM	2009	1st	8-12	\$299.95
ETA/Cuisenaire	76990	VersaTiles Algebra 1 Starter Set with Standard Answer Cases	2009	1st	8-12	\$62.95
ETA/Cuisenaire	78190	VersaTiles Algebra 1 Starter Set with Mini Answer Cases	2009	1st	8-12	\$62.95
ETA/Cuisenaire	78163	VersaTiles Geometry Lab with Standard Answer Cases	2011	1st	6-12	\$219.95
ETA/Cuisenaire	78191	VersaTiles Geometry Lab with Mini Answer Cases	2011	1st	6-12	\$219.95
ETA/Cuisenaire	78164	VersaTiles Geometry Starter Set with Standard Answer Cases	2011	1st	6-12	\$62.95
ETA/Cuisenaire	78192	VersaTiles Geometry Starter Set with Mini Answer Cases	2011	1st	6-12	\$62.95
ETA/Cuisenaire	76810	Hands-On Standards®, Deluxe Edition Algebra I Teacher Resource Guide with Assessment Booklet	2010	1st	8-12	\$57.95
ETA/Cuisenaire	76811	Hands-On Standards, Deluxe Edition Algebra I Classroom Kit	2010	1st	8-12	\$615.00
ETA/Cuisenaire	76812	Hands-On Standards, Deluxe Edition Algebra I Intervention Kit	2010	1st	8-12	\$325.00
Perfection Learning	978-1-61384-594-3	Kinetic Pre-Algebra Common Core Interactive Student Edition, Web Access, Bundle (Six-Year School License with Course Manager)	2012	2.0	8	\$75.95
Perfection Learning	978-1-61384-595-0	Kinetic Pre-Algebra Common Core Interactive Teacher Edition, Web Access, Bundle (Six-Year School License with Course Manager)	2012	2.0	8	\$195.95
Perfection Learning	978-1-61384-037-5	Interactive Student Edition (six-year web access license)	2012	2.0	8	\$54.95
Perfection Learning	978-1-61384-618-6	Course Manager (six-year web access license)	2012	2.0	8	\$60.00
Perfection Learning	978-1-61384-596-7	Kinetic Pre-Algebra Common Core Interactive Student Edition, Local Access, Bundle (Six-Year School License with Course Manager)	2012	2.0	8	\$75.95

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Perfection Learning	978-1-61384-595-0	Kinetic Pre-Algebra Common Core Interactive Teacher Edition, Web Access, Bundle (Six-Year School License with Course Manager)	2012	2.0	8	\$195.95
Perfection Learning	978-1-61563-951-9	Interactive Student Edition (six-year local access license)	2012	2.0	8	\$54.95
Perfection Learning	978-1-61384-618-6	Course Manager (six-year web access license)	2012	2.0	8	\$60.00
Perfection Learning	978-1-61384-597-4	Kinetic Pre-Algebra Common Core Interactive Student Edition, Web Access, Bundle (1-year School License with Course Manager)	2012	2.0	8	\$18.99
Perfection Learning	978-1-61384-598-1	Kinetic Pre-Algebra Common Core Interactive Teacher Edition, Web Access, Bundle (1-year School License with Course Manager)	2012	2.0	8	\$129.95
Perfection Learning	978-1-61563-905-2	Interactive Student Edition (one-year web access license)	2012	2.0	8	\$34.95
Perfection Learning	978-1-61563-980-9	Course Manager (one-year web access license)	2012	2.0	8	\$10.00
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Perfection Learning	978-1-61384-598-1	Kinetic Pre-Algebra Common Core Interactive Teacher Edition, Web Access, Bundle (1-year School License with Course Manager)	2012	2.0	8	\$129.95
Perfection Learning	978-1-61563-952-6	Interactive Student Edition (one-year local access license)	2012	2.0	8	\$34.95
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SCG, Div. of HMH	9780547570013		Every Day Counts Online Interactive Whiteboard Upgrade, 6-Yr				K
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SCG, Div. of HMH	9780547801803		Every Day Counts: Calendar Math Complete Digital Kit, 6-Yr				1
SCG, Div. of HMH	9780547801872		Every Day Counts: Calendar Math Complete Digital Kit, 1-Yr				1
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SCG, Div. of HMH	9780547623108	Every Day Counts Online Interactive Whiteboard Upgrade, 1-Yr			1	29.00
SCG, Div. of HMH	9780547569772	Every Day Counts Daily Planning Guide: Fostering Effective Discussion			1	19.95
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SCG, Div. of HMH	9780669519327	Every Day Counts Partner Games Class Pack			1	163.30
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SCG, Div. of HMH	9780669519396	Every Day Counts Partner Games Partner Pack			3	55.45
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SCG, Div. of HMH	9780669519457	Every Day Counts Partner Games Class Pack			4	163.30
SCG, Div. of HMH	9780669519433	Every Day Counts Partner Games Partner Pack			4	55.45
SCG, Div. of HMH	9780669546149	Every Day Counts Partner Games English/Spanish Combined Class Pack			4	292.25
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SCG, Div. of HMH	9780547896663	Great Source Every Day Counts Calendar Math Online Algebra Readiness Interactive Whiteboard Upgrade, 1-Yr			6	29.00
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SCG, Div. of HMH	9780669519525	Every Day Counts Partner Games Partner Pack			6	55.45
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SCG, Div. of HMH	9780669537147	Great Source Summer Success Math Teacher Edition			3	84.35
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ALEKS Corporation	978-1-935485-00-1-GEO	High School Geometry - One Month Subscription	N/A
ALEKS Corporation	978-935485-06-03-ALG2	Algebra 2 - 12 Month Subscription	N/A
ALEKS Corporation	978-1-935485-05-6-ALG2	Algebra 2 - 40 Week Subscription	N/A
ALEKS Corporation	978-1-935485-04-9-ALG2	Algebra 2 - Seven Month Subscription	N/A
ALEKS Corporation	978-1-935485-03-2-ALG2	Algebra 2 - Five Month Subscription	N/A
ALEKS Corporation	978-1-935485-02-5-ALG2	Algebra 2 - Three Month Subscription	N/A
ALEKS Corporation	978-1-935485-01-8-ALG2	Algebra 2 - Two Month Subscription	N/A

ALEKS Corporation	978-1-935485-00-1-ALG2	Algebra 2 - One Month Subscription	N/A
ALEKS Corporation	978-935485-06-03-PCAL	PreCalculus - 12 Month Subscription	N/A
ALEKS Corporation	978-1-935485-05-6-PCAL	PreCalculus - 40 Week Subscription	N/A
ALEKS Corporation	978-1-935485-04-9-PCAL	PreCalculus - Seven Month Subscription	N/A
ALEKS Corporation	978-1-935485-03-2-PCAL	PreCalculus - Five Month Subscription	N/A
ALEKS Corporation	978-1-935485-02-5-PCAL	PreCalculus - Three Month Subscription	N/A
ALEKS Corporation	978-1-935485-01-8-PCAL	PreCalculus - Two Month Subscription	N/A
ALEKS Corporation	978-1-935485-00-1-PCAL	PreCalculus - One Month Subscription	N/A
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Perfection Learning	978-1-61563-944-1	Interactive Student Edition (six-year local access license)	2012
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Perfection Learning	978-1-61384-603-2	Kinetic Algebra I Common Core Interactive Student Edition, Web Access, Bundle (1-year School License with Course Manager)	2012
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Perfection Learning	978-1-61384-606-3	Kinetic Algebra II Common Core Interactive Student Edition, Web Access, Bundle (Six-Year School License with Course Manager)	2012
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Perfection Learning	978-1-61563-949-6	Interactive Student Edition (one-year local access license)	2012
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Perfection Learning	978-1-61384-614-8	Kinetic Geometry Common Core Interactive Student Edition, Local Access, Bundle (Six-Year School License with Course Manager)	2012
Perfection Learning	978-1-61384-613-1	Kinetic Geometry Common Core Interactive Teacher Edition, Web Access, Bundle (Six-Year School License with Course Manager)	2012
Perfection Learning	978-1-61384-126-6	Interactive Student Edition (six-year local access license)	2012
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Perfection Learning	978-1-61384-615-5	Kinetic Geometry Common Core Interactive Student Edition, Web Access, Bundle (1-year School License with Course Manager)	2012
Perfection Learning	978-1-61384-616-2	Kinetic Geometry Common Core Interactive Teacher Edition, Web Access, Bundle (1-year School License with Course Manager)	2012
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Perfection Learning	978-1-61384-616-2	Kinetic Geometry Common Core Interactive Teacher Edition, Web Access, Bundle (1-year School License with Course Manager)	2012
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Holt McDougal	9780547647135	Common Core Student Edition Algebra 1	

Edition	Grade	Wholesale Price	Rec (Y/N)	Bas/Sup (B/S)	Notes
	9	118.60	Y	B	
	9	19.85	Y	B	
	9	59.45	Y	B	
	9	5.95	Y	B	
	9	25.00	Y	B	
	9	4.30	Y	B	
	9	56.55	Y	B	
	9	88.85	Y	B	
	9	69.70	Y	B	
	9	310.15	Y	B	
	9	155.10	Y	B	
	9	155.10	Y	B	
	9	21.60	Y	B	
	9	140.45	Y	B	
	9	56.25	Y	B	
	9	1,470.00	Y	B	
	6-12	92.90	Y	B	
	9-12	91.10	Y	B	
	9-12	42.80	Y	B	
	9-12	42.80	Y	B	
	10	82.25	Y	B	
	10	118.60	Y	B	
	10	20.35	Y	B	
	10	61.10	Y	B	
	10	5.95	Y	B	
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	10	4.30	Y	B	
	10	56.55	Y	B	
	10	88.85	Y	B	
	10	69.70	Y	B	

	10	310.15	Y	B	
	10	155.10	Y	B	
	10	155.10	Y	B	
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	9-12	43.95	Y	B	
	9-12	43.95	Y	B	
	11	84.40	Y	B	
	11	118.60	Y	B	
	11	20.95	Y	B	
	11	62.70	Y	B	
	11	5.95	Y	B	
	11	25.00	Y	B	
	11	4.30	Y	B	
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	6-12	92.90	Y	B	
	9-12	91.10	Y	B	

	9-12	45.10	Y	B	
	9-12	45.10	Y	B	
	6-12	\$8.00	Y	S	
	6-12	\$8.00	Y	S	
	6-12	\$8.00	Y	S	
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2	9-12	\$90.00	Y	B	
2	9-12	\$98.90	Y	B	
2	9-12	\$0.00	Y	B	
2	TR	\$75.00	Y	B	
2	TR	\$350.00	Y	B	
2	TR	\$350.00	Y	B	
2	9-12	\$50.00	Y	B	
2	9-12	\$108.00	Y	B	
2	9-12	\$47.50	Y	B	
2	9-12	\$0.00	Y	B	
2	TR	\$127.30	Y	B	
2	TR	\$279.80	Y	B	
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2	9-12	\$30.00	Y	B	
2	9-12	\$6.50	Y	B	
1	9-12	\$82.00	Y	B	
1	9-12	\$0.00	Y	B	
1	TR	\$400.00	Y	B	
1	TR	\$400.00	Y	B	
9	9-12	\$90.00	Y	B	

9	9-12	\$0.00	Y	B	
9	TR	\$324.00	Y	B	
9	TR	\$300.00	Y	B	
9	TR	\$324.00	Y	B	
9	TR	\$324.00	Y	B	
9	TR	\$324.00	Y	B	
9	9-12	\$30.00	Y	B	
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2	TR	\$300.00	Y	B	
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4	9-12	\$50.00	Y	B	
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2	9-12	\$0.00	Y	B	
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		\$8.97	Y	B	
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		\$5.47	Y	B	

cher's Guide		\$19.97	Y	B	
		\$30.47	Y	B	
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Mathematics by Angel)		\$100.97	Y	B	
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Mathematics by Angel)		\$100.97	Y	B	
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		\$375.00	Y	B	
		NC	Y	B	
1st	9-12	\$65.70	Y	B	
1st	9-12	\$49.96	Y	B	
1st	9-12	\$49.96	Y	B	
1st	9-12	\$122.40	Y	B	
1st	9-12	\$2.00	Y	B	
1st	9-12	\$5.95	Y	B	
1st	9-12	\$5.95	Y	B	
1st	9-12	\$25.00	Y	B	
1st	9-12	\$25.00	Y	B	
1st	9-12	\$92.90	Y	B	
1st	9-12	\$63.25	Y	B	
1st	9-12	\$275.40	Y	B	
1st	9-12	\$193.80	Y	B	
1st	9-12	\$428.40	Y	B	
1st	8-12		Y	B	
1st	8-12		Y	B	

1st	8-12		Y	B
1st	8-12		Y	B
1st	8-12		Y	B
2nd	9-12		Y	B
2nd	9-12		Y	B
2nd	9-12		Y	B
2nd	9-12		Y	B
1st	9-12		Y	B
1st	9-12		Y	B
1st	9-12		Y	B
1st	9-12		Y	B
1	9-12	\$78.00	Y	B
1	9-12	\$23.00	Y	B
1	9-12	\$156.25	Y	B
1	9-12	\$185.00	Y	B
1	9-12	\$194.25	Y	B
1	9-12	\$320.25	Y	B
1	9-12	\$78.00	Y	B
3	8	\$69.97	Y	B
3	8	\$92.97	Y	B
3	8	\$66.97	Y	B
3	9	\$73.97	Y	B
3	9	\$99.97	Y	B
3	9	\$70.97	Y	B
3	10	\$74.97	Y	B
3	10	\$99.97	Y	B
3	10	\$71.97	Y	B
1	11	\$76.97	Y	B
1	11	\$99.97	Y	B
1	11	\$73.97	Y	B

	8-12	80.10	Y	B
	8-12	118.60	Y	B
	8-12	19.85	Y	B
	8-12	59.50	Y	B
	8-12	5.95	Y	B
	8-12	25.00	Y	B
	8-12	10.75	Y	B
	8-12	25.00	Y	B
	8-12	4.30	Y	B
	8-12	18.30	Y	B
	8-12	86.50	Y	B
	8-12	38.35	Y	B
	8-12	50.40	Y	B
	8-12	39.00	Y	B
	8-12	57.30	Y	B
	8-12	21.40	Y	B
	8-12	119.30	Y	B
	8-12	60.75	Y	B
	8-12	236.60	Y	B
	9-12	118.30	Y	B
	9-12	118.30	Y	B
	9-12	140.45	Y	B
	9-12	56.25	Y	B
	9-12	1,470.00	Y	B
	9-12	92.90	Y	B
	9-12	91.10	Y	B

	9-12	57.30	Y	B
	9-12	42.80	Y	B
	9-12	42.80	Y	B
	9-12	82.25	Y	B
	9-12	118.60	Y	B
	9-12	20.35	Y	B
	9-12	61.10	Y	B
	9-12	5.95	Y	B
	9-12	25.00	Y	B
	9-12	11.00	Y	B
	9-12	25.00	Y	B
	9-12	65.80	Y	B
	9-12	721.70	Y	B
	9-12	4.30	Y	B
	9-12	18.30	Y	B
	9-12	86.50	Y	B
	9-12	38.35	Y	B
	9-12	50.40	Y	B
	9-12	39.00	Y	B
	9-12	57.30	Y	B
	9-12	21.40	Y	B
	9-12	119.30	Y	B
	9-12	60.75	Y	B
	9-12	236.60	Y	B
	9-12	118.30	Y	B

	9-12	118.30	Y	B
	9-12	1,470.00	Y	B
	9-12	140.45	Y	B
	9-12	56.25	Y	B
	9-12	92.90	Y	B
	9-12	91.10	Y	B
	9-12	57.30	Y	B
	9-12	43.95	Y	B
	9-12	43.95	Y	B
	9-12	84.40	Y	B
	9-12	118.60	Y	B
subscription	9-12	20.95	Y	B
	9-12	62.70	Y	B
	9-12	5.95	Y	B
	9-12	25.00	Y	B
	9-12	11.25	Y	B
	9-12	25.00	Y	B
	9-12	67.50	Y	B
	9-12	721.70	Y	B
	9-12	4.30	Y	B
	9-12	18.30	Y	B
	9-12	86.50	Y	B
	9-12	38.35	Y	B
	9-12	50.40	Y	B
	9-12	39.00	Y	B
	9-12	57.30	Y	B
	9-12	21.40	Y	B

	9-12	119.30	Y	B
	9-12	60.75	Y	B
	9-12	275.40	Y	B
	9-12	137.70	Y	B
	9-12	137.70	Y	B
	9-12	140.45	Y	B
	9-12	56.25	Y	B
	9-12	1,470.00	Y	B
	9-12	92.90	Y	B
	9-12	91.10	Y	B
	9-12	57.30	Y	B
	9-12	45.10	Y	B
	9-12	45.10	Y	B
2nd	11-12	99.99	Y	B
2nd	11-12	88.98	Y	B
2nd	11-12	16.98	Y	B
2nd	11-12	109.98	Y	B
2nd	11-12	109.98	Y	B
2nd	11-12	27.51	Y	B
1st	11-12	189.00	Y	B

1st	8-9	73.47	Y	B
1st	8-9	62.46	Y	B
1st	8-9	16.98	Y	B
1st	8-9	102.99	Y	B
1st	8-9	102.99	Y	B
1st	8-9	25.77	Y	B
1st	8-9	189.00	Y	B
1st	9-12	75.96	Y	B
1st	9-12	64.95	Y	B
1st	9-12	16.98	Y	B
1st	9-12	102.99	Y	B
1st	9-12	102.99	Y	B
1st	9-12	25.77	Y	B

1st	9-12	189.00	Y	B
1st	9-12	78.96	Y	B
1st	9-12	67.95	Y	B
1st	9-12	16.98	Y	B
1st	9-12	102.99	Y	B
1st	9-12	102.99	Y	B
1st	9-12	25.77	Y	B
1st	9-12	189.00	Y	B
		\$79.97	Y	B
for School		\$154.97	Y	B
		\$66.97	Y	B
panion		\$70.97	Y	B
		\$66.97	Y	B
		\$97.97	Y	B
		\$8.97	Y	B

		\$13.47	Y	B
		\$19.97	Y	B
		\$5.47	Y	B
cher's Guide		\$19.97	Y	B
		\$30.47	Y	B
		\$3.97	Y	B
		\$94.97	Y	B
		\$299.97	Y	B
		\$129.97	Y	B
		\$149.97	Y	B
		\$249.97	Y	B
		\$199.97	Y	B
		\$399.97	Y	B
		\$78.97	Y	B
		\$5.47	Y	B
Guide		\$19.97	Y	B
		\$13.97	Y	B
		\$19.97	Y	B

		\$20.00	Y	B
		\$375.00	Y	B
		NC	Y	B
udent Editi	8,9	\$42.50	Y	S
udent Editi	8,9	\$35.00	Y	S
udent Editi	8,9	\$31.25	Y	S
udent Editi	8,9	\$27.50	Y	S
Student Edition	8,9	\$25.00	Y	S
Student Edition	8,9	\$22.50	Y	S
Student Edition	8,9	\$20.00	Y	S
udent Editi	8,9,10	\$42.50	Y	S
udent Editi	8,9,10	\$35.00	Y	S
udent Editi	8,9,10	\$31.25	Y	S
udent Editi	8,9,10	\$27.50	Y	S
Student Edition	8,9,10	\$25.00	Y	S
Student Edition	8,9,10	\$22.50	Y	S
Student Edition	8,9,10	\$20.00	Y	S
udent Editi	10	\$42.50	Y	S
udent Editi	10	\$35.00	Y	S
udent Editi	10	\$31.25	Y	S
udent Editi	10	\$27.50	Y	S
Student Edition	10	\$25.00	Y	S
Student Edition	10	\$22.50	Y	S
Student Edition	10	\$20.00	Y	S
udent Editi	11	\$42.50	Y	S
udent Editi	11	\$35.00	Y	S
udent Editi	11	\$31.25	Y	S
udent Editi	11	\$27.50	Y	S
Student Edition	11	\$25.00	Y	S
Student Edition	11	\$22.50	Y	S

Student Edition	11	\$20.00	Y	S
Student Edition	12	\$42.50	Y	S
Student Edition	12	\$35.00	Y	S
Student Edition	12	\$31.25	Y	S
Student Edition	12	\$27.50	Y	S
Student Edition	12	\$25.00	Y	S
Student Edition	12	\$22.50	Y	S
Student Edition	12	\$20.00	Y	S
1st	6-9	\$219.95	Y	S
1st	6-9	\$299.95	Y	S
1st	6-9	\$62.95	Y	S
1st	6-9	\$62.95	Y	S
1st	8-12	\$219.95	Y	S
1st	8-12	\$219.95	Y	S
1st	8-12	\$299.95	Y	S
1st	8-12	\$62.95	Y	S
1st	8-12	\$62.95	Y	S
1st	6-12	\$219.95	Y	S
1st	6-12	\$219.95	Y	S
1st	6-12	\$62.95	Y	S
1st	6-12	\$62.95	Y	S
1st	8-12	\$57.95	Y	S
1st	8-12	\$615.00	Y	S
1st	8-12	\$325.00	Y	S
1st	6-9	\$219.95	Y	S

		\$79.95		
2.0	9-12		Y	S
		\$205.95		
2.0	9-12		Y	S
2.0	9-12	\$58.95	Y	S
2.0	9-12	\$60.00	Y	S
		\$79.95		
2.0	9-12		Y	S
		\$205.95		
2.0	9-12		Y	S
2.0	9-12	\$58.95	Y	S
2.0	9-12	\$60.00	Y	S
2.0	9-12	\$19.99	Y	S
2.0	9-12	\$129.95	Y	S
2.0	9-12	\$35.95	Y	S
2.0	9-12	\$10.00	Y	S
2.0	9-12	\$19.99	Y	S
2.0	9-12	\$129.95	Y	S
2.0	9-12	\$35.95	Y	S

2.0	9-12	\$10.00	Y	S	
		\$83.95			
2.0	9-12		Y	S	
		\$249.95			
2.0	9-12		Y	S	
2.0	9-12	\$62.95	Y	S	
2.0	9-12	\$60.00	Y	S	
		\$83.95			
2.0	9-12		Y	S	
		\$249.95			
2.0	9-12		Y	S	
2.0	9-12	\$62.95	Y	S	
2.0	9-12	\$60.00	Y	S	
2.0	9-12	\$20.99	Y	S	
2.0	9-12	\$129.95	Y	S	
2.0	9-12	\$37.95	Y	S	
2.0	9-12	\$10.00	Y	S	
2.0	9-12	\$20.99	Y	S	
2.0	9-12	\$129.95	Y	S	

2.0	9-12	\$37.95	Y	S	
2.0	9-12	\$10.00	Y	S	
		\$81.95			
2.0	9-12		Y	S	
		\$249.95			
2.0	9-12		Y	S	
2.0	9-12	\$60.95	Y	S	
2.0	9-12	\$60.00	Y	S	
		\$81.95			
2.0	9-12		Y	S	
		\$249.95			
2.0	9-12		Y	S	
2.0	9-12	\$60.95	Y	S	
2.0	9-12	\$60.00	Y	S	
2.0	9-12	\$20.49	Y	S	
2.0	9-12	\$149.95	Y	S	
2.0	9-12	\$36.95	Y	S	
2.0	9-12	\$10.00	Y	S	
2.0	9-12	\$20.49	Y	S	

2.0	9-12	\$149.95	Y	S	
2.0	9-12	\$36.95	Y	S	
2.0	9-12	\$10.00	Y	S	
		64.10			
	8-12		Y	B	
	8-12	721.70	Y	B	
	9	80.10	Y	B	

Abrams				
			GRADES	
Publisher	ISBN. NO.	TITLE	Copy right Date	Edition
Abrams LT	9780766437654	Big Book Health and Safety Set 1 Complete;10 Big Books,10 Teacher's Guides	2011	1st
Abrams LT	9780766437456	A Healthy Day Interactive BB	2011	1st
Abrams LT	9780766437463	Get Up and Go ! Interactive BB	2011	1st
Abrams LT	9780766437470	Eat All Your Colors Interactive BB	2011	1st
Abrams LT	9780766437487	I Am Clean, I Am Healthy Interactive BB	2011	1st
Abrams LT	9780766437494	I Know First Aid Interactive BB	2011	1st
Abrams LT	9780766437500	Safe at School Interactive BB	2011	1st
Abrams LT	9780766437517	Safe at Home Interactive BB	2011	1st
Abrams LT	9780766437524	Safe at Play Interactive BB	2011	1st
Abrams LT	9780766437531	Take a Stand Interactive BB	2011	1st
Abrams LT	9780766437548	Tell Someone You Trust Interactive BB	2011	1st
		Additional Interactive Big Books		
Abrams LT	9780766414990	I Keep Myself Safe Interactive BB	2005	1st
Abrams LT	9780766415843	My Wonderful Body Interactive BB	2006	1st
Abrams LT	9780766420618	I Keep Myself Healthy Interactive BB	2007	1st
Abrams LT	9780766415003	Let's Eat Interactive BB	2011	1st
Abrams LT	9780766419810	What Should I Put on My Plate? Interactive BB	2012	1st
		Health and Safety Little Books		
Abrams LT	9780766415195	I Keep Myself Safe Interactive BB	2005	1st
Abrams LT	9780766416048	My Wonderful Body Interactive BB	2006	1st
Abrams LT	9780766420816	I Keep Myself Healthy Interactive BB	2007	1st
Abrams LT	9780766415201	Let's Eat Interactive BB	2011	1st
Abrams LT	9780766419889	What Should I Put on My Plate? Interactive BB	2012	1st
Abrams LT	9780766437661	Big Book Health and Safety-Spanish Set 1 Complete;10 Big Books,10 Teacher's Guides	2011	1st
Abrams LT	9780766437555	Un dia saludable Interactive BB	2011	1st
Abrams LT	9780766437562	Mantenganse activas ! Interactive BB	2011	1st

Abrams LT	9780766437579	Coman de todos los colores Interactive BB	2011	1st
Abrams LT	9780766437586	Estoy limpio y sano Interactive BB	2011	1st
Abrams LT	9780766437593	Se dar primeros auxillias Interactive BB	2011	1st
Abrams LT	9780766437609	Estar seguros en la escuela Interactive BB	2011	1st
Abrams LT	9780766437616	Estar seguros en casa Interactive BB	2011	1st
Abrams LT	9780766437623	Estar seguros en las horas de recreo Interactive BB	2011	1st
Abrams LT	9780766437630	Evitar la intimidacion Interactive BB	2011	1st
Abrams LT	9780766437647	Avisale a alguien de confianza Interactive BB	2011	1st
		Additional Spanish Interactive Big Books		
Abrams LT	9780766419599	Me protejo Interactive BB	2006	1st
Abrams LT	9780766419681	Mi asombroso cuerpo Interactive BB	2006	1st
Abrams LT	9780766419582	A comer ! Interactive BB	2011	1st
		Health and Safety-Spanish Little Books		
Abrams LT	9780766419100	Me protejo LB 6 pack	2006	1st
Abrams LT	9780766419186	Mi asombroso cuerpo LB 6 pack	2006	1st
Abrams LT	9780766419094	A comer ! LB 6 pack	2011	1st

Human Development Resource Council				
			GRADES	
Publisher	ISBN. NO.	TITLE	Copy right Date	Edition
Human Development Resource Council	0-9777625-3-X	Preview of a Birth (DVD)	2002	First
Human Development Resource Council	0-9777625-0-5	Are You Dying To Have Sex? CD- ROMs	2005	First
Human Development Resource Council	0-9777625-9-9	Are You Dying To Have Sex? Arkansas Student Edition (online/downloadable)	2012	First
Human Development Resource Council	0-9852525-0-2	Are You Dying To Have Sex? Arkansas Teacher Edition (online version)	2012	First

Human Kinetics				
			GRADES	

Publisher	ISBN. NO.	TITLE	Copy right Date	Edition
Human Kinetics	978-0-7360-8357-7	Fitness for Life, Updated 5th Edition, Electronic Access	2010	5
Human Kinetics	978-0-7360-6864-2	Fitness for Life Wraparound Teacher Edition and Resources Kit-Updated 5th Edition	2007	5
Human Kinetics	978-0-7360-5531-4	Fitness for Life Spanish eBook CD-ROM - 5th Edition	2004	5
Human Kinetics	978-0-7360-5568-0	Fitness for Life In-Service DVD - 5th Edition	2005	5
Human Kinetics	978-07360-5098-2	Fitness for Life Physical Activity Pyramid for Teens Poster	2003	
Human Kinetics	78-0-7360-9392-7	Fitness for Life, Middle School, Electronic Access	2010	
Human Kinetics	978-0-7360-6828-4	Fitness for Life Middle School Teachers Guide	2007	

**Pearson Education,
Inc., p.a. Prentice Hall**

			GRADES	
Publisher	ISBN. NO.	TITLE	Copy right Date	Edition
Pearson Education, Inc., p.a. Prentice Hall	9780133672503	Student Edition	2010	2
Pearson Education, Inc., p.a. Prentice Hall	9780133678932	Student Edition Online 6-year Access	2010	2
Pearson Education, Inc., p.a. Prentice Hall	9780133673104	Student Edition on CD-ROM	2010	2
Pearson Education, Inc., p.a. Prentice Hall	9780133672527	Teacher's Edition	2010	2
Pearson Education, Inc., p.a. Prentice Hall	9780131811775	Reading and Notetaking Guide, Student Edition Workbook, English	2010	2
Pearson Education, Inc., p.a. Prentice Hall	9780132510530	Reading and Notetaking Guide, Student Edition Workbook, Spanish	2010	2
Pearson Education, Inc., p.a. Prentice Hall	9780132510547	Reading and Notetaking Guide, Adapted, English	2010	2
Pearson Education, Inc., p.a. Prentice Hall	9780132510714	ExamView Assessment Suite	2010	2
Pearson Education, Inc., p.a. Prentice Hall	9780133673111	TeacherEXPRESS CD-ROM	2010	2

The Spark Program

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			GRADES	
Publisher	ISBN. NO.	TITLE	Copy right Date	Edition
Spark Publishing	9-1303150-201	Set of K-2 PE Manual + Music CD + SPARKfolio		
Spark Publishing	9-1278341-201	Set of 3-6 PE Manual + Music CD + SPARKfolio		
Spark Publishing	9-1385679-201	Set of Middle School PE Manual + Music CD + SPARKfolio		
Spark Publishing	9-1414749-201	Set of High School PE Manual + Music CD + SPARKfolio		

Grade	Wholesale Price	Basal/Supplemental
K-2	\$360.00	Supplemental
K-2	\$42.95	Supplemental
K-2	\$42.95	Supplemental
K-2	\$42.95	Supplemental
K-2	\$42.95	Supplemental
K-2	\$42.95	Supplemental
K-2	\$42.95	Supplemental
K-2	\$42.95	Supplemental
K-2	\$42.95	Supplemental
K-2	\$42.95	Supplemental
		Supplemental
K-2	\$42.95	Supplemental
K-2	\$42.95	Supplemental
K-2	\$42.95	Supplemental
K-2	\$42.95	Supplemental
K-2	\$42.95	Supplemental
		Supplemental
K-2	\$30.00	Supplemental
K-2	\$30.00	Supplemental
K-2	\$30.00	Supplemental
K-2	\$30.00	Supplemental
K-2	\$30.00	Supplemental
K-2	\$360.00	Supplemental
K-2	\$42.95	Supplemental
K-2	\$42.95	Supplemental

K-2	\$42.95	Supplemental
K-2	\$42.95	Supplemental
K-2	\$42.95	Supplemental
K-2	\$42.95	Supplemental
K-2	\$42.95	Supplemental
K-2	\$42.95	Supplemental
K-2	\$42.95	Supplemental
K-2	\$42.95	Supplemental
K-2	\$42.95	Supplemental
		Supplemental
K-2	\$42.95	Supplemental
K-2	\$42.95	Supplemental
K-2	\$42.95	Supplemental
		Supplemental
K-2	\$30.00	Supplemental
K-2	\$30.00	Supplemental
K-2	\$30.00	Supplemental

Grade	Wholesale Price	Basal/Supplemental
9-12	\$10.00	Supplemental
9-12	\$20.00	Supplemental
9-12	\$50.00	Supplemental
9-12	Free	Supplemental

Grade	Wholesale Price	Basal/Supplemental
9-12	\$35.00	Basal
9-12	\$299.00	Basal
9-12	\$99.00	Basal
9-12	\$79.00	Basal
9-12	\$16.00	Basal
		Basal
6-8	\$25.00	Basal
6-8	\$139.00	Basal

Grade	Wholesale Price	Basal/Supplemental
9-12	\$71.47	Basal
9-12	\$60.97	Basal
9-12	\$64.47	Basal
9-12	\$99.97	Basal
9-12	\$8.97	Basal
9-12	\$8.97	Basal
9-12	\$8.97	Basal
9-12	\$129.97	Basal
9-12	\$199.97	Basal

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Grade	Wholesale Price	Basal/Supplemental
K-2	\$299.99	Basal
3-6	\$299.99	Basal
Middle Level	\$299.99	Basal
High School	\$299.99	Basal

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING EDUCATOR LICENSURE

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1.0 Regulatory Authority and Purpose

- 1.01 These Rules shall be known as Arkansas Department of Education Rules Governing Educator Licensure.
- 1.02 The State Board of Education enacts these Rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-17-401 *et seq.*, and 25-15-201 *et seq.*
- 1.03 The purposes of these Rules are to:
- 1.03.1 Establish requirements and procedures for the issuance, licensure, relicensure, and continuance of licensure of educators in the public schools of this state, as required by Ark. Code Ann. § 6-17-402;
 - 1.03.2 Provide for the acceptance of educator licenses by reciprocity, as required by Ark. Code Ann. § 6-17-403;
 - 1.03.3 Implement as a prerequisite to licensure the requirement of basic-skills, pedagogical, and content-area assessments, as required by Ark. Code Ann. §§ 6-17-402, 6-17-601, & 6-15-1004;
 - 1.03.4 Implement as a prerequisite to licensure the requirement of college coursework in Arkansas History for certain educators, as required by Ark. Code Ann. § 6-17-418; and
 - 1.03.5 Provide for the issuance of provisional licenses, as required by Ark. Code Ann. §§ 6-17-403 & 6-17-418.
- 1.04 These Rules provide four pathways to educator licensure:
- 1.04.1 Completion of a bachelor's or higher degree from an accredited teacher preparation program at an accredited college or university;
 - 1.04.2 Completion of an accredited speech-language pathology or school psychology program;
 - 1.04.3 Issuance of a professional license with appropriate specialization by the Arkansas Board of Examiners in Counseling; and
 - 1.04.4 Licensure by reciprocity.
- 1.05 In addition to the pathways contained in these Rules, the Department's Rules Governing the Non-Traditional Licensure Program provide other pathways to licensure for individuals holding a bachelor's degree or higher from an accredited college or university, including without limitation:

- 1.05.1 Completion of the Arkansas Professional Pathway to Teacher Licensure (APPTL), formerly known as the Non-Traditional Licensure Program;
- 1.05.2 Professional Teaching Permits and Provisional Professional Teaching Licenses for experienced professionals to teach in their areas of expertise;
- 1.05.3 Acceptance into the Teach for America program; and
- 1.05.4 Completion of a master's degree in teaching from an accredited teacher preparation program at an accredited college or university.
- 1.06 In addition to the pathways contained in these Rules, the Arkansas Department of Career Education Program Policies and Procedures for Career and Technical Education provide other pathways to licensure for individuals who meet that Department's requirements and who:
 - 1.06.1 Hold a bachelor's or higher degree in the career or technical area to be taught; or
 - 1.06.2 Document a minimum of four (4) years of experience in the career or technical area to be taught, and hold a high school diploma or GED credential.

2.0 Definitions

For the purposes of these Rules:

- 2.01 "Accredited College or University" means an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.
 - 2.01.1 In addition to any approvals required under these Rules, institutions of higher education may be subject to other applicable laws or regulations, including without limitation Ark. Code Ann. § 6-61-301 *et seq.* and the Policies, Rules, and Regulations of the Arkansas Higher Education Coordinating Board.
- 2.02 "Accredited Speech-Language Pathology or School Psychology Program" means a speech-language pathology or school psychology program that is offered by an accredited college or university, and the program is:
 - 2.02.1 Nationally accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association; or

- 2.02.2 Nationally accredited in school psychology by the Commission on Accreditation of the American Psychological Association; or
- 2.02.3 Approved by the National Association of School Psychologists; or
- 2.02.4 Nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.
- 2.03 “Accredited Teacher Preparation Program” means a teacher preparation program that is:
- 2.03.1 Nationally accredited by the National Council for Accreditation of Teacher Education (NCATE), Teacher Education Accreditation Council (TEAC), or Council for Accreditation of Educator Preparation (CAEP); or
- 2.03.2 Nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation; or
- 2.03.3 Approved by the licensing authority of a state government.
- 2.04 “Additional Licensure Plan (ALP)” means a plan approved by the Office of Educator Licensure that allows an individual holding a Standard License or Provisional License (by reciprocity only) to accept employment or assignment in an out-of-area position, prior to completion of the requirements for the required endorsement, licensure content area, or level of licensure, for no more than three (3) years dependent on successful progress towards completion.
- 2.05 ”Administrator License” means a five (5)-year renewable license, issued by the State Board, which allows the license holder to serve as an administrator in Arkansas public schools. Administrator licenses include:
- 2.05.1 Curriculum/Program Administrator – A school leader who is responsible for program development and administration, and who may be responsible for employment evaluation decisions, in one (1) of the following areas:
- 2.05.1.1 Special Education;
- 2.05.1.2 Gifted and Talented Education;
- 2.05.1.3 Career and Technical Education;
- 2.05.1.4 Content Area Specialist, in a licensure content area;
- 2.05.1.5 Curriculum Specialist; or
- 2.05.1.6 Adult Education;

- 2.05.2 Building-Level Administrator – A Principal, Assistant Principal, or Vice Principal in an Arkansas public school or in the Arkansas Correctional Schools;
- 2.05.3 District-Level Administrator – A superintendent, assistant/associate superintendent, or deputy superintendent.
- 2.06 “Administrator Licensure Completion Plan (ALCP)” means a plan approved by the Office of Educator Licensure that allows an individual holding a Standard License to accept employment as an administrator, prior to completion of the requirements for an Administrator License, for no more than three (3) years dependent on successful progress towards completion.
- 2.07 “Ancillary License” means a five (5)-year renewable license, issued by the State Board, that does not require prior classroom teaching experience, and which allows the license holder to practice in Arkansas public schools as a School Psychology Specialist, Speech Language Pathologist, or School Counseling Specialist.
- 2.08 “Beginning Administrator” means an individual who:
- 2.08.1 Holds an Administrator License and has less than one (1) year of public administrative experience, not including student internship; or
- 2.08.2 Is employed as an administrator under an ALCP and waiver by a public school district, open-enrollment public charter school, or other organization.
- 2.09 “Department” means the Arkansas Department of Education.
- 2.10 “Endorsement” means a teaching or administrative licensure area which may be added only to an existing Standard License and may not be issued as a first-time license.
- 2.11 “Exception Area Endorsement” means an endorsement which may be added to a Standard License only by:
- 2.11.1 The completion of a program of study; or
- 2.11.2 Reciprocity recognition of a license endorsement from another state or country.
- 2.12 “Good Standing” means, for the purpose of reciprocity, that:
- 2.12.1 There are no ethics or similar proceedings pending against a licensee;

- 2.12.2 The licensee has not been sanctioned for ethics or similar charges against the license during the two (2) most recent years of teaching experience, if any; and
- 2.12.3 The license is current in the licensing state or country.
- 2.13 “Highly-Qualified Teacher” means a teacher who is highly qualified as defined by the Department’s Rules Governing Highly Qualified Teachers Promulgated Pursuant to the No Child Left Behind Act of 2001.
- 2.14 “Internship” means a practical administrative or curricular experience within a program of study, which provides the candidate with practice in the specific licensure content area, or in the specific administrative area and level sought.
- 2.14.1 Internships must take place in a K-12 public or private school, the Arkansas Correctional Schools, or in another setting as approved by the Department.
- 2.14.2 A separate internship is required for each administrative area and level sought.
- 2.15 “Level of Licensure” means the grade/age level parameter of the teaching license as identified in Appendix A, Areas and Levels of Licensure.
- 2.16 “Licensure Content Area” means a particular content field as recognized by the State Board. Licensure content areas are listed in Appendix A, Areas and Levels of Licensure.
- 2.17 “Novice Teacher” means a licensed teacher employed under an employment contract with a public school or district who:
- 2.17.1 Has less than one (1) year of public school classroom teaching experience, not including student internship or substitute teaching; and
- 2.17.2 Has been assigned lead responsibility for a student’s learning in a subject/course with aligned performance measures.
- 2.18 “Out-of-Area Position” means a licensed position requiring a particular license, endorsement, licensure content area, or level of licensure that the employee filling the position does not currently hold.
- 2.19 “Program of Study” means a curriculum that requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions for a particular endorsement, licensure content area, or level of licensure, and is:
- 2.19.1 Provided by one (1) or more accredited colleges or universities;

2.19.2 Aligned with Arkansas licensure standards; and

2.19.3 Approved by the Department.

2.20 “Provisional License” means a temporary one-year license, issued by the State Board, which allows the license holder to teach or work in Arkansas public schools. For the purpose of these Rules, “Provisional License” does not include a provisional license issued pursuant to the Department’s Rules Governing the Non-Traditional Licensure Program.

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

2.22 “School Counseling Specialist” means an individual holding an Ancillary License in School Counseling. A School Counseling Specialist may not add a licensure content area, endorsement, or level of licensure, or be eligible for an administrator license, except by completing a teacher preparation program as required by Section 4.03 of these Rules.

2.23 “School Psychology Specialist” means an individual holding an Ancillary License in School Psychology. A School Psychology Specialist may add a Curriculum/Program Administrator License in Special Education by meeting the criteria of Section 6.02 of these Rules, but is not eligible to add any other licensure content area, endorsement, or level of licensure except by completing a teacher preparation program as required by Section 4.03 of these Rules.

2.24 “Speech Language Pathologist” means an individual holding an Ancillary License in Speech Pathology. A Speech Language Pathologist may add a Curriculum/Program Administrator License in Special Education by meeting the criteria of Section 6.02 of these Rules, but is not eligible to add any other licensure content area, endorsement, or level of licensure except by completing a teacher preparation program as required by Section 4.03 of these Rules.

2.25 ”Standard License” means a five (5)-year renewable license, issued by the State Board, which allows the license holder to teach in Arkansas public schools.

2.25.1 “Standard License” includes an Advanced License issued pursuant to the Department’s Rules Governing Initial, Standard/Advanced Level and Provisional Teacher Licensure (eff. July 2010 or July 2007).

2.26 “Standard License Equivalent” means a current, unrestricted, non-probationary, non-provisional teaching license that allows an individual to work as a teacher.

administrator, counselor, or library media specialist in another state's public schools and is in good standing with the licensing state.

2.27 "State Board" means the Arkansas State Board of Education.

2.28 "Successful Completion" means, solely in relation to post-secondary credit-hours taken to add an endorsement or administrator licensure to a license:

2.28.1 Maintaining a minimum grade-point average (GPA) of 2.50 for undergraduate-level coursework; and

2.28.2 Maintaining a minimum grade-point average (GPA) of 3.00 for graduate-level coursework.

2.29 "Waiver" means an approval granted by the Department allowing a public school district or open-enrollment public charter school to employ:

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

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

3.0 Instructional License Requirements

Standard License – Traditional (Expired or No Previous License)

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

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

3.01.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation;

3.01.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessments as mandated by the State Board;

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

3.01.5 Documentation of successful completion of an accredited teacher preparation program:

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

3.01.5.2 An awarded education degree from an institution outside of Arkansas shall be recognized for licensure only if the degree is recognized for licensure in the state where the institution maintains its principal place of business;

3.01.5.3 An applicant who has never been licensed and whose most recent education degree or teacher preparation program was completed more than ten (10) years before the date of application shall be required to complete a program of study as determined by an accredited teacher preparation program;

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

3.01.7 For an applicant holding an expired license from another state or country, a copy of the expired license.

Standard License - Reciprocity

3.02 The Office of Educator Licensure shall issue a Standard License upon receipt of the following from an applicant holding a current, valid educator license from and in good standing with another state or country:

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

3.02.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation;

3.02.3 A copy of the out-of-state or out-of-country license(s) held by the applicant;

3.02.4 An official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessments as mandated by the State Board;

3.02.4.1 This requirement shall be waived upon the receipt of all test scores required for licensing in a licensing state;

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

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

3.02.6 Documentation of one (1) of the following:

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

3.02.6.2 Successful completion of an accredited teacher preparation program; or

3.02.6.3 Current certification from the National Board of Professional Teaching Standards; and

3.02.7 For applicants seeking licensure in Elementary Education (K-6), Middle School (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university.

3.02.8 An applicant holding an expired license from another state or country may seek licensure by complying with the requirements of Section 3.01 of these Rules.

Provisional License

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

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

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

3.03.3 Meets all of the requirements of Sections 3.01 or 3.02 of these Rules except for:

3.03.3.1 Successful completion of Arkansas History coursework required by 3.01.6 or 3.02.7; or

3.03.3.2 Submission of an official score report reflecting passing scores, as approved by the State Board, on the appropriate pedagogical and content-area assessments as mandated by the State Board, as required by 3.01.3 or 3.02.4.

4.0 Ancillary License Requirements

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

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

4.01.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation;

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

4.01.4 Documentation of one (1) of the following:

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

4.01.4.1.1 Successful completion of a graduate-level, accredited Speech-Language Pathology program; or

4.01.4.1.2 Certification of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association;

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

4.01.4.3 Current licensure in good standing with the Arkansas Board of Examiners in Counseling, as follows:

4.01.4.3.1 Licensure as a Licensed Associate Counselor (LAC), Licensed Professional Counselor (LPC), Licensed Associate Marriage and Family Therapist (LAMFT), or Licensed Marriage and Family Therapist (LMFT); with

4.01.4.3.2 School Counselor Specialization, Marriage and Family Specialization, Clinical Mental Health Specialization, or Appraisal Specialization.

4.01.4.4 The Office of Educator Licensure shall issue a one (1) year Provisional License, renewable no more than two (2) times for a maximum of three (3) years, to an applicant who meets all of the other requirements of this Section 4.01.4 but lacks the specialization required by Section 4.01.4.3.2.

4.02 An individual holding an Ancillary License in School Counseling may not add a licensure content area, endorsement, or level of licensure, or be eligible for an administrator license, except by meeting the criteria of Section 4.03 of these Rules.

4.03 The Office of Educator Licensure shall add a licensure content area, endorsement, or level of licensure to an Ancillary License only upon receipt of the following from an applicant:

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

4.03.2 An official transcript documenting the successful completion of:

4.03.2.1 A program of study at an accredited teacher preparation program, to include an internship in the licensure content area to be taught;

4.03.2.2 The Arkansas Professional Pathway to Teacher Licensure (APPTL), formerly known as the Non-Traditional Licensure Program; or

4.03.2.3 Any other pathway to licensure permitted by the Department's Rules Governing the Non-Traditional Licensure Program;

4.03.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessment(s) as mandated by the State Board; and

4.03.4 Documentation of the licensed experience, if any, required by these Rules for the licensure content area, endorsement, or level of licensure sought.

4.04 Notwithstanding the requirements of Section 4.03, an individual holding an Ancillary License in Speech Language Pathology or School Psychology may add a Curriculum/Program Administrator License in Special Education by meeting the criteria of Section 6.02 of these Rules.

5.0 Endorsements, Areas and Levels of Licensure

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

5.01.1 Content areas, levels, and endorsements listed on an out-of-state license shall be recognized for licensure through reciprocity, as follows:

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

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

5.01.1.3 If none of the content areas or endorsements listed on an out-of-state license parallel an Arkansas licensure content area, the Office of Educator Licensure shall issue a license reflecting the same content area or endorsement reflected on the out-of-state license, with a notation that the identified content area or endorsement is by reciprocity and does not conform to an Arkansas-approved licensure content area or endorsement.

5.01.2 Content areas, levels, and endorsements listed on an out-of-country license may be recognized for reciprocity in accordance with the credential evaluation required in Section 8.04 of these Rules. An applicant whose content area, endorsement, or level is not recognized by Arkansas shall receive the licensure content area, endorsement, or level of licensure that most closely parallels their out-of-country licensure area, endorsement, or level.

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

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

Addition of Areas and Endorsements

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

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

5.02.2 If required by Appendix A or by Section 5.03 below, an official transcript from an accredited college or university documenting completion of a Department-approved program of study;

5.02.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate pedagogical or specialty-area assessment as mandated by the State Board, or as mandated by the state where the program of study was completed if that state requires an assessment; and

- 5.02.4 For applicants seeking addition of Elementary Education (K-6), Middle School (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university.
- 5.02.5 All teacher education coursework must be completed at an accredited teacher preparation program.
- 5.03 No licensure content area or level of licensure may be added to a license by testing out if the area or level is more than one level above or below that of the initial license held by the licensee. Specifically, a Department-approved program of study at an accredited college or university is a required pre-requisite for:
- 5.03.1 Adding any exception area endorsement to any license;
- 5.03.2 Adding any K-6 licensure content area to a license with an initial licensure level of 7-12, K-12, or P-12;
- 5.03.3 Adding any 4-8 licensure content area to a license with an initial licensure level of B-K, K-12, or P-12;
- 5.03.4 Adding any 4-12 licensure content area to a license with an initial licensure level of B-K, P-4, K-6, 1-6, K-12, or P-12;
- 5.03.5 Adding any 7-12 licensure content area to a license with an initial licensure level of B-K, P-4, K-6, 1-6, or P-8; and
- 5.03.6 Adding any K-12 licensure content area to a license with an initial licensure level of B-K, P-4, K-6, 1-6, 4-8, 4-12, P-8, or 7-12.
- 5.04 A licensure content area, endorsement, or level of licensure may be transferred by reciprocity to an existing Arkansas license only by following the requirements of Sections 5.02 and 5.03 above.
- 5.05 The Office of Educator Licensure shall add a licensure content area, endorsement, or level of licensure to an adult education license or career-technical permit that was issued pursuant to regulations established by the Arkansas Department of Career Education, only upon receipt of the following from an applicant:
- 5.05.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 5.05.2 An official transcript documenting the successful completion of:

5.05.2.1 A program of study at an accredited teacher preparation program, to include an internship in the licensure content area to be taught;

5.05.2.2 The Arkansas Professional Pathway to Teacher Licensure (APPTL), formerly known as the Non-Traditional Licensure Program; or

5.05.2.3 Any other pathway to licensure permitted by the Department's Rules Governing the Non-Traditional Licensure Program; and

5.05.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessment(s) as mandated by the State Board.

Additional Licensure Plans (ALP)

5.06 The Office of Educator Licensure shall issue an Additional Licensure Plan (ALP) to an individual holding a Standard License and employed in an out-of-area position, upon the submission of a completed application for an ALP, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C).

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

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

5.06.2.1 Successfully completes in the first year of the ALP any specialty-area assessment required to be designated as a highly-qualified teacher; and

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

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

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

5.06.3.2 Successfully **completes a** minimum of six (6) hours of coursework in the content area at an accredited college or university.

5.06.4 An individual holding a provisional license issued by reciprocity is eligible for an ALP subject to the remaining requirements of this Section 5.06.

5.06.5 Whether or not an ALP is issued, no person shall be employed by a public school in an out-of-area position for more than thirty (30) days without a waiver issued pursuant to Section 9.0 of these Rules.

6.0 Administrator License Requirements

Building-Level Administrator License

6.01 The Office of Educator Licensure shall issue a Building-Level Administrator License upon receipt of the following from an applicant holding an existing Arkansas Standard License:

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

6.01.2 Documentation that the applicant has successfully completed any background checks required by the Department's Rules Governing Background Checks and License Revocation;

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

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

6.01.3.2 An awarded degree from an institution outside of Arkansas shall be recognized for licensure only if the degree is recognized for licensure in the state where the institution maintains its principal place of business;

6.01.4 If the master's degree is not in Educational Leadership, an official transcript documenting successful completion of a Department-approved, graduate-level program of study reflective of the standards for building-

level administrator licensure, to include an internship with adequate and substantial experiences at both the K-6 and 7-12 levels;

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

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

6.01.6 Documentation of at least four (4) years of P-12 experience as a licensed classroom teacher, school counselor, or library media specialist.

6.01.6.1 One (1) year of experience is defined as a minimum of one hundred twenty (120) days of full-time work in a single school year, with a minimum of fifty percent (50%) of each day spent as a licensed classroom teacher, school counselor, or library media specialist.

6.01.6.2 Experience as an Educational Examiner, Adult Education, Athletic Director/Coaching, School Administrator, Speech Pathologist, School Psychology Specialist, or School Counseling Specialist shall not count towards this experience requirement.

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

6.01.6.4 Teaching experience in a career and technical education area as recognized by the State Board may satisfy this requirement only if the area taught is one for which a bachelor's degree is required as a pre-requisite to licensure by the Arkansas Department of Career Education.

Curriculum/Program Administrator License

6.02 The Office of Educator Licensure shall issue a Curriculum/Program Administrator License upon receipt of the following from an applicant holding a

Standard License in the relevant area, or an Ancillary License in Speech Language Pathology or School Psychology:

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

6.02.2 Documentation that the applicant has successfully completed any background checks required by the Department's Rules Governing Background Checks and License Revocation;

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

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

6.02.3.2 An awarded degree from an institution outside of Arkansas shall be recognized for licensure only if the degree is recognized for licensure in the state where the institution maintains its principal place of business;

6.02.4 An official transcript documenting successful completion of a graduate-level program of study reflective of the standards for curriculum/program administrator licensure, to include an **internship**;

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

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

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

- 6.02.6.1 Special Education – Classroom teaching experience in special education, or experience in speech language pathology or school psychology, while employed by a public or private school under the terms of an approved teacher employment contract and not under a purchase-service contract;
- 6.02.6.2 Gifted and Talented Education – Classroom teaching experience in the area of gifted and talented education;
- 6.02.6.3 Career and Technical Education – Classroom teaching experience in one (1) or more career and technical education areas as recognized by the State Board, if the area is one for which a bachelor's degree is required as a pre-requisite to licensure by the Arkansas Department of Career Education;
- 6.02.6.4 Content Area Specialist – Classroom teaching experience in a licensure content area;
- 6.02.6.5 Curriculum Specialist – Experience as a school counselor, library media specialist, or classroom teacher in any licensure content area or level of licensure; or
- 6.02.6.6 Adult Education – Classroom teaching experience in the area of adult education.
- 6.02.6.7 One (1) year of experience is defined as a minimum of one hundred twenty (120) days of full-time work in a single school year, with a minimum of fifty percent (50%) of each day spent as a licensed classroom teacher, school counselor, or library media specialist.
- 6.02.6.8 Up to two (2) years of the experience requirement may be satisfied by equivalent working experience, including without limitation employment with an education service cooperative or the Department.

District-Level Administrator License

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

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

6.03.2 Documentation that the applicant has successfully completed any background checks required by the Department's Rules Governing Background Checks and License Revocation;

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

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

6.03.3.2 An awarded degree from an institution outside of Arkansas shall be recognized for licensure only if the degree is recognized for licensure in the state where the institution maintains its principal place of business;

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

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

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

6.03.6 Documentation of at least four (4) years of licensed experience as required by Section 6.01.6 or 6.02.6 above, or four (4) years of building-level administrator experience; and

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

6.03.7.1 One (1) year of experience is defined as requiring a minimum of one hundred twenty (120) days of full-time work, in a single school year, with a minimum of fifty percent (50%) of each day spent as a building-level or curriculum/program administrator.

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

Administrator Licensure Completion Plan (ALCP)

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

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

6.04.1.1 The application must be verified by the Educational Leadership Chairperson of the accredited college or university where the degree or program of study is offered;

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

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

6.04.3 Meets all of the requirements of Sections 6.01, 6.02, or 6.03 of these Rules except for:

6.04.3.1 Successful completion of an awarded master's or higher degree as required by 6.01.3, 6.02.3, or 6.03.3;

6.04.3.2 Successful completion of a graduate-level program of study as required by 6.01.4, 6.02.4, or 6.03.4; or

6.04.3.3 Submission of an official score report reflecting passing scores on the appropriate administrative licensure assessment, as required by 6.01.5, 6.02.5, or 6.03.5.

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

- 6.04.4.1 Remains employed with an Arkansas public school district, open-enrollment public charter school, or other agency or organization, in a position that requires an Administrator License;
 - 6.04.4.2 Holds the degree required by 6.01.3, 6.02.3, or 6.03.3, or remains enrolled and actively participates in the appropriate degree program; and
 - 6.04.4.3 Has completed, or remains enrolled and actively participates in the appropriate program of study required by 6.01.4, 6.02.4, or 6.03.4.
 - 6.04.4.4 Active participation in a degree program or program of study means successful completion of a minimum of three (3) hours of graduate-level coursework in the first year of the ALCP, and a minimum of six (6) hours of graduate-level coursework in both the second and third years of the ALCP.
- 6.04.5 Whether or not an ALCP is issued, no person shall be employed by a public school in an out-of-area position for more than thirty (30) days without a waiver issued pursuant to Section 9.0 of these Rules.

7.0 License Renewal

Professional Development Requirements for License Renewal

- 7.01 Except as specifically provided herein, no license issued by the State Board may be renewed unless the following requirements of this Section 7.01 are met.
- 7.01.1 Every individual holding a license issued by the State Board shall document completion of sixty (60) or more hours of approved professional development each year, as required by the Department's Rules Governing Professional Development.
 - 7.01.2 Professional development completion may be documented by:
 - 7.01.2.1 Submitting verification, by an authorized representative of the school, district, or organization employing the licensee, that the licensee has completed all professional development required during the term of the license; or
 - 7.01.2.2 Submitting proof of completion of professional development hours attended.

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

7.01.4 A retired teacher who returns to licensed employment shall complete sixty (60) hours of professional development within the school year of the return to employment and in each year thereafter while employed in a licensed position.

7.01.5 As part of the required professional development hours, a licensee shall document completion, no more than twelve (12) months prior to renewal, of the child maltreatment recognition training required by Ark. Code Ann. § 6-61-133 and the Department's Rules Governing Professional Development.

Renewal of Current / Recently Expired Licenses

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

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

7.02.2 Documentation that the applicant has successfully completed any background checks required by the Department's Rules Governing Background Checks and License Revocation; and

7.02.3 Documentation of professional development completion, as required by Section 7.01.

7.02.4 An individual unable to document professional development completion may be eligible for a Provisional License by meeting the criteria of Section 7.05 of these Rules.

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

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

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

7.03.3 The Office of Educator Licensure is able to document from its records that the licensee has satisfied the background check and professional development requirements of Sections 7.01 and 7.02.2.

Renewal of Licenses Expired More Than One (1) Year

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

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

7.04.2 Documentation that the applicant has successfully completed any background checks required by the Department's Rules Governing Background Checks and License Revocation; and

7.04.3 Documentation of completion of sixty (60) or more hours of approved professional development.

7.04.4 An individual required to take additional professional development may be eligible for a Provisional License by meeting the criteria of Section 7.05 of these Rules.

Provisional Licenses

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

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

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

7.05.3 Meets all of the requirements of Sections 7.02 or 7.04 of these Rules except for verification of professional development as required by 7.01.

7.05.4 The Provisional License may be converted to a Standard, Ancillary, or Administrator License upon the submission of written verification of completion of sixty (60) hours of approved professional development that was completed during the one-year term of the Provisional License.

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

8.0 General Provisions for all Licenses

8.01 A Standard, Ancillary, or Administrator License shall be a renewable license, valid for a period of five (5) years. Except as provided below, a license shall become effective January 1 of the year it is issued and shall expire December 31 of the fifth year.

8.01.1 Regardless of when it is issued, an Administrator License shall reflect the same beginning and expiration dates as the licensee's Standard License.

8.01.2 The beginning date of a license renewal shall be January 1 of the year following the expiration date of the old license, unless the old license was expired more than one (1) year.

8.01.3 The beginning date of the renewal of a license that had been expired for more than one (1) year shall be January 1 of the year renewed.

8.01.4 Addition of an endorsement, licensure content area, or level of licensure to a license shall not affect the beginning and expiration dates of the license.

8.02 A Provisional License shall become effective on the licensee's first contracted day with the public school district, open-enrollment public charter school, or other agency or organization.

8.03 A Standard, Ancillary, or Administrator License may reflect the highest earned degree awarded to the licensee in:

8.03.1 Education, if the degree was awarded by an accredited teacher education program;

8.03.2 Educational Leadership, if the degree was awarded by an accredited college or university;

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

- 8.03.4 School Psychology, Psychology, or Counseling, if the degree was awarded by an accredited school psychology program;
- 8.03.5 Counseling, if the degree is one recognized for licensure by the Arkansas Board of Examiners in Counseling; or
- 8.03.6 A licensure content area, if the degree was awarded by an accredited college or university.
- 8.04 Notwithstanding any provision to the contrary, an applicant for licensure who holds a teaching license from outside the United States, or whose post-secondary degree is from a non-accredited college or university outside of the United States, may satisfy degree and accredited program requirements as follows:
- 8.04.1 The applicant shall have his or her credentials evaluated by a Department-approved credential evaluation agency located in the United States.
- 8.04.2 The credential evaluation agency shall:
- 8.04.2.1 Complete a course-by-course evaluation of the applicant's transcript;
- 8.04.2.2 Indicate the applicant's major area of study;
- 8.04.2.3 Document whether the applicant's out-of-country degree is equivalent to one that would have been completed at an accredited college or university;
- 8.04.2.4 Document whether the out-of-country professional preparation program is equivalent to one that would have been completed at an accredited teacher preparation program or accredited speech-language pathology or school psychology program;
- 8.04.2.5 Indicate the areas of licensure represented by the out-of-country license; and
- 8.04.2.6 Document which areas of licensure on the out-of-country license are equivalent to the areas of licensure approved by the State Board.
- 8.04.3 The evaluation performed by the credential evaluation agency shall determine eligibility for licensure in Arkansas.
- 8.05 Every individual holding a license issued by the State Board shall complete the child maltreatment recognition training required by Ark. Code Ann. § 6-61-133

and the Department's Rules Governing Professional Development within twelve (12) months of:

8.05.1 The individual's first-time licensure; and

8.05.2 All subsequent renewals of a license.

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

8.07 All information and documentation submitted for an Arkansas teaching license must be accurate, authentic, and unaltered. Any license issued as a result of a violation of this Section 8.07 will be null and void.

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

Mentoring Requirements for Novice Teachers and Beginning Administrators

8.09 Every novice teacher and beginning administrator employed in a public school or other public educational setting shall participate in mentoring for no less than one (1) year.

8.09.1 Mentoring for a novice teacher shall consist of a licensed, certified mentor providing support and focused feedback with regard to instructional skills, classroom management, and professional behaviors.

8.09.2 Mentoring for a beginning administrator shall consist of a certified mentor providing support and focused feedback with regard to skills, management, and professional behaviors.

8.09.3 Mentors, novice teachers, and beginning administrators shall attend all Department-mandated training, orientation, or informational meetings.

8.09.4 A beginning administrator working under an ALCP shall participate in mentoring for the duration of the ALCP.

8.09.5 A novice teacher in a licensed pre-kindergarten setting may in the alternative participate in mentoring offered pursuant to rules promulgated by the Arkansas Department of Human Services.

8.10 Every Arkansas public school district or open-enrollment public charter school that employs a novice teacher or beginning administrator shall:

8.10.1 Notify the Office of Educator Effectiveness, no later than August 1 of each year, of the appointment of an induction project director who will act as the liaison for the program to the Department;

8.10.1.1 Induction project directors are responsible for coordination of mentor assignments, oversight of mentor funding appropriations, adherence to state rules and guidelines related to mentoring, and all written and fiscal reporting and communications to the Department;

8.10.1.2 Induction project directors must attend the annual Project Director Update meeting sponsored by the Office of Educator Effectiveness, in order to have access to the Department's online data system and to be qualified to pair a novice teacher or beginning administrator with a certified mentor;

8.10.1.3 As funds are available, induction project directors shall be compensated with a stipend via a sliding scale (not to exceed \$1,000) based on the number of novice teachers and beginning administrators in the school or district;

8.10.2 Submit to the Office of Educator Effectiveness via the Office's online data system:

8.10.2.1 No later than September 30 of each year, a register of all novice teacher/mentor pairs and beginning administrator/mentor pairs employed by the school or district;

8.10.2.2 No later than September 30 of each year, an assurance statement, signed by the induction project director, district superintendent, or charter-school director, that the school or district is in compliance with these Rules regarding mentoring; and

8.10.2.3 A Professional Growth Plan for each novice teacher and each beginning administrator;

8.10.3 Assign to each novice teacher, within three (3) weeks of the novice teacher's first contract day of the school year, a certified, licensed mentor teacher who is located in the same building, and who:

8.10.3.1 Has a compatible background in licensure content area and level of licensure;

8.10.3.2 Is trained and certified in the state-adopted mentoring model; and

- 8.10.3.3 Has at least three (3) years of successful teaching experience under a non-provisional license;
- 8.10.3.4 The Office of Educator Effectiveness may grant exceptions to these requirements on a case-by-case basis, including the requirement that the mentor teacher be located in the same building;
- 8.10.3.5 Only one (1) novice teacher may be assigned to each mentor teacher, except as allowed by the Office of Educator Effectiveness;
- 8.10.4 Assign to each beginning administrator, within three (3) weeks of the beginning administrator's first contract day of the school year, a certified, licensed administrator mentor who has been certified in the state-adopted mentoring model;
- 8.10.5 Release mentors, novice teachers, beginning administrators, and the induction project director to attend initial mentor training and any mandatory statewide orientation or informational meetings held by the Department;
- 8.10.6 Provide released time during the contract day for a novice teacher and mentor to work together, averaging a minimum of two (2) hours every two (2) weeks;
- 8.10.7 Assist a novice teacher and mentor to schedule focused observations and professional development activities, and provide activities for mentors and novice teachers, which engage them in collaborative dialogue, problem solving, and professional development;
- 8.10.7.1 Mentor teachers shall perform a minimum of three (3) formal classroom observations per school year for each novice teacher and shall provide feedback focused on increased professional growth;
- 8.10.8 Notify the Office of Educator Effectiveness, via the Office's online data system, within fifteen (15) days of any personnel changes that might affect annual mentoring budget allocations (such as hiring of a novice teacher midyear, or a novice teacher resigning midyear and being replaced by an experienced teacher for whom mentoring is not appropriate); and
- 8.10.9 Submit, via the Office's online data system, the end-of-year budget report reflecting mentor stipend expenditures, no later than July 30 of each year.

8.10.9.1 Mentor stipends shall be distributed and disbursed within the parameters established by the Department.

8.11 The Office of Educator Effectiveness will monitor the quality of each public school or district's mentoring program by reviewing all mentoring documentation.

8.11.1 All required mentoring and observation documentation shall be collected and retained by the induction project director.

8.11.2 At the completion of the mentoring cycle, all observation forms shall become the sole possession of the novice teacher.

8.11.3 Mentoring observational information shall not be utilized in any way for employment or evaluation decisions unless students are at risk, either physically or emotionally.

8.12 School districts or open-enrollment public charter schools that do not comply with these rules shall be placed in accredited-cited status for licensure deficiencies. Licensure deficiencies for this purpose includes without limitation:

8.12.1 Failure to register all mentors, novice teachers, and beginning administrators with the Office of Educator Effectiveness;

8.12.2 Failure to comply with established guidelines for assignment, support, and monitoring of mentors and novice teachers or beginning administrators; and

8.12.3 Failure to submit all appropriate documentation.

9.0 Waivers for Public Schools and School Districts

Contracted Positions (ALP/ALCP)

9.01 Except as specifically allowed by law or regulation, no person shall be employed by a public school in an out-of-area position for more than thirty (30) days without a waiver issued to the school pursuant to this Section 9.0.

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

9.01.2 When a school cannot employ a qualified individual licensed at the grade level or for the licensure content area being assigned, the school shall actively recruit a licensed individual who will work under an ALP or ALCP towards becoming licensed and highly qualified (when required)

for the grade level assigned or for the specific licensure content area assigned.

9.01.3 Notwithstanding the other provisions of this Section 9.0, if the State Board or the Commissioner of Education order the suspension or removal of a superintendent or school board under authority granted under Title 6 of the Arkansas Code, the State Board or Commissioner may appoint, subject to state law and for no more than three (3) consecutive school years, one (1) or more individuals in out-of-area positions as district-level administrators for that public school district.

9.01.4 This section 9.01 shall not apply to :

9.01.4.1 Non-degreed vocational-technical teachers; or

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

9.02 The Office of Educator Licensure may grant a public school, agency, or organization a one (1)-year waiver of the requirements of Section 9.01 if it imposes an undue hardship in that a school is unable to timely fill a vacant position with a qualified individual licensed in the required licensure content area and level of licensure.

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

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

9.03.1.1 Social Security number;

9.03.1.2 Current licensure area(s);

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

9.03.1.4 Any prior completed Additional Licensure Plan(s) (ALP); and

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

9.03.2 A justification for the waiver documenting the efforts of the district or charter school to find a fully licensed, highly qualified **employee.**

Districts will not have to verify re-advertising for the second and third years for a position, as long as the individual holds a valid ALP or ALCP;

9.03.3 A written plan with timelines for completion of the ALP or ALCP requirements; and

9.03.4 If a waiver was granted for the same position in the prior school year, evidence that the ALP or ALCP plan timelines are being met in accordance with Sections 5.06.2, 5.06.3, or 6.04.4.

9.04 A school, district, agency, or organization shall annually apply for renewal of the waiver each additional year the employee is working under an approved ALP or ALCP. The one (1)-year waiver may be renewed two (2) times, for a maximum of three (3) years of waiver for the same position, so long as the ALP or ACLP issued to the employee remains valid and the employee meets the ALP or ALCP plan timelines.

9.05 The district superintendent or charter school director shall send written notice of the assignment of an employee to an out-of-area position to the parent or guardian of each student in the employee's classroom no later than thirty (30) school days after the date of the assignment.

9.05.1 Parental notice is not required for the out-of-area assignment of a counselor, library media specialist, or administrator.

9.06 The final decision regarding the granting of a waiver rests with the State Board.

Substitute Teachers

9.07 Since it is sometimes necessary to utilize the services of substitute personnel, public schools should select competent individuals who can be entrusted with the instructional responsibilities of the school. As much care should be given to the recruitment, selection and utilization of those who will be used as substitutes as is given to licensed personnel.

9.07.1 A person employed as a temporary substitute for a licensed teacher in a public school shall:

9.07.1.1 Be a high school graduate; or

9.07.1.2 Hold a graduate equivalent degree (G.E.D.).

9.07.2 No class of students in any public school shall be under the instruction of a substitute teacher for more than thirty (30) consecutive school days in the

same class during a school year unless the substitute teacher instructing the class has:

9.07.2.1 A bachelor's or higher degree awarded by an accredited college or university; or

9.07.2.2 An educator license issued by the State of Arkansas.

9.07.3 A public school shall request a waiver to employ a substitute teacher whenever a class of students will be receiving instructions from a substitute teacher or teachers for longer than thirty (30) consecutive days unless the substitute is fully licensed in Arkansas for areas in which the substitute is employed.

9.07.4 A public school may not avoid a waiver request by terminating the services of a substitute teacher(s) prior to the thirty-first (31st) day of instruction.

9.07.5 A substitute teacher or teachers possessing a bachelor's degree shall continue to teach the class from at least the thirty-first (31st) consecutive day after the regular teacher is absent from the class until the return of the regular teacher to that class.

9.07.6 The district superintendent or charter school director shall send written notice of the assignment of a substitute teacher to an out-of-area position to the parent or guardian of each student in the teacher's classroom no later than thirty (30) school days after the date of the assignment.

9.07.7 This section 9.07 shall not apply to non-degreed vocational-technical teachers.

9.08 The superintendent of a public school district or director of an open-enrollment public charter school may apply for a waiver from the Arkansas State Board of Education if the requirements set forth in Section 9.07 impose an undue hardship on the school or district.

9.08.1 A written application for waiver shall be submitted to the Department as soon as an undue hardship is determined by the superintendent or charter school director. The application letter shall include:

9.08.1.1 A justification of need for the waiver;

9.08.1.2 Documentation that a degreed or properly-licensed individual is not available to be employed;

9.08.1.3 Instructional area that will be assigned to the substitute teacher, and

9.08.1.4 The length of time the substitute will be employed.

9.08.2 Waivers for use of a substitute teacher for longer than thirty (30) days may be granted for only one (1) semester but may be renewed for a second (2nd) semester. Such waivers are to be submitted immediately once the substitute has been in the classroom for thirty-one (31) days.

9.08.3 Applications for waivers shall be reviewed by the Department and presented to the State Board of Education for its decision.

9.08.4 The final decision regarding the granting of this waiver will rest with the State Board of Education.

9.08.5 Any school district or open-enrollment public charter school granted this waiver will be reported in the Department's annual school district or school report card.

10.0 Conversion of Existing Initial or Provisional Licenses

10.01 A licensee holding a current Initial Teaching License issued by the State Board pursuant to the Department's Rules Governing Initial, Standard/Advanced Level and Provisional Teacher Licensure (eff. July 2010 or July 2007) may obtain a Standard License upon the submission of the following:

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

10.01.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation.

10.02 A licensee holding an expired Initial Teaching License issued by the State Board pursuant to any of the Department's prior Rules may obtain a Standard License by complying with the provisions of Section 3.01 of these Rules.

10.03 A licensee holding a current Provisional Teaching License issued by the State Board pursuant to the Department's Rules Governing Initial, Standard/Advanced Level and Provisional Teacher Licensure (eff. July 2010 or July 2007) or pursuant to the Department's Rules Governing Teacher Licensure by Reciprocity (eff. Sept. 2009 or June 2012) may obtain a Standard License upon the submission of the following:

- 10.03.1 A completed application for conversion, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 10.03.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation;
- 10.03.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate pedagogical or content-area assessments as mandated by the State Board;
- 10.03.4 For applicants seeking licensure in Elementary Education (K-6), Middle School (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university; and
- 10.03.5 Documentation of the successful completion of any professional **development required** to meet renewal requirements.
- 10.04 A licensee holding a current Initial Administrator License issued by the State Board pursuant to the Department's Rules Governing Initial and Standard/Advanced Level Administrator and Administrator – Arkansas Correctional School Licensure (eff. August 2003 or November 2010) may obtain a Standard Administrator License upon the submission of the following:
 - 10.04.1 A completed application for conversion, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
 - 10.04.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation; and
 - 10.04.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrator licensure assessment as mandated by the State Board.
- 10.05 Any licensee who, as of the effective date of these Rules, is working under a current Additional Licensure Plan (ALP) or Administrator Licensure Completion Plan (ALCP) issued pursuant to any prior Department rules, shall continue under and complete the Plan in accordance with the terms of the Plan as approved by the Department, and in accordance with the prior rules under which the Plan was approved.

10.06 If an applicant for first-time licensure or administrator licensure or for the addition of a licensure content area, endorsement, or level of licensure, was enrolled in a program of study prior to July 1, 2014, and meets all other requirements for licensure, the Office of Educator Licensure may reference and utilize the licensure content areas, endorsements, or levels of licensure that were recognized by the State Board immediately prior to the effective date of these Rules.

Appendix A: LEVELS AND AREAS OF LICENSURE

<u>LICENSURE CONTENT AREA</u>	<u>AS AN INITIAL LICENSURE AREA</u>							<u>AS AN ADD-ON TO STANDARD LICENSE</u>						
	<u>B-K</u>	<u>K-6</u>	<u>4-8</u>	<u>7-12</u>	<u>K-12</u>	<u>4-12</u>	<u>PS</u>	<u>B-K</u>	<u>K-6</u>	<u>4-8</u>	<u>7-12</u>	<u>K-12</u>	<u>4-12</u>	<u>PS</u>
<u>*ECH/SP.ED INTEGRATED</u>	<u>X</u>							<u>X</u>						
<u>**ELEMENTARY</u>		<u>X</u>							<u>X</u>					
<u>**MIDDLE CHILDHOOD (MATH, SCIENCE, LANG ARTS, SOCIAL STUDIES) MUST CHOOSE ANY TWO OF THE FOUR CONTENT AREAS LISTED FOR INTIAL LICENSURE. ANY AREA MAY BE ADDED INDIVIDUALLY TO A STANDARD LICENSE.</u>			<u>X</u>							<u>X</u>				
<u>LIFE SCIENCE</u>				<u>X</u>							<u>X</u>			
<u>PHYSICAL SCIENCE</u>				<u>X</u>							<u>X</u>			
<u>EARTH SCIENCE</u>											<u>X</u>			
<u>ENGLISH LANG ARTS</u>				<u>X</u>							<u>X</u>			
<u>SOCIAL STUDIES</u>				<u>X</u>							<u>X</u>			
<u>PHYSICS/MATHEMATICS</u>				<u>X</u>							<u>X</u>			
<u>MATHEMATICS</u>				<u>X</u>							<u>X</u>			
<u>BUSINESS TECHNOLOGY</u>						<u>X</u>							<u>X</u>	
<u>MARKETING TECHNOLOGY</u>				<u>X</u>							<u>X</u>			
<u>AGRICULTURE SCIENCE & TECH</u>				<u>X</u>							<u>X</u>			
<u>FAMILY & CONSUMER SCIENCE</u>				<u>X</u>							<u>X</u>			
<u>INDUSTRIAL TECHNOLOGY</u>				<u>X</u>							<u>X</u>			
<u>DRAMA</u>				<u>X</u>							<u>X</u>			
<u>SPEECH</u>				<u>X</u>							<u>X</u>			
<u>JOURNALISM</u>											<u>X</u>			
<u>ART</u>					<u>X</u>				<u>X</u>		<u>X</u>			
<u>VOCAL MUSIC</u>					<u>X</u>				<u>X</u>		<u>X</u>			
<u>INSTRUMENTAL MUSIC</u>					<u>X</u>				<u>X</u>		<u>X</u>			
<u>DRAMA / SPEECH</u>					<u>X</u>							<u>X</u>		
<u>PHYSICAL EDU / HEALTH</u>					<u>X</u>				<u>X</u>		<u>X</u>			
<u>* SPECIAL EDUCATION</u>					<u>X</u>							<u>X</u>		
<u>* VISUAL SPECIALIST</u>					<u>X</u>							<u>X</u>		
<u>* HEARING SPECIALIST</u>					<u>X</u>							<u>X</u>		
<u>FOREIGN LANGUAGES</u>					<u>X</u>				<u>X</u>		<u>X</u>			
<u>* LIBRARY MEDIA SPECIALIST</u>												<u>X</u>		
<u>* GUIDANCE & COUNSELING</u>					<u>X</u>							<u>X</u>		
<u>* ADULT EDUCATION</u>							<u>X</u>							<u>X</u>

*THESE AREAS OF LICENSURE CANNOT BE ADDED TO A STANDARD LICENSE BY TESTING OUT.

**SIX (6) HOURS OF READING AND THREE (3) HOURS ARKANSAS HISTORY MUST BE DOCUMENTED ON AN OFFICIAL TRANSCRIPT WHEN ADDING THESE AREAS OF LICENSURE BY TESTING OUT.

NOTE: B-K=BIRTH TO KINDERGARTEN; ECH=EARLY CHILDHOOD; SP.ED=SPECIAL EDUCATION; PS=POST-SECONDARY

Appendix A: LEVELS AND AREAS OF LICENSURE

ADD-ON TO A STANDARD LICENSE

EXCEPTION AREA ENDORSEMENTS

	Pre-K	K-6	5-6	8	K-12
<u>LIBRARY MEDIA SPECIALIST</u>					<u>X</u>
<u>READING SPECIALIST</u>					<u>X</u>
<u>GUIDANCE & COUNSELING</u>					<u>X</u>
<u>GIFTED & TALENTED</u>					<u>X</u>
<u>ENGLISH AS A SECOND LANGUAGE</u>					<u>X</u>
<u>EDUCATIONAL EXAMINER</u>					<u>X</u>
<u>COACHING</u>					<u>X</u>
<u>INSTRUCTIONAL FACILITATOR</u>					<u>X</u>
<u>GRADE 5-6 ENDORSEMENT (FOR 7-12 TEACHER LICENSED IN A CORE CONTENT AREA(S) OF MATH, SCIENCE, LANG ARTS OR SOCIAL STUDIES)</u>				<u>X</u>	
<u>ALGEBRA 1 FOR GRADE 8</u>				<u>X</u>	
<u>AGE 3-4 ENDORSEMENT (FOR TEACHERS HOLDING AN ELEMENTARY K-6 LICENSE)</u>	<u>X</u>				
<u>CONTENT SPECIALIST (FOR MATH, SCIENCE AND LITERACY FOR TEACHERS HOLDING A K-6 LICENSE)</u>		<u>X</u>			

EXCEPTION AREA ENDORSEMENTS CANNOT BE ADDED TO A STANDARD TEACHING LICENSE BY TESTING OUT. THESE AREAS OF LICENSURE SHALL BE ADDED TO A STANDARD TEACHING LICENSE BY MEETING ALL REQUIREMENTS AS IDENTIFIED ON THE ADDITIONAL LICENSURE PLAN AND IN THESE RULES FOR THE AREA BEING ADDED. ENDORSEMENTS CANNOT BE USED AS PLATFORMS FOR TESTING OUT OF OTHER AREAS AND LEVELS OF LICENSURE.

EDUCATIONAL LEADERSHIP & SUPERVISION

	P-12
<u>DISTRICT ADMINISTRATOR</u>	<u>X</u>
<u>BUILDING ADMINISTRATOR</u>	<u>X</u>
<u>CURRICULUM PROGRAM ADMINISTRATOR</u>	<u>X</u>

THESE AREAS OF LICENSURE CANNOT BE ADDED TO A STANDARD LICENSE BY TESTING OUT. THESE AREAS OF LICENSE SHALL BE ADDED TO A STANDARD LICENSE BY MEETING ALL REQUIREMENTS AS IDENTIFIED IN THESE RULES AND ON THE ADDITIONAL LICENSURE PLAN FOR THE AREA BEING ADDED.

ANCILLARY STUDENT SERVICES

	K-12
<u>SCHOOL PSYCHOLOGY SPECIALIST</u>	<u>X</u>
<u>SPEECH LANGUAGE PATHOLOGY</u>	<u>X</u>
<u>SCHOOL COUNSELING SPECIALIST</u>	<u>X</u>

AN ANCILLARY LICENSE MAY BE OBTAINED AS AN INITIAL AREA OF LICENSURE. ONLY AN ANCILLARY LICENSE IN SCHOOL PSYCHOLOGY SPECIALIST OR SPEECH LANGUAGE PATHOLOGIST MAY BE OBTAINED AS AN ADD-ON TO A STANDARD LICENSE.

THESE AREAS OF LICENSURE CANNOT BE ADDED TO A STANDARD LICENSE BY TESTING OUT.

NO OTHER AREA OR LEVEL OF LICENSURE CAN BE ADDED TO AN ANCILLARY LICENSE BY TESTING OUT.

REQUIREMENTS FOR ANCILLARY LICENSURE CAN BE FOUND IN THE RULES GOVERNING EDUCATOR LICENSURE.

Appendix A: LEVELS AND AREAS OF LICENSURE

CHART FOR TESTING OUT

<u>INITIAL LICENSURE LEVEL</u>	<u>LICENSURE LEVEL TO TEST OUT OF</u>					
	<u>B-K</u>	<u>K-6</u>	<u>4-8</u>	<u>4-12</u>	<u>7-12</u>	<u>K-12</u>
<u>B-K</u>		<u>X</u>				
<u>P-4</u>		<u>X</u>	<u>X</u>			
<u>K-6</u>			<u>X</u>			
<u>1-6</u>		<u>X</u>	<u>X</u>			
<u>4-8</u>		<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	
<u>SPECIAL ED P-4</u>		<u>X</u>	<u>X</u>			
<u>SPECIAL ED 4-12</u>		<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	
<u>7-12</u>			<u>X</u>	<u>X</u>	<u>X</u>	
<u>P-8</u>		<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	
<u>K-12</u>					<u>X</u>	<u>X</u>
<u>P-12</u>					<u>X</u>	<u>X</u>

EDUCATORS WITH AN INITIAL LEVEL OF LICENSURE IDENTIFIED UNDER INITIAL LICENSURE LEVEL MAY TEST OUT OF OTHER STANDARD AREAS AND LEVELS OF LICENSURE MARKED WITH THE “X”.

EDUCATORS MAY TEST OUT OF LICENSURE AREAS THAT ARE ONE GRADE LEVEL ABOVE OR BELOW THEIR INITIAL LICENSURE AREA AND LEVEL. AREAS OF LICENSURE BEING ADDED BY TESTING OUT SHALL HAVE A SUBJECT SPECIFIC ASSESMENT TO BE ELIGIBLE FOR TESTING OUT. AREAS OF LICENSURE ADDED TO THE INITIAL LICENSURE AREA CANNOT BE USED TO EXPAND THE LEVELS OF LICENSURE THAT CAN BE ADDED BY TESTING OUT. EDUCATOR LICENSURE WILL ADD THE NEW AREA OF LICENSURE ONCE IT HAS RECEIVED A COMPLETED APPLICATION WITH A COPY OF THE PRAXIS SCORE REPORT REFLECTING A PASSING SCORE.

EXCEPTION AREA ENDORSEMENTS, SPECIAL EDUCATION, EDUCATIONAL LEADERSHIP & SUPERVISION, ANCILLARY LICENSES, AND CAREER AND TECHNICAL AND ADULT EDUCATION CANNOT BE ADDED BY TESTING OUT. THEY CAN BE ADDED ONLY BY COMPLETING COURSEWORK AND THE REQUIRED PRAXIS ASSESSMENT.

EDUCATORS INTERESTED IN ADDING AN ADDITIONAL AREA OF LICENSURE ARE ENCOURAGED TO REFER TO THE RULES GOVERNING EDUCATOR LICENSURE AS ADOPTED BY THE STATE BOARD OF EDUCATION.

WHEN TESTING OUT OF ELEMENTARY K-6 OR MIDDLE CHILDHOOD 4-8, THE EDUCATOR MUST DOCUMENT SIX (6) HOURS OF READING (DIAGNOSIS OF READING PROBLEMS AND METHODS OF TEACHING READING) AND THREE (3) HOURS OF ARKANSAS HISTORY ON AN OFFICIAL TRANSCRIPT.

NOTE: PROGRAMS OF STUDY RELATED TO NEW/REVISED LEVELS AND AREAS OF LICENSURE WILL BE IMPLEMENTED BEGINNING FALL 2014.

SUMMARY OF PROPOSED CHANGES
ARKANSAS DEPT. OF EDUCATION RULES GOVERNING EDUCATOR LICENSURE

Changes Made Before First Public Comment Period

The proposed Rules Governing Educator Licensure are intended to repeal and replace seven current Department rules:

- Rules Governing Initial, Standard/Advanced Level and Provisional Teacher Licensure;
- Rules Governing Initial and Standard/Advanced Level School Administrator Licensure;
- Rules Governing the Addition of Areas of Licensure or Endorsement;
- Rules Governing The Requirements And Procedures For Renewing A Standard/Professional Arkansas Teaching License;
- Rules Governing Teacher Licensure by Reciprocity;
- Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More Than Thirty Consecutive School Days During a School Year; and
- Rules Governing the Licensure of Speech Language Pathologists by the State Board.

The proposed Rules incorporate much of the substance of these seven rules, but they do make several significant changes in the state's licensure requirements and procedures. The most significant changes include:

- Under current rules, new teachers first receive a three-year Initial License, and they then obtain a five-year Standard License after passing a performance assessment (known as the Praxis III). The new rules eliminate the Initial License and the requirement of a performance assessment; new teachers will now immediately receive a five-year Standard License.
- Under current rules, new administrators first receive a three-year Initial Administrator License, and they then obtain a five-year Standard Administrator License after passing an administrative licensure assessment. The new rules retain the assessment but eliminate the Initial Administrator License. New administrators will now be required to pass the assessment before receiving a license.
- New teachers will be allowed to license in special education or library media science without first obtaining licensure in another license area. Also, a new license in the combined area of mathematics and physics will be available for new teachers.
- Elementary licenses that are currently issued for grades P-4 will now be issued for grades K-6. A separate license and endorsement will be available for birth through pre-kindergarten.
- Administrator licenses are currently issued separately for elementary and secondary levels; the new rules will combine them so that new administrator licenses will be K-12.
- A new license will be available for individuals with a counseling degree who wish to work as school counselors but do not have classroom teaching experience. Individuals with these licenses will not be eligible to become administrators or to add other licensure content areas to the license without undergoing a program of study.
- Teachers will have more options for adding licensure content areas through testing alone.

Changes Made After First Public Comment Period

All provisions related to the “Advanced License” have been deleted from the proposed Rules, because the Advanced License is merely an enhanced designation and provides no tangible benefit or advantage to those holding it. Changes to effect this deletion were made to sections **2.04, 2.06, former section 2.07, new section 2.23.1, former section 3.04, 5.01, 5.02, 5.06, 6.01, 6.02, 7.02, 7.03, 7.04, 7.05, 7.05.4, 8.01, former section 8.01.2, 8.03,**

Throughout the rule, the term “Ancillary Standard License” has been changed to “Ancillary License” to eliminate confusion with the Standard License. Changes to effect this replacement were made to sections **2.07 (formerly 2.08), 4.01, 4.02, 4.03, 4.04, 7.02, 7.03, 7.04, 7.05, 7.05.4, 8.01, 8.03,**

Section **1.06** has been clarified to explicitly state that eligibility for a career/technical permit is subject to the requirements promulgated by the Arkansas Department of Career Education.

Section **2.01.1** has been added to provide notice that institutions of higher education offering coursework or degree programs in Arkansas are required to obtain approval from the Arkansas Department of Higher Education.

Section **2.10** has been modified to return the definition of “Endorsement” to its definition under current rules. New section **2.11** has been added to define the term “Exception Area Endorsement” to distinguish those endorsements that may not be added by testing out.

Section **2.12** has been clarified to make explicit that the term “Good Standing” relates only to licenses by reciprocity.

Section **2.18** has been clarified to make explicit that an unlicensed individual in a licensed position is in an “Out-of-Area Position”.

Section **2.19** has been revised to redefine “Portfolio” in accordance with public comments.

Section **2.20.1** has been clarified to make explicit that coursework in a program of study may be taken at multiple institutions of higher education.

The provisions of the Department’s current Rules Governing Waivers for Substitute Teachers have been incorporated into this Rule by the addition of sections **2.27.2, 9.07, and 9.08.**

New sections **4.03.2.2** and **5.05.2.2** have been added to clarify that an Ancillary License holder may obtain a Standard License by completing the Department’s Non-Traditional Licensure Program.

New section **4.03.4** has been added to clarify that the provision of **4.03** do not override or replace any other provision of these Rules that requires a particular amount of licensed experience before receiving a license.

Sections **4.04**, **6.02**, and **6.02.6.1** have been revised to allow individuals holding an Ancillary License in School Psychology to be eligible for a Curriculum/Program Administrator License in Special Education, so that School Psychologists will have the same advancement opportunities as Speech-Language Pathologists.

Former section **5.05** has been deleted to eliminate the requirement that applicants for the Guidance & Counseling endorsement have two or more years of classroom teaching experience.

Section **6.01.4** has been amended to require only one internship, rather than two, for individuals seeking a K-12 building-level administrator license.

Sections **6.01.6.3**, **6.02.6.8**, have been revised to reduce the number of years of experience in the Department or an educational service cooperative which may be counted towards the experience requirements for an administrator license.

Sections **6.02.3** has been modified, and new section **6.02.7** added, to clarify the requirements for administrative licensure of individuals holding a Career & Technical Permit issued under the regulations of the Arkansas Department of Career Education.

Sections **7.04.3** and **7.04.4** have been revised to simplify the requirements to renew an expired license by requiring professional development only, rather than college coursework and assessments.

Section **8.10.3.4** has been revised to clarify that the Department may waive the requirement that a mentor teacher be located in the same building as the novice teacher.

Section **8.12** has been clarified to make explicit that the mentoring requirements apply to open-enrollment public charter schools as well as traditional public school districts.

Former section **9.01.3**, which allowed the Commissioner to temporarily appoint an unlicensed individual as a superintendent on the request of a local board of directors, has been deleted in response to public comment.

Section **9.03.2** has been clarified to make explicit that a school district must advertise a job vacancy before applying for a waiver for that position.

Section **10.03** has been modified to provide for the conversion of existing provisional licenses issued pursuant to the Department's current Rules Governing Teacher Licensure by Reciprocity.

Appendix A, “Levels and Areas of Licensure”, has been revised to:

- Allow any one 4-8 area to be added to an existing license, rather than requiring at least 2 areas;
- Separate the areas of Life Science and Earth Science;
- Add Journalism as an area that may be added by testing out;
- Convert the Library Media Science license to a K-12 license;
- Add explanatory notes;
- Replace the term “Added Endorsement” with “Exception Area Endorsement”;
- Change the P-12 Exception Area Endorsements to K-12;
- Correct typographical errors.

Changes Made After Second Public Comment Period

Grammatical and technical corrections have been made to sections **2.20, 3.03.3.1, 6.01.6.4, 8.04.2.4, 8.08,** and **8.10.9.**

Sections **1.04.3, 2.20,** and **4.01.4.3** have been revised, and sections **4.01.4.4** and **8.03.5** added, to require, for an ancillary license in school counseling, licensure and appropriate specializations from the Arkansas Board of Examiners in Counseling.

Sections **2.07, 4.01, 4.02** (formerly 4.02.1), and **6.01.6.2** have been revised to change the term “ancillary license in clinical counseling” to “ancillary license in school counseling”, and the term “clinical counseling specialist” to “school counseling specialist”.

Section **2.19** has been deleted, and sections **6.01.4, 6.02.4,** and **6.03.4** modified, to remove the portfolio requirement for administrative licensure.

Sections **2.22, 2.23,** and **2.24** have been added to provide definitions of the terms “School Counseling Specialist”, “School Psychology Specialist”, and “Speech Language Pathologist”.

Section **2.29.2** (formerly 2.27.2) has been modified to add the term “consecutive” to be consistent with sections 9.07.2 and 9.07.3.

Former section **4.02** has been deleted to reflect the prior deletion of the classroom experience requirement for licensure as a school counselor.

Sections **4.03.2.3** and **5.05.2.3** have been added to clarify that an individual holding an Ancillary license, career-technical permit, or adult education license may add another area or endorsement by completing any non-traditional pathway to licensure permitted under the Department’s other rules.

Sections **5.06.2** and **5.06.2.2** have been modified to add the phrase “Department-approved” to clarify that coursework requirements are set by the Department, not by the colleges or universities.

Section **5.06.3** has been revised to clarify that progress is required towards meeting the requirements of an ALP during each year of the ALP.

New sections **6.01.4.1** and **6.02.4.1** have been added to require that a program of study for administrative licensure be completed within ten (10) years of application for licensure, to be consistent with the requirements of section 3.01.5.3.

Section **7.05** has been clarified to state that a provisional license is good for only one (1) year.

Section **7.05.4.2** has been deleted, and section **7.05.3** and **10.03.5** modified, to reflect changes made prior to the second comment period to require only professional development to reinstate an expired license.

Section **8.09.1** has been modified to clarify that mentors must hold a teaching license.

Section **9.01.4** has been added to include the waiver exemption for nondegreed vocational-technical teachers and distance learning teachers granted by Ark. Code Ann. § 6-17-309(a)(2).

Section **9.03.2** has been modified to remove the requirement that school districts seeking a waiver submit copies of job advertisements.

Appendix A, “Levels and Areas of Licensure”, has been revised to:

- The B-K Early Childhood/Special Education integrated license has been denoted as requiring a program of study, and that it cannot be added by testing out;
- The Elementary Education license has been denoted as requiring coursework in reading and in Arkansas history, as required by statute;
- The term “Library Media Science” was corrected to read “Library Media Specialist”;
- Library Media Specialist has been modified to be only an add-on license area, and not an initial license area;
- The Age 3-4 Endorsement has been clarified as being a Pre-K license, not a B-K license;
- Administrative licenses have been changed from K-12 to P-12, so there is no confusion as to whether a licensed administrator may oversee a Pre-K program operated by a public school district or charter school; and
- The term “clinical counseling specialist” has been changed to “school counseling specialist”.

Second Public Comment Period Summary & Response: Rules Governing Educator Licensure – July - September 2012

Name, Affiliation	Section & Comment	Resolution
Arkansas Board of Examiners in Counseling, Arkansas Mental Health Counselors Association	2.0 – Add definitions for School Counselor Specialization License, Marriage and Family Specialization License, Clinical Mental Health Specialization License, Appraisal Specialization License, Education Examiner, Clinical Counselor, Psychology Specialist, Guidance Counselor.	Comments accepted in part. The Department has added definitions for school counseling specialist, speech pathologist, and school psychology specialist. Language has been added to the Rules deferring to the Arkansas Board of Examiners in Counseling as to the specializations listed, as well as to the validity of counseling degrees. Because the Department is deferring to the Board of Examiners, the other definitions are not necessary in these Rules.
Professional Licensure Standards Board	2.19 – Oppose any portfolio requirement for administrative licensure.	Comment accepted.
Arkansas Public School Resource Center	2.19.1 – Oppose requiring a portfolio for each area and level of administrative licensure sought.	Comment accepted.
Arkansas School Counseling Association, Linda G. English, Dianne Langford, Julie Young, Pasley Butler, Angelia Crouse, Dr. Kristin K. Higgins, Gloria Gale, Pam Dixon	4.02 – Oppose the proposed Ancillary License in Clinical Counseling	Comments accepted in part. The Department believes it is appropriate to expand the pool of available school counselor candidates because school counselor has been declared by the State Board as a critical shortage area, and because districts need flexibility to meet student needs. The Bureau of Legislative Research, in a Report issued in connection with the Legislature’s interim studies ISP-2011-169/170, recommended the development of a pathway for licensed counselors to be licensed as school counselors. The Department now recommends this pathway as the basis for ancillary licensure, rather than its original proposal to allow licensure for any person holding a master’s degree in counseling. This approach is supported by the Board of Examiners in Counseling and by faculty of the state’s counselor preparation programs.

Second Public Comment Period Summary & Response: Rules Governing Educator Licensure – July - September 2012

Arkansas Board of Examiners in Counseling, Arkansas Mental Health Counselors Association, Jenene Alexander, Dr. Tony Finley, Dr. Donnie Lee, Harding University	<p>4.02 – Support an alternative school counseling licensure for individuals holding a professional counseling license.</p> <p>4.02 - Eliminate the phrase “Clinical Counseling” and instead refer to the categories of specialization licenses awarded by the Arkansas Board of Examiners in Counseling.</p>	Comments accepted.
Jenene Alexander, Dr. Tony Finley	4.02 – Allow professional counselors licensed by the Arkansas Board of Examiners in Counseling to work towards the specializations mentioned above, while being employed by a school district under an ALP.	Comments accepted.
Anonymous E-mail (2), Tanya Fowler, Diane Bailey, Jana Haltom	4.04 - Support allowing speech pathologists to add additional areas to their licenses.	Comments accepted in part. The Department is recommending no change to existing rule and practice as to the ability of speech pathologists to add areas. As is currently allowed, speech pathologists may pursue licensure as a curriculum/program administrator in special education. They may also pursue licensure in other areas by completing a teacher preparation program.
Arkansas Education Association, Linda G. English, Marilyn Marks, Pasley Butler, Patricia Kienzle	5.05 (former section deleted) – Oppose deleting the classroom teaching experience requirement for school counselors.	Comments considered. The Department believes it is appropriate to expand the pool of available candidates for counselor positions because school counselor has been declared by the State Board as a critical shortage area, and because school districts need additional flexibility to meet student needs. The Department has received positive feedback regarding this change from faculty members of the state’s counseling preparation programs.

Second Public Comment Period Summary & Response: Rules Governing Educator Licensure – July - September 2012

Arkansas Board of Examiners in Counseling, Arkansas Mental Health Counselors Association, Dr. Kristin K. Higgins, Harding University, Jenene Alexander, Dr. Tony Finley, Dr. Karl Wendt	5.05 (former section deleted) – Support deleting the classroom teaching experience requirement for school counselors.	Comments accepted.
Arkansas Public School Resource Center	6.0 – Propose making the administrative licenses P-12 instead of K-12.	Comment accepted.
Arkansas Public School Resource Center	6.01.4 – No more than one internship should be required, if that.	Comment accepted.
Arkansas Public School Resource Center	6.01.6 – Eliminate the four-year classroom teaching experience requirement for administrative licensure.	Comment considered. The Department believes the experience requirement is a valuable component of administrator licensure.
Clint Shackelford	6.01.6 – Support granting a building-level administrator license for all levels (K-12) even if the candidate’s classroom teaching experience is only at one level.	Comment accepted.
Bryan Swymn	6.01.6 – Can Educational Consulting at the K-5 level can be substituted for experience in order to change a 5-12 administrative license to K-12?	Comment considered. No, but it will no longer be necessary for an administrator holding a 5-12 license to have K-4 experience to obtain a P-12 license.
Professional Licensure Standards Board	6.01.6.3, 6.02.6.8 – Only one (1) year of experience at ADE or a cooperative should count towards the experience requirement for administrative licensure.	Comment considered. Both ADE and cooperatives have job positions that are directly related to the experience and training necessary to work as a building-level administrator. The Department wishes to encourage qualified individuals to consider employment with ADE and with the cooperatives by not penalizing those who wish to eventually become administrators. The Department believes its proposed 2-year limit is sufficient.

Second Public Comment Period Summary & Response: Rules Governing Educator Licensure – July - September 2012

Arkansas Tech University	6.02 – Propose separating the Curriculum Administrator and Program Administrator licenses.	Comment considered. The Department is not convinced separation would be helpful or necessary.
Arkansas Professors of Education Administration, Arkansas Association of Educational Admin., Professional Licensure Standards Board, Arkansas Tech University, Arkansas Education Association	6.02, 4.04 – Oppose allowing speech pathologists to obtain a curriculum/program administrator license.	Comments considered. The Department does not recommend making any change to the current rule and practice in this regard. Under current rule, speech pathologists are eligible to obtain a curriculum/program administrator license in special education. They are not eligible to receive any other curriculum/program or district administrator license without meeting additional qualifications.
Anonymous E-mail (2), Tanya Fowler, Diane Bailey, Jana Haltom	6.02, 4.04 – Support allowing speech pathologists to obtain a curriculum/program administrator license.	Comments accepted.
Arkansas Education Association	6.02.3 – Oppose allowing a master’s or higher degree in a Career and Technical Education area to satisfy the degree requirements for the curriculum/program administrator license.	Comment considered. The Department does not believe there is sufficient reason for modifying the existing degree requirements for the curriculum/program administrator license in career and technical education. The proposed rules mirror the existing rule and practice on this point.
Arkansas Public School Resource Center	9.01.3 – Support allowing the Commissioner to appoint an out-of-area or unlicensed individual as a district superintendent in cases of state takeover.	Comment accepted.
Professional Licensure Standards Board	9.03.2 – Recommend deleting the requirement that districts provide copies of job advertisements to document the need for a waiver.	Comment accepted.

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<p>Dr. Dixie K. Keyes</p>	<p>Appendix A, Levels and Areas of Licensure – Oppose the proposed K-6 elementary education license.</p> <p>Appendix A, Levels and Areas of Licensure – Recommend a K-3 or K-4 licensure instead of K-6.</p> <p>Appendix A, Levels and Areas of Licensure – Consider changing 5-8 licensure to 5-9.</p>	<p>Comment considered. The replacement of the P-4 license with the K-6 license was the recommendation of both the Licensure Task Force and the Professional Standards Licensure Board. The Department does not believe there is sufficient reason to reject this recommendation. For this reason, the Department does not recommend replacing the K-6 license with a K-3 or K-4 license, nor does the Department recommend replacing the 4-8 license with a 5-9 license.</p>
<p>Arkansas Advocates for Children and Families, Dr. Kathy Pillow-Price, Joanna Grymes, Arkansas Education Association</p>	<p>Appendix A, Levels and Areas of Licensure – Oppose the elimination of the existing P-4 elementary education license.</p>	<p>Comments considered. Please refer to the response above.</p>
<p>Arkansas Advocates for Children and Families</p>	<p>Appendix A, Levels and Areas of Licensure – Recommend developing a B-5 early childhood license to accompany the P-4 license.</p> <p>General – Increase collaboration between ADE, teacher preparation programs, and DHS Division of Child Care and Early Childhood Education concerning licensure.</p>	<p>Comment accepted in part. The Department, in line with the recommendation of both the Licensure Task Force and the Professional Standards Licensure Board, is recommending a new integrated early childhood/special education license for birth through kindergarten (B-K), which would cover the same age range proposed by the comment (B-5).</p> <p>The Department has in the past and will continue to collaborate with each of these entities.</p>

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Arkansas Advocates for Children and Families	General – Add a representative from DHS Division of Child Care and Early Childhood Education to the Professional Licensure Standards Board (PLSB).	The membership of the PLSB is set by statute. The Department does not have the authority to change statute.
Professional Licensure Standards Board, Arkansas Education Association	Appendix A, Levels and Areas of Licensure – Oppose making Guidance & Counseling an initial license area.	Comments considered. The Department believes it is appropriate to expand the pool of available school counselor candidates because school counselor has been declared by the State Board as a critical shortage area, and because districts need flexibility to meet student needs. The Bureau of Legislative Research, in a Report issued in connection with the Legislature’s interim studies ISP-2011-169/170, recommended the development of a pathway for licensed counselors to be licensed as school counselors. The Department now recommends this pathway as the basis for ancillary licensure, rather than its original proposal to allow licensure for any person holding a master’s degree in counseling. The Department has received positive feedback regarding this change from faculty members of the state’s counseling preparation programs.
Arkansas Board of Examiners in Counseling, Arkansas Mental Health Counselors Association, Dr. Kristin K. Higgins, Dr. Donnie Lee, Harding University, Jenene Alexander, Dr. Tony Finley, Dr. Karl Wendt	Appendix A, Levels and Areas of Licensure – Support making Guidance & Counseling an initial license area.	Comments accepted.

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Harding University, Dr. Donnie Lee	Appendix A, Levels and Areas of Licensure – Support allowing licensed teachers with an existing master’s degree to complete program of study through an approved ALP to add the endorsement in school counseling.	Comments accepted.
Professional Licensure Standards Board, Arkansas Education Association	Appendix A, Levels and Areas of Licensure – Oppose making Library Media Specialist an initial license area.	Comments accepted.
Arkansas Education Association, Allison Baird, Carrie Reece, Rachel Whittingham, Sandra Jones, Rachel Shankles, Holly Gillum, Shirley Fetherolf, Connie Zimmer, Kim Grisham, Erin Shaw, Jackie Martin, Barbie James, Tracy McAllister, Lani Moore, Sandy Rice, Marcia Lanier, Renée Wall, Teresa Gordon, Barbie Eubanks, Debbie Griffin, Darby Wallace, Wendy Hannah, Katherine Higginbottom, Brian Johnson, Tia Summers, Jana Dixon, Brandi Williams, Amy Hutto, Lindsey Vickers, Jane Vest, Neitasha Tim's, Leah Stone, Jane Ann Knowles,	Appendix A, Levels and Areas of Licensure – Oppose making Library Media Specialist an initial license area; oppose eliminating the two-year classroom teaching experience requirement to become a Library Media Specialist; and oppose eliminating or changing licensure requirements for Library Media Specialists.	Comments accepted in part. Contrary to many of the comments received, the Department has never recommended eliminating licensure requirements for school library media specialists. The Department believes it is appropriate to expand the pool of available candidates because library media specialist has been declared by the State Board as a critical shortage area, and because districts need flexibility to meet student needs. While the Department still recommends the elimination of the classroom teaching experience requirement, the Department has modified the Rules to make Library Media Specialist only an add-on area, and not an initial licensure area.

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Dr. Stephanie Huffman, Dr. Kay Bland, Tracy McAllister, Margaret Amps, Erin Shaw, Dr. Wendy Richman, Janice Jones, Glenda Jones, Rebecca Allen, Leigh VonderHeide, Melissa Duncan, Kellie Beggs, Annette Lemley, Lynn Paskiewicz, Malinda Bates, Glenda Jenkins, Charrissa Young, Jill Weir, Becky Engles, Debbie Peters, Raymella Petty, Dena Meriweather, Jennifer Wilson, Karen Mullenix, Stacy Stockton, Sandy Russell, Tara Herbert, Heather Hughes, Jeanna Cook, Barbara Self, Shannon Southard, Judi Copley, Lori Diffey, Diane Hughes, Tamara Deckard, Cristy Waire, Melissa Lybyer, Charlotte Wilson, Jacqueline Vergason, Mari Gillham, Wanda Borgognoni, Jamie Porter, Kristy Bentley, Melinda Francis, Tracy Sutterfield, Lezley Brinegar, Erin		
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Fletcher, Gail Tucker, Cheyenne Lott, Kari Barnett, Kim Simpson, Sandy Peel, Elizabeth Lewis, Wendy Rickman, Celeste Ashcraft, Shelley Peyton, Faith Boatright, Karen McPeake, Audrey Caldwell, Gwynda Walker, Sara Lynette Thetford, Judy Rogers, Ruth O'Loughlin, Devona Pendergrass, Kathryn Solley, Rhonda Gentry, Lori Rooney, Marci Tate, Mandy Watkins, Autumn Thetford, Gaylon Scharbor, Kelly Tapley, Chandra Helms, Kendra Matthews, Nila Baldwin, Melissa Czeschin, Tracy Andrews, Ann Sorenson, Sharon Murray, Linda Turnbough, Kathleen Bennett, Kristi Reddin, Debbie Archer, Megan Lankford, Tracy Streeter, Ellen Clements, Vicki Weber, Shelli Jones, Donna Stobaugh, Pam Skipper, Mona Morgenthaler, Mary Elmore, Michele Carroll,		
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Jennifer McDonald, Angela Dozier, Betty Patterson, Shawna Bridgeman, Anne Stobaugh, Lisa Lowery, Rachel Sams, Lennie Hurst, Janet Kanady, Judy Barnett, Leslie Mansur		
Bryan Brown, Sonja Smith, Jennifer Brown, Sandra Long, Rick Long, Barbara Brown, Susan Nefzger, Susan Loesch	Appendix A, Levels and Areas of Licensure – Support making Library Media Specialist an initial license area; support eliminating the two-year classroom teaching experience requirement to become a Library Media Specialist.	Comments accepted in part. Please refer to response above.
Dr. John Hall	Appendix A, Levels and Areas of Licensure – Eliminate the Educational Examiner exception area endorsement.	Comment considered. This endorsement is allowed under current rules, and the Department does not believe there is sufficient reason to eliminate it at this time.
Sandra Powell, Anonymous E-Mail, Arkansas Association of Educ. Administrators	General – Support proposed changes.	Comments accepted.
Vickie Young	General – Oppose proposed changes.	Comment considered.

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Date, Name, Affiliation	Section & Comment
July 16, 2012 Sandra Powell	My husband and I strongly support passage of revisions to ADE rules governing licensure, rules governing the teacher excellence and support system, and rules governing the code of ethics rules for Arkansas educators.
August 8, 2012 Allison Baird White County Central School District	<p>There is a rumor that the State Board of Education plans to propose changing the licensure requirements for library media specialists. I just graduated from the University of Central Arkansas with my Master of Science in Library Media and Information Technology. Obviously, I feel it would be a mistake to change the requirements for licensure in my profession. My opposition to this possibility is not completely selfish. Good libraries and professional media specialists are essential to a strong academically sound school district. Research has shown that students in the twenty first century need not only core subjects, but also: 1.critical thinking skills; 2.global awareness; 3. information literacy, as well as media and digital literacy. (Collins,Czarra,&Smith, 2003).</p> <p>The American Association of School Librarians, along with business leaders collaborated to create the Standards for 21st Century Learners. I do not believe that these standards were meant to be taught by a library clerk. I also know from experience that classroom teachers do not have time to teach students to be ethical users of information and skillful researchers, as well as teach the content required by the Common Core Standards. Our teachers are already expected to serve as surrogate parents, teaching manners and self control! Collaboration is the answer!!!! I have worked as the elementary library media specialist at White County Central School District for the past two years. In that time, I have focused on collaborating with classroom teachers on various research projects. The students have benefitted by having two teachers to assist with gathering information,analyzing and synthesizing that information, and sharing their findings in a creative (usually digital) and informative format.</p> <p>Please do not punish an entire profession because of a few lazy librarians who generally babysit so teachers can have a planning period. Library professionals are so much more than babysitters. When we are allowed flexible scheduling, we provide an excellent resource for teachers who are overwhelmed with the demands of today's technological advances. Most school districts in Arkansas do not have the money to provide one to one devices. The librarian usually oversees the computer labs and provides teacher training in technology.</p> <p>In conclusion, I would like to say that by devaluing our profession and choosing to replace us with</p>

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	<p>uncertified staff, you risk crippling our students and hindering their future opportunities. The Digital Divide is still a strong reality in Arkansas. Library Media professionals help bridge that divide by teaching children to become effective users of digital technologies. (McCain&Jukes, 2008). The new library media professionals graduating from the University of Central Arkansas, Southern Arkansas University, and Arkansas Tech are not spending thousands of dollars to become babysitters!!!! We are enthusiastic, capable leaders who want to collaborate with classroom teachers as together we prepare our students for a future that will require critical thinking skills, self-regulation, and digital literacy. If asked, I bet 99% of us would tell you we would happily open our library early and close late to insure that our students receive the resources and guidance needed to be successful in our constantly changing world! I would also like to suggest that you read Empowering Learners: Guidelines for School Library Media Programs to find out what new graduates have been taught about the expectations for our profession.</p>
<p>August 9, 2012 Carrie Reece Green Forest Elementary</p>	<p>In learning there is a suggestion "on the table" to change the licensing requirements for obtaining an LMS certificate, I feel strongly advise Arkansas stay with the current requirements. Our library media specialist need some solid educational training in their repertoires.</p> <p>I started my career with an Early Childhood degree and taught classroom environments for a few years. Later I earned an MLIS and served in academic and public libraries before finding my way back to public schools as a library media specialist (with the help of a couple of certification classes from UCA). While I worked with many intelligent, capable and inspiring people in all my library venues, I quickly learned that my teaching background greatly enhanced the way interacted with patrons/students. I still recall a colleague at the college who struggled with Microbiology 101 students looking for resources on a challenging topic. These students were unsure of their ability to search for and then recognize information appropriate to an assigned project. Their anxiety was further heightened by the knowledge they also had to digest and use the information to craft an authoritative, original, and properly formatted research paper. Their frustration was palatable. My co-worker's frustration was also palatable as she realized hooking these students up with instructor approved resources was not satisfying them. She felt the students were too "needy."</p> <p>As a teacher, I instinctively recognized the "neediness" came from a place of not adequately understanding the subject matter. Rather than being frustrated, I was thrilled students were broadcasting this to us (even if it was done unconsciously). It did not matter that I was no more a Microbiology whiz than the students. I immediately dipped into my Teacher Tool Kit and did what teachers do: I assessed where and why the disconnect was occurring and how to reteach/scaffold/facilitate in a way more appropriate and effective to</p>

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	individual needs and learning styles. Knowing to do this and knowing <u>how</u> to do this made all the difference. We would conquer the concept of microbial mutations before taking on MLA style. I find those lacking teaching backgrounds generally do not have the tools to more fully address learning issues. It vital our library media specialists are knowledgeable and skilled re. instructional delivery.
August 14, 2012 Rachel Whittingham Central Baptist College	I am an Academic Librarian and as such have never had the opportunity to be a school librarian in a public school. However, I know libraries. I know the work we do and despite the commonality that connects librarians in public schools, universities, and the community, I could never, ever be a school librarian. To be a school librarian takes a whole level of skill beyond traditional library science schooling. School librarianship is similar to being a teacher -- they do lesson plans, coordinate and assist teachers in the classroom, and conduct assessments of student developments. The idea that a school librarian would not need a separate teaching degree is ludicrous. Without studying education, how will they know how to serve students? Being a school librarian is more than checking books out; it's about teaching students beyond the traditional classroom. As a parent, the idea that someone who does not have a teaching degree would be responsible for teaching my child causes a high level of concern. I want a school librarian for my children that will not only be excited about libraries, but will understand how best to teach my child about literacy, research, and information literacy. The only way a librarian can learn those skills is to maintain the current standards that requires a teaching degree for school librarians. National standards from the American Library Association require school librarians to have a teaching degree. What a disservice it would be to the public school professionals and students in Arkansas if the Arkansas legislature took away this level of standard. As a librarian, a parent, and a voter, I would have very little faith in a governing body -- which is supposed to prioritize the interests of the state in which I live -- that is not concerned with meeting national standards.
August 14, 2012 Sandra Jones AAIM, ALA	<p>This year I became a NBCT Library Media Specialist, and I've been a LMS in public schools for 7 years. Before that I taught elementary language arts, art, and GT. My teaching experience has been crucial to my ability to aid teachers, and an educational background is even more important with the implementation of CCSS. The understanding of curriculum, teaching and learning, and adolescent development are fundamental. You don't get these type of courses in a traditional ALA MLS. When seeking collaboration with teachers, buy-in is everything, and my teachers know I am experienced and qualified. When I offer a skill, tool, material, or strategy, they know I'm aware of how it can be useful in a classroom.</p> <p>The MLS degree is different than SLMS. With my licensure, I am a child specialist--knowledgeable in 21st century information literacy skills--and I can teach children how to use information effectively. An MLS degree is about community, programming, and public service. It isn't geared toward education.</p>

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	<p>According to research documented by the ALA, students in a school with a highly-qualified library media specialist and a school-centered LMC with a collaborative environment are more likely to be successful and score higher on assessments.</p> <p>Please reconsider the change. Keep the required teaching licensure for our schools' library media specialists so we can continue to aid our teachers and our students in their use and acquisition of information skills.</p>
August 14, 2012 Rachel Shankles Lakeside High School, AAIM, AASL	<p>I would like to comment on the Educator Licensure (with Repeal of Existing Licensure Rules). This rule change would adversely affect my profession. I am a library media specialist and 41 year educator. I had to teach first then achieve a masters degree in Library Science then seek a library position. I can't tell you how valuable those classroom years were to being a librarian now. You have to love the child first and that is impossible if you only see the child once a week as classes come to the elementary library or when English classes come four times a year in a junior senior high school. You have to learn how the curriculum works, how the school day exists with all the pressures on classroom teachers---before you can serve as a specialist in any field of education. It would be like a principal never serving in a classroom; how could you ever understand how the system works or what types of relationships are built in a classroom setting. I do miss those teaching days even today, but I know how to deal with kids, love the child, and help teachers with the curriculum demands as part of my role as information specialist.</p>
August 15, 2012 Holly Gillum	<p>I am disappointed that our state is even considering altering the requirements for LMS. As a former classroom teacher, my experience in the classroom has been invaluable to my career as an LMS. I am considered a "special teacher" with all of the rights and responsibilities of a classroom teacher, but with the addition of library certification. I have to write lesson plans, create pacing charts, post objectives, and complete all the professional development and professional learning communities my district offers, just as a regular classroom teacher.</p> <p>Without my classroom experience, not only would I not have the practical and applicable knowledge of how to manage the paperwork, I would be unable to successfully manage my students. At the elementary level, I ran the same schedule as my teachers - with up to 5 hours of classes per day. Without a classroom background, I would have been horribly lost. My classroom training and experience enabled me to diagnose learning problems, differentiate my instruction to each ability level, and properly manage the classroom environment I was given on a daily basis.</p> <p>In addition, having been a classroom teacher, I am better able to serve my faculty and staff. Not only am I</p>

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	<p>able to relate on an emotional, and perhaps even sympathetic level, I am able to use my LMS knowledge and resources to enable them to work smarter, not harder. I have specialized training giving me the ability to teach and train not only my students, but my staff. I have often been the "go-between" for my staff and administration. I have been blessed with the authority to conduct myself professionally, thereby earning the respect of my superiors. I often tell my colleagues that running a library is like teaching full time and running a small business consecutively. That ability to manage and multi-manage enables me to see both sides of the teacher and administrative coin, making me a pivotal person in my building and my district. I can fight for the rights of my students, teachers, and administrators, if necessary. None of this would have been possible if I had not experienced the full range of teaching experiences gleaned from my educational degrees as well as the practical application found in the classroom environment.</p> <p>As this decision is discussed, please consider the ramifications of employing people in a LMS position with no classroom experience, hands-on interaction with students, or educational foundation. How effective would they be at assisting their teachers with lesson plans and resources, managing their environment, and challenging individual learning levels in a way that promotes the success of the students and staff in their building? Please consider carefully and maintain the current LMS requirements of a classroom degree.</p>
August 24, 2012 Anonymous E-Mail	(Re: Speech Pathology adding a licensure) A Speech Pathologist already runs her own classroom. She or he should be also allowed to work in a school in other capacities. Such as a counselor or even as a teacher. I strongly suggest that you please change this law.
August 27, 2012 Dr. Dixie K. Keyes, Ark. State Univ., Arkansas Delta Writing Project	<p>I would ask reconsideration of the K-6 "Elementary Education" licensure for the following reasons:</p> <ul style="list-style-type: none"> • K-3 or K-4 licensure would better fit the span of content knowledge required for the early grades (K-3) as opposed to latter/intermediate grades (4-6). I know administrators would like or enjoy the ease of their jobs when they could move their teachers up and down the continuum from K through 6th grades, but the levels of content knowledge are vastly different. I've heard this spoken from educators who have made such moves. • This is evident to teacher educators when the middle level content knowledge licensure requirements (as on the required "Multiple Subjects" 5141 test) involves equal understanding of all 4 content areas (math, science, social studies, literature & language), where the middle level teacher candidates have a minute or less in $\frac{3}{4}$ cases to answer each question on the 5141 test. For the next two cycles of our middle level preservice teachers, they will have to pass all four areas to receive full licensure. Yet the current ECH content knowledge test does not equally assess content knowledge of all four subject areas (Ex: Literacy and Language is 31% of the test, while social studies is 13%). If the licensure changes to

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	<p>K-6, will the licensure content knowledge test change as well? If it does not, then you will have licensed K-6 teachers who may be teaching 4th, 5th, or 6th grade content inadequately, while the middle level licensed teachers who passed 5141 have proven their content knowledge on the more difficult licensure test for 4-8th. Although the middle level teachers will only have to pass 2 content knowledge subtests in two years, there must be a way for the elementary educators to also prove they have sufficient content knowledge.</p> <ul style="list-style-type: none"> • If ADE is not willing to make the new “Elementary Education” teachers (K-6) prove their content knowledge on 5141 like the “Middle Level” teachers, then the K-6 licensure should be reconsidered as K-3 or K-4. • Another consideration would be to make the “Elementary Education” licensure K-4 and the middle level 5-9, since middle level licensure is 5-9 in many other states. • I would hope that proficient content knowledge of K-6 educators would be more important than the ease of hiring and moving teachers around in schools.
<p>August 27, 2012 Tanya Fowler Genoa Central School District</p>	<p>I am writing to support the change to existing rules which do not allow speech pathologist to add additional licenses to their existing license. As a certified library media specialist, I see the added benefit of having a background in an existing field before adding an additional license. We as educators are encouraged to further our education. Sometimes that takes us into additional fields of education where our existing skill set only benefits us and our students as we move forward in our professional careers.</p> <p>To hold back a person who wants to better themselves and further their education by not allowing him or her to add a license is stifling. This seems like a rule that has gone unnoticed, but in today's society, this situation should be addressed and changed. We can't imagine a high school business teacher being denied the right to seek an additional degree to teach at the elementary level. Why should a speech pathologist be denied such a right? Please support these educators who want to flourish in a new field of education. Thank you for your consideration.</p>
<p>August 28, 2012 Diane Bailey</p>	<p>(Re: Speech Pathology adding a licensure) I think anyone that wants to pursue ANY degree should be allowed to do so and not have to start over. Making someone start over from start is just a money making project! It's time to start recognizing all degrees.</p>
<p>August 30, 2012 Linda G. English Henderson State Univ.</p>	<p>I am genuinely concerned (1st) that ADE is trying to allow School Counselors in any form to be School Counselors without having Teaching experience. But/and what I will use my 500 words to address is the discrepancy between the roles and therefore the training of School Counselors and Mental Health Counselors. I attended the ADE Meeting on Thursday the 27th, along with other Counselor Educators and most expressed the same concerns.</p>

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	<p>A School Counselor is "charged with" the care and development of "all students" within the school. A Clinical Mental Health Counselor (CMHC) has not had any pedagogical training, NONE. They do not know the School Systems of Arkansas; nor do they care. Without this vital knowledge of having been part of the School setting as a teacher; they many times offend teachers and administrators.</p> <p>Public School is a "sacred place" and I call it the "semi-permeable membrane"; it "lets in what it needs to and keeps out what is not helpful and/or useful". Public School is the "keeper of culture". I knew all about Easter and Christmas; but I did not know about Washington's Birthday or Lincoln's Birthday. In the Career class, they even "test out" as different types according to the Myers Briggs Type Indicator (MBTI).</p> <p>I do not understand why a CMHC would even want to be a school counselor. They make much more money than a school counselor.</p> <p>School Counselors are "charged with" the Personal, Social, Educational and Career needs of all students. They are to build Counseling programs and curricula based upon the Needs Assessment(s) done each year by all stakeholders; parents, teachers, administrators and other interested and vested community leaders.</p> <p>The dispositions to get into School Counseling are different from the CHMC dispositions. I have noticed they are even different kinds of folks. In general, CMHC are more thinkers and all about diagnosis. School Counselors; whether the child is diagnosable or not, is still under the care of the School Counselor. School Counselors are committed to the well-being of students, parents, school colleagues and administration.</p> <p>In 1987, a law passed that states, 75% of a School Counselors time must be spent either in Individual or Group Counseling. You already have the professional hired, if you would empower them to do their job. I cannot understand the movement afoot to "out source" what a School Counselor is already trained to do; if someone at ADE would look at the National and State Standards for School Counselors and place the 1987 law in effect.</p> <p>As Dr. Johnnie Roebuck stated @ the meeting on Thursday; "I believe you are seeking a solution to a problem that does not exist. I am offended at the notion of "Ancillary School Counselor".</p>
September 5, 2012 Shirley Fetherolf	<p>As we implement Common Core State Standards (CCSS), school library media specialists have a more important role than ever before: teacher collaboration, locating informational text for the proper text complexity bands, analyzing Lexiles, helping teachers integrate technology, and coordinating the CCSS-required research projects which begin in kindergarten. According to a survey I conducted in May of 2012, many Arkansas school librarians reported teaching 30 classes or more per week. A person with no classroom teaching experience might find this a daunting task.</p>
September 5, 2012 Jerri Derlikowski, Arkansas Advocates for	<p>Arkansas Advocates stands by the report published by us in January 2012 that was authored by Dr. Kathy Pillow-Price and Mardi Crandall. We continue to support the following recommendations concerning early childhood education licensure:</p>

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Children and Families	<p>1. Offer both early childhood and elementary preparation programs by retaining the current P-4 license while adding the K-6 licensure as is the licensure structure in a majority of states. This will provide authentic choices to those in Arkansas that wish to prepare to teach children. Early childhood educators need specialized early childhood preparation rather than programs of study that focus only on the most flexible placement of teachers.</p> <p>2. Develop a B-5 early childhood license as a standalone license to accompany the P-4 license that should be left in place. This will cover the full span of early childhood development of birth to age 8 under licensure in our state and will demonstrate that we have clear early childhood preparation programs that lead to licensure.</p> <p>3. Encourage increased collaboration between the Arkansas Department of Education (ADE), teacher education preparation programs, and the Arkansas Department of Human Services - Division of Child Care and Early Childhood Education (DCCECE) concerning licensure and give DCCECE official representation on the Arkansas Professional Licensure Standards Board (PLSB). Strengthen existing partnerships that are in place and increasingly include early childhood professionals in future decision making processes.</p>
September 5, 2012 Connie Zimmer	<p>I am a Library Media Educator in Arkansas and have been for 22 years. Prior to that time, I was a school librarian in Kentucky. My graduates have been employed in Arkansas schools as well as those in other states. The requirement of a prior teaching license and knowledge of the school climate and school curriculum is valuable to people who have decided to become either a school librarian or a school councilor. If a person has a Masters in either of these fields without a public school background, they should not be allowed to become either a school librarian or a school counselor. I can speak more directly to the school library issue. Because of ADE rules, the library media programs in the state are required to pass the American Library Association Specialty Program Area Review in order to prepare our candidates for licensure as school librarians. This is a National Recognition and is difficult to achieve. The three programs in the state are Nationally Recognized by ALA and NCATE. However, graduates from these programs are not eligible for employment as a Director of a Public Library System or to work as a professional in a college or university library. Those situations require an ALA accredited MSLS specializing in public, special, or academic libraries and there is no way our graduates are allowed to work in these settings without earning a second masters degree. If the proposed rules go through, please add at least 12 hours in school library coursework and a full equivalent of student teaching similar to what the candidates in the MAT programs are required to do. School librarians/library media specialists not</p>

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	only teach students, they also teach adults through providing professional development to their fellow teachers. They provide large, small, and individual instruction daily. Without having gone through a teacher preparation program and achieving a teaching license prior to beginning their coursework in a masters approved by ALA and NCATE, a candidate will not have a knowledge of the school curriculum or the school climate.
September 5, 2012 Kim Grisham, East Poinsett Co. Schools	I cannot imagine running my K-6 library without having had any teaching experience, much less without a teaching degree that included courses on lesson planning, classroom discipline, parent communications, etc. Because I have been where they are, I understand the frustrations of the teacher's in my building AND I am committed to helping them incorporate Common Core and be successful. Because they know that I was one of them, they are more willing to listen and work collaboratively with me. Just as becoming a principal without teaching or a superintendent without being principal, becoming a classroom instructor in the library without an classroom instruction training is detrimental....to me but most importantly, to Arkansas students. They deserve someone trained in the content area, but also someone who has taken child development and educational psychology classes which give some insight on how to best prepare children for a learning environment and the long, structured days of school ahead of them. Their best interests is what our focus should be on...and nothing less.
September 5, 2012 Erin Shaw, Arkansas Association of School Librarians; American Association of School Librarians	Proposed changes to SLMS Licensure: As a National Board Certified School Library Media Specialist I am opposed to the licensure change to not require teaching experience before becoming a school library media specialist. My first 7 years in education were in a 9th grade science classroom- I learned more about teaching and instruction in a classroom of my own. The library is the center of information skills but if not utilized to its fullest potential with a certified school library media specialist who possesses a background in a classroom setting the school library loses its power to create lifelong learners who utilize 21st century information skills. With the implementation of the common core curriculum standards you will be cheating our Arkansas public school students and teachers from having a valuable resource to advance the students in educational and career paths. After attending the American Library Association conference in Anaheim this past June- I realized how envied Arkansas is to require a Master's degree in library science as well as a bachelor's degree in education to be hired as a school library media specialist. It devalues our profession to take the requirements away- it also devalues the students to lower the expectations for new school library media specialists. Please reconsider the proposed licensure change.
September 5, 2012 Jackie Martin, Beebe Public Schools	I am against changing the requirement for School Library Media Specialists to no longer require that a teaching license be necessary for this position. In order to prepare students to thrive in the next century, we must be teachers first. The basic principles of teaching and pedagogical foundations of learning cannot be overlooked if we are to teach students to solve problems in the real world in the future. I am proud of

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	<p>the position the State of Arkansas has taken to ensure that our students have highly qualified teachers, and I consider myself a teacher first, and media specialist second.</p>
<p>September 5, 2012 Barbie James</p>	<p>It is very important that school librarians have both a teaching degree and classroom teaching experience. Common core standards require lots of collaboration between the school library media specialist and the classroom teachers to insure that all the research and technology skills are taught to enable the students to be able to succeed. It is important for all students to become lifetime learners and to become literate in all of the 21st century skills. A library media specialist who has a teacher's background is better able to teach these skills and work with the teachers. Reading is also very important and a trained library media specialist can help turn students onto a life long love of reading.</p>
<p>September 5, 2012 Tracy McAllister, Arkansas Association of School Librarians, American Association of School Librarians, American Library Association, Arkansas Library Association</p>	<p>As an educator of 24 years, with a Masters in Library Science and a National Board Certification in School Library Media, I am greatly concerned over the proposed licensure changes for School Librarians. As you know, currently school librarians are required to have two years of teaching experience along with a master's degree in library science. To take the requirement of teaching experience away would be an injustice to not only the students with whom the he or she would teach, but also to the new SLMS. School Librarians are teachers. They teach every day. We teach a variety of things from the youngest students who learn about reading and develop a life long love of reading and learning to the oldest students who need to know how to use information databases for required research. They especially need these information skills as they move forward to higher education.</p> <p>As we move toward full implementation of Common Core State Standards, our goal is to raise the bar for our students to promote them in the highest expectations we can so they are prepared for college and careers. If the teaching requirement is removed from the SLMS licensure, then when he or she has to teach 21st Century Information Skills they will be at a grave disadvantage not having had any experience in creating teaching objectives, or learning goals, or even having had exposure to Common Core Standards. Combine that with the other avenues of teaching a school librarian would need experience with. On a daily basis, I work with students who require me to modify instruction for them. I work with special education teachers to teach students who are reluctant readers and need special services within the walls of the library. Can you honestly say a librarian without teaching experience can provide a significant level of expertise? Qualified SLMS are expected to work with and support teachers and the curriculum within the specific content areas. Again, I can only imagine the frustration one would feel coming in without any educational background.</p> <p>I teach a class at the University of Central Arkansas. I have taught students in the library media program</p>

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	<p>who are working on their master's but who currently have no teaching experience. I have seen firsthand their frustration and struggle understanding the terminology used in an educational setting.</p> <p>I am the current chair of the Arkansas Association of School Librarians and recently represented Arkansas at the American Association of School Librarians conference. Arkansas was the envy of other states because of the current state licensure requirements approved by this State Board. The librarians from other states understand just how important it is to place certified teacher librarians in our schools. Contrast that to the state of Mississippi where anyone can take the Praxis exam, pass it, and step into a library. I hope Arkansas continues it's practice of providing qualified school librarians who meet the rigorous requirements as set by past State Boards.</p>
September 5, 2012 Lani Moore	<p>I am a library media specialist at a public elementary school. We are working tirelessly to implement and support the new Common Core State Standards. We are collaborating with classroom teachers and other specialists to create project based learning assessments that teach students how to utilize resources in an rapidly changing world. We are sharing the tools and strategies needed to become lifelong learners so that our students can be competitive in the global marketplace. We are trying to ensure our students are ready for the 21st Century with information, technology and media skills. We are teachers and librarians and technology specialists. It is crucial that we are certified teachers AND certified library media specialists. Arkansas has a fantastic library media specialist program. The Arkansas Association of Instructional Media puts on a world-class conference each year where we are striving to grow and learn together. Please do not regress and take away the requirement for library media specialists to have both a teaching certification and a library media specialist certification. We need to continue to hold ourselves to that high standard. Our children deserve that. Thank you.</p>
September 5, 2012 Sandy Rice	<p>I do not think it is a good idea for a librarian to not teach for at least two years before becoming the librarian. When you teach you are dealing with numerous issues daily that a librarian may not encounter. I also think it is a good ideal to teach first to experience lesson plans and dealing with the common core standards. (Granted I know that librarians do lesson plans but I feel that they are different). When you are a librarian you are considered a teacher, let them teach first to experience it. This is my first year in the library, I can't imagine doing the job without having the experience of teaching first!</p>
September 5, 2012 Marcia Lanier, AAIM	<p>From an educational standpoint, has watering down standards ever helped? Did teaching students Basic Skills help students the way that ratcheting up standards to the more rigorous Common Core will do? No, of course not. Why, then, does it make sense to water down standards for library media specialists?</p> <p>The most important factor in education is children, yet by taking away the stipulation of having experience</p>

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	working with children and knowing the concerns teachers have about their students from a first-hand basis before becoming a library media specialist, legislators would not be not putting children first. NEVER is it a smart idea to lower standards. Please do not lower the standards that are presently required of teachers to gain licensure in library media. Arkansas should be proud of its library media specialists. We have some of the best librarians in the country. Let us keep it that way.
September 5, 2012 Renée Wall, ALA; AASL; AAIM	Please reconsider changing the rules that school librarians must have a teaching degree! It is very important to have a teaching license in addition to a library degree. Don't shortchange our students!
September 5, 2012 Teresa Gordon	I understand that there is currently a proposal to change the licensure requirements for School Library Media Specialists (SLMS) to eliminate the teaching experience requirement and the requirement that a SLMS be a certified teacher. I strongly urge you to reconsider this change. SLMS are an integral component of the school program because of their teaching experience and certification. The SLMS collaborates with the classroom teacher to develop lessons that integrat literacy, technology, and research skills that reach the highest levels of critical thinking. With the onset of the Common Core curriculum and technology-based testing, these skills are critical. The SLMS, because of their teaching experience, is well-versed in foundational curricular areas, as well as developmental stages both of which impact student learning. The SLMS can use that experience, together with their SLMS training, to work collaboratively with the classroom te acher to ensure that students are prepared to excel in this new testing environment while mastering the standards of Common Core. SLMS are critical components of this learning environment, and it is due, in large part, to the teaching requirement. There is abundant research that show that SLMS have a tremendous impact on the learning environment. This is because of the stringent requirements that states like Arkansas have in place.
September 5, 2012 Bryan Brown	I believe that not requiring librarians to have a teaching certificate will be a good thing. It will allow more qualified people to get the jobs that they want.
September 5, 2012 Sonja Smith, Gravette School District	I think allowing school librarians to teach without a certificate would be a great way to open up the market for highly qualified people with a master's degree to work in a library. School librarians these days need to be on the cutting edge of research and technology to keep up with the changing standards and curriculum. I think the qualifications of having your master's degree in library science would be sufficient, especially with the great knowledge of literature that these people have obtained. I am a classroom elementary teacher and I am reliant on our school librarian to help our children with expanding their technology background and giving them resources and education on how to research and use technology for learning and expanding one's knowledge and I believe someone with a Master's degree would be able to do this.
September 5, 2012	I am a school librarian at a private school in AR. I graduated from NSU (Broken Arrow, OK) with my

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Jennifer Brown	Master's degree in School Library Media. I was told by my advisor that I did not need a teaching certificate in AR to become a librarian in a public school library. She was wrong. She was wrong because she was confused. It's confusing because, just across the border, the rules completely change. I started interviewing at public schools in Arkansas and found a place that I really wanted to work, and they really wanted to hire me. They were unable to, I later found out, because I don't hold a teaching certificate. I absolutely think this requirement in Arkansas needs to change. We need to be consistent across the states, and I feel that as many lesson plans and other knowledge I gained in getting my Master's in School Library Media prepared me to become a school librarian. Of course, nothing (not even a teaching certificate) can quite prepare you and help you gain that knowledge until you're actually in the school librarian position. I don't think that I am any less of a school librarian than someone with a teaching certificate. I have now been there going on 4 years, and I love it. Please allow me, and others, to have the chance to work in a public school. Please be consistent with the state just a stone-throw away. Thank you.
September 5, 2012 Sandra Long	I have been in education for over 33 years before I retired and I feel like a librarian with a Masters's degree is very will qualified to be a public school librarian. My daughter has a Master's degree from Northeastern State University in Tahlequah, Oklahoma and in Oklahoma she is certified to be a librarian in Public Schools. I feel like we should accept the degree since we are a neighboring state and in Arkansas we have made it difficult for teacher's to be certified to be a public school librarian. My daughter graduated from the University of Arkansas and had to go to Oklahoma to get her Master's in Library Science. She has been a librarian for the past 3 years at St. Joseph's school in Fayetteville, Arkansas and has gained plenty of experience to be qualified to go into public education. Please pass the law that would qualify Master's degree holders a chance to be in public education.
September 5, 2012 Barbie Eubanks, Drew Central High School	As a 3rd year LMIS, I can't imagine doing my job effectively without having a prior teaching background. I have taught math, science, and EAST. The knowledge gained in these environments, along with a rigorous LMIS graduate level program, allow me to be an educational leader for the teachers and students in my school. Co-teaching is a very large part of my instructional day. Educational psychology and classroom management are vital to having an effective, working-learning environment in the library media center. In order to facilitate students to become college and/or career ready, the LMIS must be a highly qualified teacher with specialized training. Please take these insights into thoughtful consideration.
September 5, 2012 Debbie Griffin	I began in the library after only three years in the classroom, I was "qualified" to become a library media specialist, however three years was barely enough time for me to establish myself as a "teacher." I encourage you to retain the requirements that have established the belief that in order to be an effective LMS you must first have a foundation as a classroom teacher. While serving as a SLMS for over ten years I have come to realize that being in the library media center means more than reading and shelving books.

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	<p>This position is one of leadership and collaboration. We are the individuals that classroom teachers seek out when designing a unit and implementating the newly evolving Common Core Standards. The SLMS is the one that sets the tone of the school. Our position is of vital importance...where else will the students of today learn the research skills of tomorrow? The position of SLMS needs to be upheld for what it has become...a position where individuals that desire to constantly expand their knowledge base are encouraged and supported. The idea that anyone could simply pass a test and then step into a library media center and actually have the program succeed is unimaginable. Please help ensure that the students of the future will receive instruction in the skills of the 21st century. The decision is in your hands...for the sake of our students, protect the liscensure of SLMS.</p>
<p>September 5, 2012 Darby Wallace</p>	<p>Currently, I work as a LMS in an elementary school and a junior high. Prior to that I served as the director of a county library system. My work in libraries started after a 14-year career as a classroom teacher. ANY LMS working in a public school today absolutely must have the same credentials as a classroom teacher.</p> <p>Not only will the LMS be charged with instructional responsibilities demanding teacher licensure, but also, successful collaboration with other instructors will occur only if the LMS holds the same credentials required of teachers. Librarians ARE teachers. Libraries are vital components of every student's education. The LMS must be qualified, as well as certified, to meet the enormous challenges presented to teacher-librarians.</p>
<p>September 5, 2012 Wendy Hannah</p>	<p>I have 16 years of teaching experience in the state of Arkansas. I have spent the last 4 years in the media center at a Northwest Arkansas elementary school. In those 16 years, I have instructed and inspired students in grades K-12; students aged 5-18; and students of all learning abilities. My years in the media center are the most meaningful to me because of the 12 years of teaching experiences I had before them. I am more than the person who is hired to check out books. I am more than the person who memorizes the Dewey Decimal System. Because I taught in the classroom, I can collaborate with my teachers about mentor texts. Because I taught in the classroom, I understand different learning styles. Because I taught in the classroom, I know the importance of reading in EVERY subject. These are truisms that can't be learned from a book, a video, or the internet. These are my experiences that have made me not only a great teacher but also a great librarian. There is no substitute. Please, reconsider your decision to change the licensure for Arkansas media specialists from the required years of teaching experience. Experience is a vital part of my success.</p>
<p>September 5, 2012 Rick Long</p>	<p>I am a retired director of sound from John Brown University and I believe that a student that has a Master's degree in Library Science would have the skill and knowledge to be a public school librarian. I know some very qualified people that have a Master's from Oklahoma that Arkansas will not recognize</p>

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	and Oklahoma would let them be a librarian in their schools. I think it would be reasonable to let these Master's holders have the opportunity to work in our public schools. It is also very difficult to get that degree because even the University of Arkansas does not offer the program but Northeastern in Tahlequah does offer the Master's degree.
September 5, 2012 Katherine Higginbottom, AAIM	When I read that the ADE was considering changing the requirements to become a certified library media specialist, I was offended. I was offended because I am first and foremost a teacher. I TEACH reading, writing, information literacy, social studies, science, and literature to 300 students every week. The only difference is I have the biggest and coolest classroom in the school, the library. It offends me that the ADE thinks that I can do my job without a teaching background.
September 5, 2012 Brian Johnson	As a librarian I understand the key role my 15 years of classroom teaching experience play in my ability to effectively meet the 21st century information and literacy skill needs required by the Common Core Standards for the teachers and students I daily serve. Without several years of previous teaching experience I could not be an effective school librarian.
September 5, 2012 Barbara Brown	Let us step up and support our young professional librarians in this effort to repeal the previous rule. We have talented people who are having the workplace door closed in their face just because they do not have a teaching certificate. Let us follow the example of our Oklahoma neighbors and delete this ruling. Lets open the job market for Arkansans and be a good example.
September 5, 2012 Tia Summers	I feel that is is very important to have a certified media specialist with teaching experience and training through a Masters program. This is especially critical with the implementation of Common Core Standards. Common core standards require collaborative teaching between teachers and the SLMS in order teach critical research and technology skills. It is also incredibly important to have a trained SLMS to motivate and to help create life long readers.
September 5, 2012 Jana Dixon	<p>As an experienced library media specialist, I am always first and foremost a teacher. My professional knowledge and expertise in the field of library media is complemented by my teaching background and knowledge of the teaching profession. I feel very strongly that the library media certification should continue to require a teaching certificate for a variety of reasons.</p> <p>First, as a National Board Certified Teacher in the area of Library Media, I TEACH frameworks daily and write lesson plans. The library IS my classroom. In addition, the implementation of Common Core standards has reinforced the need for instruction from the media specialist in the areas of research and technology across the grade levels. In order for students to obtain the 21st Century skills needed to be career and college-ready, this instruction is vital, as is the collaboration between both media specialists and classroom teachers. Without the common background knowledge and expertise that comes with a</p>

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	<p>teaching certificate, this instructional collaboration is undermined. Act 1786 refers to this collaboration under the duties of the media specialist as an instructional consultant. Arkansas Act 1786 also specifies the job description of the library media as follows: "(2) An instructional consultant whose primary job function is to: (A) Participate in building district, department, and grade level curriculum development and assessment projects (B) Provide professional development in new and emerging technologies, use of appropriate technologies, incorporation of technology into the instructional program, and the laws and policies pertaining to the use and communication of ideas and information including copyright law; and (C) Keep patrons informed of new acquisitions of software and hardware and instruct patrons in its optimal use. (3) A teacher of information and technology skills whose primary job function is to: (A) Provide assistance in the use of technology to access information and networks that will enhance access to resources; (B) Develop and implement a plan that ensures skills are taught in a logical sequence for kindergarten through grade twelve (K-12); (C) Provide expertise and instruction in the use of electronic retrieval systems, such as electronic card catalog and computer generated bibliographies; and (D) Provide instruction in the use of the library media center." In conclusion, I believe that the law speaks for itself, in that it requires our job description to include that of "teacher", responsible for instruction in the media center and implementation of a plan to teach skills to all grade levels. I urge the Arkansas Department of Education to continue to require a rigorous level of competency from our teachers, which does and should include subject area and teaching certification, whether they be in the media center or the classroom.</p>
<p>September 5, 2012 Brandi Williams</p>	<p>It would be a mistake to change the current requirements for LMSs. I'm sure the changes come about because it is a high area of need and all the fiscal challenges that accrues. However, it is a high area of need because of the specific challenges only experienced teachers can recognize and appreciate. With the CCSS upon us, now is not the time to dumb down an facet of education that serves every content area at every level.</p>
<p>September 5, 2012 Amy Hutto</p>	<p>Library media specialists need to have classroom teaching experience. When we move into the library, that experience helps us be leaders and administrators of common core and 21 century technology skills across the curriculum.</p>
<p>September 5, 2012 Anonymous E-Mail</p>	<p>(Re: Educator Licensure (with Repeal of Existing Licensure Rules)) The change would be for the better.</p>
<p>September 5, 2012 Lindsey Vickers, AAIM</p>	<p>We would like for students to be 21st Century Skills literate. Common core standards require collaborative teaching between the teachers and the Library Media Specialist for the technology skills and research required, not to mention the reading skills. It is important that the Library Media Specialist have experience teaching in the classroom to be able to know what resources would be beneficial for classroom teachers. As a first year LMS, I am currently going through the experience of daily having to think about</p>

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	<p>what I know works in a classroom when preparing research lessons, pulling digital and print resources, and various other materials. A teacher with experience will be more successful in running the day to day operations of the library media center, while possibly juggling a library class schedule at the same time. Common Core has made the position of a LMS more important than ever, so let's make sure we fill those positions with true experienced teachers!</p>
<p>September 5, 2012 Jane Vest</p>	<p>Thank you for allowing our Library Media Specialists to share their sincere conviction that a teaching degree with experience is necessary to be a successful, professional library teacher.</p> <p>I greatly value my undergraduate and Master's degrees, internships and teaching experience. Without these, I would have just been a library clerk, who could basically learn the technology and processing procedures. There would not have been the background to prepare me to teach and adjust to the ever-changing needs we deal with daily. My teacher education and teaching experience were the foundation that helped me grow and develop into a library teacher who could deal professionally with my schools' teachers, students, administrators and parents.</p> <p>No one "just reads a story" when you are a library teacher. We teach the students library skills, reading skills, research skills and technology to help the students gain literacy and prepare them for the 21st century. I consider this the focus of my work. The Common Core Standards require collaborative teaching between the teachers and the library media specialist for these skills. No doubt, it is the library teacher with a teaching degree and teaching experience who will most benefit the students with this knowledge.</p> <p>Having worked in K-12, college and public libraries, I can truly say it is a world of difference in K-12 education. Each library serves its patrons, but teaching library skills in the schools requires the teaching degree and experience. Therefore, I sincerely ask you to please consider the vital need of a teaching degree and teaching experience for library media specialists. Students will have a greater opportunity to read and succeed.</p>
<p>September 5, 2012 Neitasha Tim's</p>	<p>When I first heard about the changes that were being made, I was sadden. How has it gotten to the point that experience doesn't even matter. I remember being a classroom teacher and all of the instructional strategies that I used to efficiently and effectively help students succeed academically. I learned these strategies during my undergrad experience. I perfected these strategies during my years of teaching. I continue to use the strategies to relate to my teachers and become a reliable resource for them. A school library media specialist is first and foremost a teacher. We continue to teach students how to become independent informational specialist. We often have to dig in our little bag of tricks to keep students</p>

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	<p>engaged and motivated. These tricks have been collected over time. You have to know what to use and when to use it. This not only goes for working with students, it also helps with teachers. In order for teachers to buy in to all of the support and suggestions you need to have some type of credibility. As school library media specialist, we are charged to implement curriculum based strategies to teach library skills. This is called teaching across the curriculum. I just can't believe that experience and expertise doesn't matter. I have often heard people say "this type of thing happens in all professions". Well all other professions are not teaching our future, we are and our future deserves experience and expertise.</p>
<p>September 5, 2012 Leah Stone, AAIM</p>	<p>Please understand that I have a lot of respect for Public Librarians. However, I do believe that someone interested in becoming a school librarian should have teaching experience first. This experience gives a School Librarian the insight and knowledge to help the students and the staff in a school setting. An educator will be aware of what is expected of the students and how to teach it in the library arena. Collaboration with the staff will be more often and beneficial due to the fact that someone with a teaching background will be working with the classroom teachers. Creating lesson plans and preparing students for statewide testing will not be as difficult for a former teacher as it would be for someone without that experience.</p> <p>I have a Masters in Education with a Library Media endorsement for K-12 that I received from another state. I am almost certain that I would not be able to work in a Public Library as a Librarian without going back to school to receive a 2nd Masters.</p> <p>Please give this more thought and consideration before repealing the existing rules and guidelines. We are trained professionals in two areas and want to see the procedures and regulations remain for the well being of the schools and the students.</p>
<p>September 5, 2012 Jane Ann Knowles, Pinkston Middle School</p>	<p>I have been both classroom teacher (19 years) AND Library Media Specialist (15 years) in my career. As Library Media Specialist, I have to understand what classroom teachers are doing, what materials & equipment they need access to, so that I can purchase wisely for our school. I also need to understand what is required of students, so I that can provide the books, audio-visual materials, and resources as they are needed. I can NOT imagine doing this successfully, without pulling from MY own classroom experiences. I can only guess that you are considering removing the teacher certification requirement for Library Media Specialist as a way to save money in the future. I HIGHLY recommend that you do NOT water down this law. I believe it will create a wide divide between teachers and LMS's, especially on the elementary level. My teachers respect me, because they know I was in the classroom and have experience doing their job. Arkansas should be proud of having high standards for the Library Media Specialist in our schools!!! Don't change the certification requirement!!</p>
<p>September 6, 2012</p>	<p>Under the proposed rules for library media specialist licensure, it will become an initial license requiring</p>

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<p>Dr. Stephanie Huffman, University of Central Arkansas</p>	<p>no initial teaching experience or no previous teaching license. While we understand the push for this change is rooted in shortage, it is a grave mistake. It is essential that library media specialists have an initial license in a content area and teaching experience. We respectfully request that these two changes be removed, for the following reasons.</p> <p>First, with the new requirements outlined in Common Core, library media specialists with teaching pedagogy and classroom teaching experience are necessary. Developing learning strategies, information literacy skills, and technical reading skills within students is part of the foundation of Common Core. The school library media specialist is paramount to the successful infusion of Common Core. In fact, the strategies outlined in Common Core were first articulated by the American Association of School Librarians' published standards for 21st century learners in 2007, and further developed in Empowering Learners guidelines for school library programs in 2009. Employing someone without an understanding of teaching and learning as a school library media specialist would put a school, its teachers, and its students at a disadvantage.</p> <p>After discussing this issue with those who are in favor of these changes, their argument is simple: they don't want to require teaching experience because, "I don't want to teach." My response to this is, "You're in the wrong field." School library media specialists are teachers. They teach every day. If you expect not to teach, and to be a school librarian, you are in for a rude awakening. You have to teach every day. School librarians are simply classroom teachers that have been put into a broader role for the school population. They teach students, other teachers, administrators, other school personnel, and community members. They must have a strong understanding of teaching and learning in order to collaborate with classroom teachers and others. This knowledge is fundamental to the success of students and can be directly linked to student achievement. Thus the reason that ALA and AASL put a strong emphasis on teaching and learning in the standards.</p> <p>Based on research conducted by AASL in 2007, those individuals that did not have a teaching license in a content area or did not have any classroom teaching experience had a higher burn-out rate than traditional classroom teachers who had a master's degree in library science with an emphasis in school libraries, lasting only 2.35 years in that position. The research goes on to say that participants reported a disconnect with classroom teachers, students, and administrators, and a lack of understanding as to what their role was in that school, and a lack of understanding as to the way in which children and adolescents learn.</p> <p>Let me provide you with an example that parallels this argument: this would be the same as to say we are going to allow those that hold a degree in business administration to be a principal or superintendent. You have the training to run a business, so why not run a school, as well. Do I agree with that? No. I hate</p>
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	<p>to tell my colleagues in the field of administration, but that idea is being kicked around on the federal level.</p> <p>In reality there is not a shortage in the state of Arkansas of individuals licensed in library media. The three schools that offer programs and graduates for school library could fill all the open positions that are currently out there. However, there is a shortage of individuals that are willing to relocate to those areas of the state where there is a need. And that's not going to change if you change these standards. Plain and simple, certain areas of our state don't have the economic development. Is that the school's fault? No, those schools are good. But that doesn't mean we put someone there who's not qualified to serve those kids. And it doesn't mean that someone who holds an MLS is going to jump out and go down to an economically distressed area of the state to take a teaching job. It's not going to happen. They may have a spouse that has to have a job.</p> <p>Finally, I'd like to say if any change must be made to open up the doors or pathways, then let's move back to the pre-2000 licensure requirement, which did not include two years of classroom experience. Do I agree with that? No, I'd really like to require two years of experience. But if we must open up additional doorways and pathways, let's remove the two years of classroom teaching experience. This would allow those that are right out of undergraduate education to be hired as school librarians in those areas that are distressed or need that position, and work on their ALP to obtain their master's degree to get that license. This would also allow those with an MLS to also be hired, but require them to go back and earn an MAT to get the pedagogy that they need to understand about teaching and learning and development.</p> <p>We respectfully request that these proposed licensure changes not be put into place. The current licensure requirements are on target with national standards. In fact, Arkansas is one of six states that leads the nation in developing high quality school library media specialists. Time and time again, the research has directly linked strong library media specialists and strong library media programs to rising test scores. All three graduate programs in Arkansas are recognized as national leaders in that field. The proposed changes would move the programs and the state backwards, not forward. Allow the library media programs in the state to continue to work with principals and superintendents in those areas of distress, and to work with ADE in order to target those shortage areas and allow us to work on ALP plans. The three programs in this state have never turned away a superintendent who said, "I need a school librarian. Can you help me?" We have never said "no, we cannot help you." We have partnered with them. All they have to do is help reach out to us, and we will be more than happy to assist them in getting someone licensed and getting them in place in the three year period that is covered by an ALP. In reality, the proposed changes would make it more difficult for the library media programs to continue to put high-quality individuals in school libraries across this state.</p>
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September 6, 2012 Connie Zimmer, Arkansas Tech University	<p>I concur with the comments offered by Dr. Stephanie Huffman. I would like to emphasize that all of our programs emphasize school curriculum and school climate. Those are necessary items of knowledge for our candidates, and having worked with people with MLS degrees, I do not feel they have that knowledge and experience and background to become a school librarian. Most of them are educated for jobs where they do one thing, and in a school library, the library media specialist may do 20 different job positions throughout the day. This is something that is an eye-opening experience for these people. The heads of the other library media programs at the other institutions in the state concur with this. We can live without the required two years of experience, but we strongly encourage keeping a teaching license; they need to go through that teaching experience in the schools, working in a school with teachers, and showing collaboration in working with school administrators before they begin their training to be a school librarian.</p>
September 6, 2012 Dr. Kay Bland, University of Central Arkansas	<p>I concur with the comments offered by Dr. Stephanie Huffman. I want to add one other point. I travel this state, and I see the students who are impacted by a strong library media program, those are our future citizens that we are training, and they need to have qualified library media specialists who are educators and who think of those children as our future citizens.</p> <p>Our program at UCA is online. Teachers do not have to travel to obtain that degree, as are the other institutions represented.</p> <p>We don't take care of things, we take care of people's minds. We're helping children develop those skills that they need. The misconception is that we take care of "things" in libraries, and we do not. We take care of people.</p>
September 6, 2012 Tracy McAllister, University of Central Arkansas	<p>As an educator of 24 years, with a master's in library science and national board certification, I am greatly concerned about the proposed licensure changes for school librarians. School librarians are currently required to have two years of teaching experience along with a master's degree in library science. To not require teaching experience would be an injustice, not only to the students whom he or she would teach, but also to the new school library media specialists. School librarians are teachers; we teach every day, in every class period, all day long. We teach a variety of things, from the youngest students who learn about reading and develop a life-long love of learning and reading, to the oldest students who need to know how to use information databases for required research. They especially need these information skills as they move forward to higher education. As we move towards full implementation of Common Core State Standards, our goal is to raise the bar for our students, and promote in them the highest expectations we can so they are prepared for college and careers. If the teaching requirement is removed for school library</p>

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	<p>media specialist licensure, then we he or she has to teach 21st century information skills, that school librarian will be at a grave disadvantage by not having had any experience in creating teaching objectives or learning goals, or even having had exposure to Common Core standards. On a daily basis I work with students who require me to modify instruction for them. I work with special education teachers for students who are reluctant readers and need special services within the walls of the library. Can you honestly say a librarian without teaching experience can provide a significant level of expertise? Qualified school library media specialists are expected to work with and support teachers and curriculum in specific content areas. I can only imagine the frustration one would feel coming in without any education background. Arkansas is the envy of other states because of the current state licensing requirements approved by the State Board. The librarians from other states understand just how important it is to have certified school librarians in our schools. Contrast that with the state of Mississippi, where anyone can take the Praxis exam and pass it and step into the library. I hope Arkansas will continue its practices of providing qualified school librarians who meet the rigorous requirements set by the State Board.</p> <p>I think there is a misconception; I think there are so many people who come in with this preconceived idea of what library media specialists in the year 2012 do. When I think about my elementary school librarian, I don't remember her interacting much with me. That was before automation, when she was continuously working trying to get books on the shelves and all that. But librarians today work so much harder, and we do have the frameworks we have to address, and Common Core. In some of the public schools now, in the elementary K-4 area, librarians are required to give grades based on how the students are performing in the library media program. There is still that misconception that we are still sitting behind a desk, checking in and checking out all day long, and that it doesn't require you to get up in front of a classroom and teach something.</p>
September 6, 2012 Margaret Amps	<p>I am the previous library specialist for the Department of Education. We worked diligently for many years to get state library media frameworks written for our librarians, because we are teachers, and those frameworks are in place to be taught. They have been approved by the State Board, and I can't imagine someone coming into our libraries that did not have a teaching background, because those are not only based on library skills and media skills and technology our kids need, they are also based on the social studies, the science, all of the other frameworks. We brought in all of our skills to connect up with science and the other content areas, and so our teachers, our librarians, need that background in order to be able to teach those skills. We also have state legislation passed that says that we are three things, and one of those things is a teacher. We are supposed to be able to teach our students, and work with other teachers to provide them with the materials that they need. If you don't have that background, that is very difficult. Thank goodness I got to teach before I went into the library, because at the time I started that was not a</p>

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	<p>requirement. We found that it certainly made a difference you could see in the librarians in our state that had taught in the classroom. We have worked hard in our training in AAIM and ALA to make sure our teachers and librarians understand that they need to cooperate with our teachers, and to teach those skills. On the Common Core Standards that are coming out, we are already working on teaching Common Core to the kids in the library. I can't see where having one more person teaching those skills can't be a benefit to the students. I implore you to please not undo something that we have worked for years to get in place. I don't know if the state legislation would prohibit this or not (Act 1786 of 1993).</p> <p>We have some schools with less than 300 students, and in those schools we only require a half-time librarian. That means that the other half of that time, that person is doing something else, and it usually is teaching. There are so many other things are librarians do besides just library work, including curriculum development and professional development.</p>
September 6, 2012 Erin Shaw, University of Central Arkansas	<p>Without my teaching background, there is no way I could do everything I do every day to teach the state frameworks, to help teach the social studies frameworks, any of the other collaborations that I need to do. A lot of days I feel like a chameleon – the social studies teacher comes in, and they need something immediately, or the literacy teacher comes in and needs something else. Part of my job also entails teaching teachers. Most of the time professional development in our district is taught by willing participants who have a knowledge base, and mine happens to be in instructional technology. I can help the teachers utilize so many resources that are out there that they don't know about. I feel like that as a teacher first, that's the only way I could have done that. I can't imagine not being in a classroom before becoming a school library media specialist.</p>
September 6, 2012 Dr. Wendy Richman, University of Central Arkansas	<p>Knowing that education policy should be based on research and guidelines and results, from studies done over a period of time, I am concerned with what policies or what research or what data or educational standards have motivated the State Board to consider changing the qualifications of library media specialists. If there's research out there that shows out students benefit from a school librarian not having teaching experience or a teaching degree, I would like to see that. I have concerns that the state has taken on Common Core on top of the state frameworks, we are at a pivotal time in this state. I have a vested interest in this; I am a parent, and I am an educator. It concerns me that this is going to affect not only my children, but my neighbors' children, my neighbors' grandchildren. What kind of effects are we going to have on their futures as 21st century citizens in a global economy, a global world. If they do not have the proper background and skills to synthesize, analyze, evaluate, and summarize information that they are given, to be able to do basic things like vote, pay their taxes, make decisions on their careers.</p> <p>Being familiar with the ALA/MLS programs, those with tracks in school library media also require a teaching degree and two years of classroom teaching experience.</p>

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September 6, 2012 Shirley Fetherolf	Recently, I've worked on a committee that is proposing new requirements for elementary ed licensure, and it is greatly increasing the rigor of the coursework that will be required for anyone who wants to be an elementary ed major. If we're greatly increasing the rigor for elementary ed majors, it's not the time to water down the requirements to be a school librarian. I've done surveys of school librarians and the classes they teach, and I had one who taught 35 classes a week, and she's a half-time librarian. This is a teaching position. A lot of librarians are doing interventions; there's all kinds of extra assignments they are doing during the day in spite of being librarians. I know one school recently got a waiver so their librarian could teach 7 th grade reading, so they need to be teachers. I also agree with Dr. Huffman's comments. Librarians are teaching all day long.
September 6, 2012 Dr. Donnie Lee, Harding University	We are in strong agreement with the proposal that school counseling be an initial licensure area with a master's in counseling from an approved program for training school counselors. We are in agreement with the ancillary license in counseling so long as the individual is a licensed professional counselor (LPC) with a specialization in school counseling. We are in agreement with the proposal that licensed teachers who have a master's degree may complete an approved ALP to add the endorsement in school counseling.
September 6, 2012 Janice Jones Dover Public Schools	As a critical element of the literacy team of any school system the school librarian/media specialist needs to be a teacher first. Every time a student walks in the library teaching occurs. An aide can be the person who checks out and shelves materials, but it is the library teacher who creates the environment, programs, and instruction in finding, understanding, and utilizing those materials. It is appropriate to expect the library teacher's role in the teaching team to evolve, however to strip this position of its "teacher" qualification and training is to STRIP not streamline the delivery of education to our students. I TEACH children first and foremost, am a passionate literacy advocate, and work countless hours to develop school wide programs to assist teachers, students, and parents in developing literacy in our school and community. The foundation of learning and the way children learn is essential to the practice of a school LMS. My knowledge and experience as a reading teacher makes me an excellent LMS as I create and administrate a library and library programs for my whole school, assist and develop technological connections, and teach children how to use them effectively. Refine your expectations but don't dumb down this foundational school/community position by taking away teacher education and status. Last year I TAUGHT 550 children weekly to become strong students who LOVE reading. I couldn't have TAUGHT that without my preparation as a teacher.
September 6, 2012 Glenda Jones, AAIM	I'd like to take a moment to express my opinion on the matter at hand. I am a long time Arkansas educator (32 years experience) with the bulk of my years in a library media center. Common Core standards and the fact that our students need to be 21st century learners present those of us in the school library field with

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	<p>the need to well-trained, including the standard curriculum. We are all learning about Common Core and working together to educate our students. I collaborate with my classroom teachers daily and know their standards almost as well as I know the library frameworks. It is my opinion that the current licensure rules for school library media specialists are effective in ensuring that our students are well taught, not only in library skills but technology skills as well. It is also a critical part of our job to collaborate with the teachers to facilitate a seamless transfer of knowledge from the media center to the classroom and back again. I am at the high school level but I do still teach classes for all the classroom teachers, not just English. A library media center should be the hub of a school and it should be staffed by a person who is fully trained in all aspects of education. I understand the critical shortage of certified library media specialists but as the venue of online degrees continues to grow, it is my belief that this shortage will diminish. I personally know of two teachers in my tiny community who have decided to pursue a library media specialist degree and are using online classes to complete their coursework. Both of these candidates are classroom teachers who want to take their love of teaching and reading to a new level. I urge those who are involved in the licensuring process not to change the procedures to allowing anyone to receive the license. I want my profession to remain just that, Library Media Specialist! To me, a specialist is someone who is highly trained, that includes training in the education field!</p>
September 6, 2012 Rebecca Allen	<p>I feel like the change of licensure requirements for the library media specialist would be a something that would hurt our students. In the ever changing world of education it is vital to understand the curriculum that is taught in the classroom and be able to understand the curriculum and standards to be taught in the media center. We want our students to be 21st Century Skills literate and to be able to be taught those skills. I feel that the best way of doing this is by someone that has had teaching background. The Common Core standards also requires a lot of collaboration between the classroom teachers and the media specialist to achieve those standards. It is vital for the media specialist to understand not only the media center but also the classroom. When speaking of my personal experience I only had the minimum required years of teaching experience when I moved into the media center. I know those years in the classroom were vital in me understanding the needs and responsibilities in the library. I feel like my understanding of the classroom makes my media program more successful because I am aware of what the teachers are needing and what they are trying to achieve in the classroom. I work very hard to meet with the classroom teachers to understand their needs and understand the new strategies and programs that are being used, but if I had never had a background in the classroom I do not feel like the classroom teachers would accept me as a useful resource and master in my field to lend advice for resources in their classroom. I hope that you will seriously think about these things when making your decision on this ruling.</p>
September 6, 2012	<p>I believe that my teaching experience prior to becoming a library media specialist has proved to be so very</p>

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Leigh VonderHeide	valuable. I cannot imagine going into the position without it. I would be truly lost. Library media specialist should have to have a teaching certificate AND experience before taking over any library.
September 6, 2012 Melissa Duncan, Westside Elementary	I feel that library media specialist should have a teaching degree. We would like for students to be 21st Century Skills literate. Common core standards require collaborative teaching between the teachers and the SLMS for the technology skills and research required not to mention the reading. LMS need to have the background knowledge that you get when getting your degree. They need to understand the curriculum and the school system. Please consider this when you are presenting this ruling.
September 6, 2012 Kellie Beggs	I am greatly concerned with proposed licensure changes for school library media specialists. In my opinion, having a teaching license with experience before becoming a SLMS is critical. If these requirements were taken away, I fear that those going into the field would be at a great disadvantage and would not be able to support their schools because of their lack of experience and education.
September 6, 2012 Annette Lemley	<p>The main concern that legislatures should have with changes in Educator Licensure of any kind, is how it will effect our student's achievement. Common Core standards have been (or are being) implemented in Arkansas in order for our students to have the knowledge they will need to compete for jobs in the 21st century. These common core standards are largely based on the skills that are gained by the knowledge and guidance of a school librarian.</p> <p>I would never be able to work as closely with the teachers in my building if I had not had classroom experience before becoming a librarian. This working relationship is key to the success of our students. Please consider the students of Arkansas Public Schools before making changes to the current law.</p>
September 6, 2012 Lynn Paskiewicz, Siloam Springs Schools	Please do not make changes in the LMS requirements. We must hold high standards in our proffession and the current regulations hold those high standards.
September 6, 2012 Malinda Bates, Crawford Elementary School	An education required for teaching is; also, one required of librarians in public schools. Librarians are teachers. We supplement the language arts that classroom teachers and librarians are required to teach, and information technology with a heavy emphasis on research skills, especially in the elementary grades of Kindergarten through fourth grade. Personally, teaching in the library would have been very difficult for me without my education degrees in both elementary and my master's in information technology. Again, these requirements are vital to our students receiving a quality education in our state. Please reconsider this rule change. I t would be a disservice to the students and parents we serve.
September 6, 2012 Glenda Jenkins, Caddo Hills School District	<p>As Library Media Specialists would like for students to be 21st Century Skills literate.</p> <p>Common core standards require collaborative teaching between the teachers and the SLMS for the technology skills and research required not to mention the reading.</p>

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	<p>School librarians are a different bird. We are not like public librarians because we are teachers who teach everyday. And, we have to be versed in ALL areas of the content.</p> <p>The Library Media Specialist also has the job of an administrator as we manage a budget for purchasing books and other items for the Media Center, but first and foremostwe are TEACHERS!</p>
September 6, 2012 Charriisa Young	<p>I do not think we should make any changes to the School Library Licensure laws. At this time Arkansas and the USA are trying to incorporate the C.O.R.E. curriculum to help our students become better educated. We do not want to continue the downward spiral we have been following. To take away the requirement that SLMS do not need to have any teaching experience is taking a step backwards. Studies have found that states with SLMS that are collaborating with the teachers and helping to teach the needed skills are the states that have higher test scores. Let us not fall behind but be a forerunner in the C.O.R.E. curriculum and in our students education. Keep our standards high!</p>
September 6, 2012 Jill Weir, Cabot High School	<p>As a National Board Certified School Library Media Specialist, I would like to voice my concerns for changing the requirement that Librarians be certified teachers. Much of my day is spent either working with students to meet specific learning expectations or working with teachers to ensure that their students needs are met. If I did not have experience as a classroom teacher I would not have the experience necessary to meet the needs of these patrons. Common core standards require collaborative teaching between the teachers and the SLMS for the technology skills and research required not to mention the reading skills. Please reconsider changing this requirement, it would push Arkansas schools back when we have come so far!</p>
September 6, 2012 Becky Engles, AAIM	<p>We need to keep the present requirements for licensure as is for School Librarians. We would like for students to be 21st Century Skills literate.</p> <p>Common core standards require collaborative teaching between the teachers and the SLMS for the technology skills and research required.</p> <p>School librarians not like public librarians because we are teachers who teach everyday. And, we have to be versed in ALL areas of the content. Our teaching experience, post college, enables us to teach. Why would our undergraduate degree in education require us to spend countless hours in the classroom, with Novice Teachers as our mentors, if classroom experience isn't a prerequisite.</p>
September 6, 2012 Debbie Peters, Marion High School	<p>I am disappointed to hear that the licensure rules for the Library Media Specialist certification may remove the requirement for a teaching degree as well as teaching experience. Teaching experience is essential for the role of a Library Media Specialist. It should not be removed! I would love to be at the public hearing at the ADE auditorium to hear how changing these requirements would be positive for education in Arkansas. I don't believe that this can have a positive impact on the role of the Library Media Specialist in our schools. Students are the primary focus in our profession and with our experience in</p>

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	<p>education we can continue to guide and inspire students to use library resources and become 21st Century learners. I believe that most Arkansas schools designate Teacher/Librarian on school contracts. How can schools continue to focus on Common core standards that require collaborative teaching without experience in education? It's not just technology skills, research and/or knowledge of books that make a Library Media Specialist and a Library program a success! It's the fundamental experience of knowing something about students and having the teaching experience to help them so that they want to use the school library. Please do not change the requirements for the Library Media Specialist certification.</p>
<p>September 6, 2012 Raymella Petty, AAIM</p>	<p>As a certified teacher and library media specialist, I feel strongly that it would be a huge mistake to change the requirements for library media specialists. It is so important to have a working knowledge of the classroom and what it takes to inspire students today. We are charged with the task of moving our students forward with 21st century technology, thus it becomes even more critical for the experience and knowledge to lead. I have worked hard to achieve my degrees in education and am proud to say that I am an educator. We do not need to go backwards in education but rather go forward and establish the strong standards that have caused our state to make great gains in student lives and test scores.</p> <p>Common core requirements do not call for a person not qualified to lead and teach. Taking away the current requirements would be telling certified library media specialists that they do not have a job that matters. We are a crucial part of every school in the state of Arkansas. Students know that we are here to give them the direction and guidance for research and technology that they need. They come to us with assurance that we will successfully prepare them with the skills they need to become a lifelong learner. We need to continue to set the bar for other states and require the classroom experience before acceptance into this degree program. It will only add to the excellency that our schools exhibit. Teaching is not a profession to take lightly and there is not one position that should be made to feel less important by lowering standards and requirements. This is what makes us better and I ask you to consider the students who need strong and experienced leaders in education to guide them. We need our licensure requirements left so we will continue to take our students into the 21st century with experienced educators.</p>
<p>September 6, 2012 Dena Meriweather, Bigelow High School</p>	<p>As Library Media Specialisst, we would like for students to be 21st Century Skills literate.</p> <p>Common core standards require collaborative teaching between the teachers and the SLMS for the technology skills and research required not to mention the reading. The key words in the previous statement are teaching and teacher.</p> <p>The best interest of our students are served by keeping the present requirements for licensure as is.</p>

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September 6, 2012 Jennifer Wilson, AAIM	I believe it would be very hard to be a good library media specialist if you have not had the experience of a classroom teacher. First of all, teachers will not want to collaborate with someone who has no idea what it is like to be in their shoes. Collaboration with teachers and administrators is a large part of what librarians are taught to do in their Master's programs, so it is extremely important for us to know what the experiences of a classroom teacher. Secondly, librarians should be teaching information skills classes of their own in the library to actual students, and this requires knowledge of teaching practices. Thirdly, the experience of teaching makes you a better fit for a school library setting. It lets you get to know kids and how they learn, and pedagogy classes at the university level certainly give you a leg up when considering learning. A good school library media specialist must be a vital and important part of a school if we don't want to go the way of the dinosaurs, and the experience of teaching makes us better leaders and educators.
September 6, 2012 Karen Mullenix, Nettleton Public Schools	I am commenting on the issue: Repeal of Educator's Licensure Rule. I am currently a teacher librarian (library media specialist), and I taught English Language Arts for 12 years prior to my 15 years' experience in the library. I would not have been qualified for this job were it not for my teacher training and experience. I am foremost a teacher. Besides the area of reading, I help students learn and polish research skills and higher order thinking, among many other things. With the implementation of Common Core, there is great emphasis on inquiry, research, critical thinking, problem solving, and teamwork. I am dedicated to teaching these 21st Century skills and know I could not do that without my teaching background. Please do not remove the requirement for LMS's to be certified teachers. I think I can speak for others, too, when I say that I want to continue to be "teacher librarian--with my students first!"
September 6, 2012 Stacy Stockton	The school librarian is a critical teacher in the library/media center. Any school with a strong literacy culture has placed great importance on the media specialist as well as dedicated funds to that program. The librarian is nothing short of a classroom teacher and should be held to the exact standards of the classroom teacher. As a high school librarian, I would be much less effective without my 9 year background in the classroom. Through classroom experience, I learned exactly what a librarian could do to assist me in the classroom. The importance I place on teacher/librarian collaboration would be very different without my practical teaching experience. I feel that changing the current licensure requirements would be a huge disservice to the librarian as well as every student he/she encounters.
September 6, 2012 Sandy Russell	I am very concerned to learn about the changes being considered regarding licensure for Library Media Specialists. I am asking the State board to keep the present requirements for licensure as is. I strongly feel that a good library media specialist is first a teacher. School librarians teach everyday and should have a teaching background. I would like for students to be 21st Century Skills literate and they need someone with teaching experience to make that happen. Also, common core standards require collaborative teaching between the teachers and the SLMS for the technology skills and research required not to

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	mention the reading. For these reasons and others, I hope that the board will keep the licensure for Library Media Specialists as is. Thank you for your consideration.
September 6, 2012 Tara Herbert	I feel it is imperative that School Librarians have a degree in education, are required to teach a minimum of 2 years, and then get a Master in Library Media. Librarians are teachers. They need the classroom experience to know how to better serve teachers and students. I feel the state department would be hurting schools by changing these requirements.
September 6, 2012 Heather Hughes, Cutter Morning School District	I believe it is imperative that library media specialist have teaching degress WITH teaching experience. We are supposed to be preparing 21st century learners and with that comes knowledge of pedagogy and how to collaborate with teachers! Common Core has a HUGE emphasis on library media specialist being able to work with and pull resources to help teachers teach. I am asking the State board to keep the present requirements for licensure as is.
September 6, 2012 Jeanna Cook	I am writing this against repealing the licensure rules. With Common Core standards, I am required to collaborate with teachers in my building. I would also like for students to be 21st Century Skills literate. I am a teacher everyday and it deeply bothers me that these changes may occur. Please leave the rules as they are.
September 6, 2012 Barbara Self	<p>I am a third year librarian. As such, I have to constantly refer back to my years as a teacher. Without the knowledge of child development, teaching strategies and methods, how to develop curriculum, and other pedagogical knowledge, I would have failed my students.</p> <p>A librarian is a teacher. We teach students every day. As an elementary librarian, I teach five classes a day. I teach common core/frameworks and collaborate with teachers so that I teach not just literacy skills, but also science, social studies, and math.</p> <p>Librarians have duties beyond the classroom to help supplement the curriculum. If they have never been in the classroom, their knowledge will be lacking.</p> <p>Librarians are also teachers of technology. We must keep up-to-date on the last types of technology.</p> <p>Please reconsider changing the licensure requirements. It is one requirement that I finally understood when I took over in my school library.</p>
September 6, 2012 Shannon Southard, Cabot High School, AAIM	As an English Language Arts teacher who is now a National Board Certified Library Media Specialist, I feel that removing the qualification for Media Specialists to first be a classroom teacher is NOT in the best interest of our students or our teachers. As a library media specialist, I am very much a teacher, but my

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	<p>classroom has over 12,000 square feet and my students number more than 2,100. My role is different from the typical classroom teacher's, but because I spent eight years in the classroom, I know what it is to be in the "typical" classroom. The best Library Media programs are a true collaboration between the classroom teacher and the media specialist. In order for the trusting relationship to be built, it is necessary for the media specialist to understand the demands that are placed on the classroom teacher. This understanding gives both teachers common ground. Obviously this is crucial because Common Core will require this relationship and collaboration between the classroom teacher and the media specialist. I hate to see legislation that undermines what so many media specialists are striving to achieve.</p>
<p>September 6, 2012 Judi Copley</p>	<p>I disagree with the proposal to change the licensure requirements for becoming a school library media specialist.</p> <p>As a media specialist, I teach approximately 520 students every week in grades K - 5. In order to be an effective media specialist, I must collaborate with teachers, understand my students' interests, know how each child learns, and be well-versed in all content areas. My BSE in elementary education, my MS in library media, my years of classroom experience, my yearly professional development where I consistently acquire more than the state required 60 hours, and my serving on our 1st grade Common Core literacy team allow me to have the knowledge base I need to be an effective teacher-librarian.</p> <p>I believe a degree in education and teaching experience are required to have the knowledge base school librarians need to do their jobs effectively. I am a leader in my school and actively involved in my state professional organizations. Arkansas is very fortunate to have such high standards for educators.</p>
<p>September 6, 2012 Lori Diffey</p>	<p>The importance of school librarians is to assist students and teachers in locating important materials and resources to help students become successful in all areas of curriculum. I feel that my experience as a classroom teacher gave me important background knowledge to effectively assist teachers with content related materials. Collaboration between teachers and school librarians is vital to Common Core as librarians assist with technology skills, research and reading. Librarians also assist students with 21st Century learning skills. Please consider keeping the licensing requirements the same as they are now--classroom teaching experience required before becoming a school librarian.</p>
<p>September 6, 2012 Diane Hughes, AAIM</p>	<p>We would be taking a giant step back in Arkansas if the requirement for a teaching degree and teaching experience are removed! We are teachers FIRST and the experience gained from the classroom enhances the role that we play in the library. Collaboration with teachers in lesson planning is vital to a successful, well-rounded, educational program. Arkansas school library media specialists TEACH the library media frameworks on a daily basis, as well as provide training for teachers, administrators and parents in the use</p>

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	<p>of technology.</p> <p>Not only are we trained as librarians but we have the additional responsibility of adhering to Arkansas Act 1786 of 2003 which requires that we “Participate in building district, department, and grade level curriculum development and assessment projects; Provide professional development in new and emerging technologies, use of appropriate technologies, incorporation of technology into the instructional program, and the laws and policies pertaining to the use and communication of ideas and information including copyright law; and Provide assistance in the use of technology to access information and networks that will enhance access to resources; Develop and implement a plan that ensures skills are taught in a logical sequence for kindergarten through grade twelve.” Without the teacher education preparation and experience these requirements would be very difficult to implement.</p> <p>Please do not repeal the current requirements.</p>
September 6, 2012 Tamara Deckard	<p>I am a school library media specialist (SLMS) in the Searcy County School District and have been for 8 years now; however, I also consider myself a classroom teacher--the media center IS my classroom. Prior to seeking a second Master's Degree to become a SLMS, I was a classroom teacher with 15 years of teaching experience in the elementary classroom. This experience proved invaluable to me as I transitioned to the media center. I had a handle on classroom management, classroom routines, administrative tasks, lesson and curriculum planning, dealing with parents, and all the many other jobs that come with the title of classroom teacher. I also had an established rapport with colleagues which now allows me to successfully collaborate with grade level teachers to plan learning and activities to support the curriculum. With the advancement of Common Core into our schools, collaboration and curriculum planning are going to become vital instruments in the educational setting. As the SLMS at my school, I am able to support my teachers and students with many reading skills lessons and also with technology skills that are being required as part of Common Core.</p> <p>With these things said, I do not believe that a person without teaching experience would be an asset to a school library media program. I would ask that the Arkansas Department of Education keep the current licensure requirements for all School Library Media Specialists. Doing so will ensure that the children of Arkansas are receiving the best instruction from highly qualified media specialists.</p>
September 6, 2012 Cristy Waire	<p>I feel strongly as an library Media Specialist for the past 20 years in an Arkansas school that LMS should have a teaching degree. I feel that students and teachers need the support of an LMS that has that background knowledge.</p>

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	<p>I also feel that students to be 21st Century Skills literate. Common core standards require collaborative teaching between the teachers and the SLMS for the technology skills and research required not to mention the reading.</p>
<p>September 6, 2012 Melissa Lybyer, Mansfield Public Schools</p>	<p>As a middle school and high school library media specialist, let me assure you. What this state's education system does NOT need is a bunch of unseasoned librarians with no classroom teaching experience in their libraries. Our job is NOT like that of a public librarian. Yes, we do have some of the same duties when it comes to the administrative end of the job. However, MOST of the time our job is that of a teacher. We not only have students (individually) coming into the media center for help, but we also have entire classes that essentially we co-teach or outright TEACH for the teacher - things like internet safety, how to do effective research, how to use the media center and technology tools, etc... I, personally, have two 5th and 6th grade classes that I teach library skills to EVERY DAY. That involves classroom management and teaching to different learning styles - all things that a seasoned teacher/librarian has learned and that someone without that experience has not. The skills that students learn in the media center are more important than they have ever been in this technological age in which we now live. Why would the state of Arkansas be willing to jeopardize the progress we have made by no longer requiring a library/media specialist to have first learned and practiced the role of teacher?</p>
<p>September 6, 2012 Charlotte Wilson, Clarksville School District</p>	<p>I believe School Library Media Specialists should have a teaching degree and have had experience in the classroom before moving into the school library.</p> <p>I teach classes everyday to students who come in one class at a time. How could I teach the classes using the Frameworks if I did not understand the best teaching methods and understand the age group I have been trained to teach?</p> <p>I work closely with teachers and their curriculum. How could I do that with out understanding the school environment and school curriculum?</p> <p>I consider myself a teacher first. I came from teaching 19 years in the classroom - and I believe that gives me creditability with the teachers - I understand what they do each day and understand how to help them better. I have been trained on how to teach middle aged students and understand how to interact with them. I teach all day long - while trying to manage the duties of overseeing the library/media center. You need to understand the school environment to be an effective librarian.</p> <p>You need to be a teacher to be a school library media specialist - You are a teacher if you are a school</p>

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	<p>library media specialist. So you need a teaching degree and experience in teaching. It is the only way you can truly be effective in your job.</p>
<p>September 6, 2012 Jacqueline Vergason, AAIM</p>	<p>In order to move in the right direction, it is important to have School Library Media Specialists' who are certified teaching professionals. Common Core requires the teacher librarian to collaborate with classroom teachers on Performance Tasks and Research Connections in order to equip students as 21st Century Skills Learners. How can this be done without a strong foundation built from "on the job", hands-on classroom experience as a certified teacher? It can't...</p> <p>As a teacher and SLMS for 19 years, I know the important role each plays in preparing future leaders in this nation. I give credit for my success as a media specialist and Instructional facilitator to the 13 years of training I had as a classroom teacher. The role I play in choosing resources and curriculum to meet the frameworks is because I am first a teacher. I am able to teach research skills and website evaluation because I am first a teacher. Acceptance into a Library Media program MUST be prefaced by at least 3 years of teaching experience. A job as a SLMS must require some classroom teaching experience. According to a PEW Research Study from February 29, 2012 titled 'Millennials will benefit and suffer due to their hyper-connected lives many desired skills' by Janna Anderson & Lee Rainie, one of the most desired skills of 2020 is Digital Literacy. Below are a few paragraphs of data from that study...</p> <p>Survey respondents say there's still value to be found in traditional skills but new items are being added to the menu of most-desired capabilities. "internet literacy" was mentioned by many people. The concept generally refers to the ability to search effectively for information online and to be able to discern the quality and veracity of the information one finds and then communicate these findings well. David D. Burstein, a student at New York University and author of Fast Future: How the Millennial Generation is Remaking Our World, noted, "A focus on nostalgia for print materials, penmanship, and analog clock reading skills will disappear as Millennials and the generation that follows us will redefine valued skills, which will likely include internet literacy, how to mine information, how to read online, etc."</p> <p>Jonathan Grudin, principal researcher at Microsoft, emphasized the critical thinking involved in analytical search processes. "The essential skills will be those of rapidly searching, browsing, assessing quality, and synthesizing the vast quantities of information that is available and is of importance or interest to each person. These skills were not absent before but were not needed when the available significant information was less, more heavily vetted in advance, and more difficult to access. In contrast, the ability</p>

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	<p>to read one thing and think hard about it for hours will not be of no consequence, but it will be of far less consequence for most people."</p> <p>In closing, this study and its finding validate that it is essential to have teachers/SLMS who know how to teach Digital Literacy. The entire Pew Results can be found at: http://pewinternet.org/~media/Files/Reports/2012/PIP_Future_of_Internet_2012_Young_brains_PDF.pdf</p>
<p>September 6, 2012 Mari Gillham</p>	<p>Please do not change the requirements for LMS licensure. My previous experience in the classroom is so important in knowing how I can help teachers. With CCSS, it is even more important. Our students need skills that will prepare them for jobs that haven't even been created today. On a daily basis, I teach some technology, reading, graphing, research skills, and the list goes on. When I have a class of 26 students using the computers, believe me, I call on my skills that I used in the classroom for teaching and classroom management.</p> <p>My work with teachers on CCSS is more relevant because I know what it's like to be in the classroom and to try to engage all students. I have taught students who struggled with reading and know what a challenge it is for the student and the teacher. If the requirement of being a previous classroom teacher is removed from the education licensure, our students and teachers will pay the price. Please do not diminish the job that I do by watering down the requirements for that job.</p>
<p>September 6, 2012 Vickie Young</p>	<p>(Re: Educator Licensure) This would be a terrible mistake.</p>
<p>September 6, 2012 Wanda Borgognoni, Mountain Pine High School</p>	<p>I would like for students to be 21st Century Skills literate. Common core standards require collaborative teaching between the teachers and the School Library Media Specialist for the technology skills and research required. Students need help from someone with a teaching background to instruct, guide, and inspire them to become lifelong readers.</p>
<p>September 6, 2012 Jamie Porter</p>	<p>It is imperative that Library Media Specialists have a current teaching license. In the school where I work, I teach every kindergarten - 5th grade class in my building on a weekly basis. We have our own frameworks and incorporate the new common core standards as well. Through the process of obtaining my teaching license and my years in the classroom, I learned invaluable skills about how to teach children and help them learn. Without this knowledge, developing lessons and curriculum for the media center would be very difficult, and the caliber of the lessons would suffer, which would be detrimental to students. Arkansas Act 1786 of 2003 requires that we “participate in building district, department, and grade level curriculum development and assessment projects; provide professional development in new and emerging technologies, use of appropriate technologies, incorporation of technology into the</p>

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	instructional program, and the laws and policies pertaining to the use and communication of ideas and information including copyright law; provide assistance in the use of technology to access information and networks that will enhance access to resources; and develop and implement a plan that ensures skills are taught in a logical sequence for kindergarten through grade twelve.” Library Media Specialists should be required to have a teaching license and teaching experience to provide students with the best possible education, and providing the best education should be our top priority.
September 6, 2012 Kristy Bentley	<p>I was a classroom teacher for twelve years prior to working on my Master's degree in Library Media. Honestly, I had no idea what a media specialist truly does. I had a flowery image of reading to the students and staying in the library all the time surrounded by the books that I and my students love. HA! Boy, was I wrong. While I do love reading to my students, it is only a teeny part of what my responsibilities are. Had I jumped into this position without my classroom experience, I don't think I would be able to do this job. Being a school media specialist is so much more than reading to the kids and shelving books. It's about understanding what resources are needed and how to find them. It's about collaborating with teachers to find resources to put in the hands of students. It's about teaching students 21st century skills. It's about ordering resources that teachers are actually going to use in the classroom. It's about teaching teachers how to use equipment and where to find things online. It's about creating programs to encourage reading. It's about....well, I really don't have the room to continue, but you get the idea. If you don't have any classroom experience, how are you supposed to do all of these things and more? In order for our students to be literate in 21st century skills, it is imperative that teachers and media specialists communicate and work together. As a former classroom teacher, I understand the challenges faced by classroom teachers. As a result, I am better able to collaborate and meet the needs of the classroom teachers and students. I am effective because I was and still am a teacher. Period.</p> <p>Please rethink repealing the existing licensure rules. If you do, you are not doing what is best for the students.</p>
September 6, 2012 Melinda Francis	I do not agree that the LMS licensure should not require the school media specialist to have a teaching degree. How can a media specialist prepare for common core and assist teachers without holding a teaching degree or have teaching experience?
September 6, 2012 Tracy Sutterfield, AAIM	<p>It is impossible to convey the reasons why a school library media specialist (SLMS) should have teaching experience and be specifically trained for a school library in 500 words. I can not begin to express how important it is for an SLMS to be a "real" teacher, with experience in teaching, classroom management, and knowledge of educational pedagogy.</p> <p>I have worked in public schools for 23 years and this is my 10th year as an SLMS. I can not imagine being</p>

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	<p>effective in the library without first being an experienced, successful classroom teacher. An SLMS is a teacher, who is knowledgeable in many areas of the curriculum, and can work successfully in the educational community.</p> <p>An SLMS must already have a knowledge of school "stuff" the first day he/she enters the library to be effective. A short list of school "stuff" is: curriculum, vertical & horizontal alignment, Common Core, 21st century skills, collaborative teaching, formative assessments, learning styles, addressing achievement gaps, etc.</p> <p>I could go on and on with this list, but I think the best example of what I am trying to express is what has happened during the short time I have been writing these comments. A 1st year teacher has come to the library to consult with me on the best professional development he might choose for his Arkansas History requirement and how to find it and make sure it is acceptable. An experienced teacher asked me to step into the adjoining computer lab to help her teach research skills. An experienced English teacher came in to set up a time to collaborate on a new unit for the Common Core curriculum. Two teachers hurried to the library in-between classes to consult on evaluating the appropriateness of a book for certain age levels. And at the same time I have dealt with the needs of colleagues, there have been students constantly in and out doing research, needing algebra tutoring, asking for guidance in choosing a book for assignments and pleasure, a group of students came in to work on their social studies project and I helped them find appropriate materials, a student came in to get help accessing his Engrade account, and a few students I didn't get to, so I asked them to come back during advisory period. Oh, and I also had one computer up with the ACSIP plan open on it so can work on it every spare second. I also had another computer up with a book vender website so I could do book reviews for students book requests.</p> <p>I am not trying to impress you with all the things I do, because this is no more than every teacher does who strives to do his/her job everyday. What I do want you to understand is that without many years of teaching experience, there is no way I could be effective and meet the needs of the faculty and students.</p> <p>Please do not eliminate the teaching experience or education required for an SLMS.</p>
September 6, 2012 Lezley Brinegar	<p>As an elementary library media specialist, I would be at an extreme disadvantage if I didn't hold a current teaching certificate. School librarians must also be teachers of these young people in order to prepare them for the future. We would like for students to be 21st Century Skills literate.</p> <p>Common core standards require collaborative teaching between the teachers and the SLMS for the</p>

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	<p>technology skills and research required not to mention the reading. I am asking that the State board keep the present requirements for licensure as is.</p>
<p>September 6, 2012 Erin Fletcher</p>	<p>I strongly believe that school librarians need to have a teaching license before becoming a school librarian. School librarians work closely with students every day and need to understand how to properly teach the skills every student needs. School librarians collaborate with teachers on a daily basis, especially with the new Common Core State Standards. If school librarians do not have the teaching experience, then they will not be fully prepared and knowledgeable to help the teachers and students the best they can. Research is a giant part of the curriculum and with the teaching license school librarians are fully prepared to collaborate with the teachers to teach the research skills. Technology is one of the main focuses in our School Library Media Centers and it takes a librarian that has been fully trained on how to use the technology, teach the technology to students and teachers, and implement lessons that utilizes the technology. Without a teaching license or the graduate classes, a librarian would not be qualified to follow through with teaching technology skills. School librarians are a vital part of the school system and we greatly need school librarians that are well trained and able to use their previous teaching experience in the classes they teach through the library. I am a School Library Media Specialist and I would not be able to fully carry out my job without the teaching experience and training I have completed in the past. Everything I do in my media center is based on the knowledge I gained from teaching experience and my graduate courses. I hope you will consider these points when making a decision. Our students deserve the most qualified teachers and School Library Media Specialists to teach them the vital skills they need in the real world. Thank you.</p>
<p>September 6, 2012 Gail Tucker, AAIM</p>	<p>It is my firm belief that having previous classroom experience makes me a much better Library Media Specialist. I am better able to help students with reading selections, teach skills, and understand my teachers better. In my 30 years of experience, I have often seen teachers in special fields such as library, speech, special ed, etc. who do not have a clue as to what it is like in the regular classroom. I think regular classroom teaching experience should be required for ALL special teachers.</p>
<p>September 6, 2012 Cheyenne Lott, WYC School District</p>	<p>Allowing this measure to pass will be degrading to current library media specialist. We have spent many hours learning valuable skills and information needed to run the library to the best of our ability. Having prior teaching experience is a MUST in order to maintain a great library atmosphere. Librarians don't just shelve and order books. We are also TEACHERS who teach necessary skills to students.</p> <p>We would like for students to be 21st Century Skills literate. Common core standards require collaborative teaching between the teachers and the SLMS for the technology skills and research required not to mention the reading.</p>

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	JUST BECAUSE I CAN PASS A TEST WITHOUT ANY PRIOR INSTRUCTION OR CERTIFICATION DOESN'T MEAN I HAVE THE KNOWLEDGE AND SKILLS NEEDED TO BE THE BEST I CAN BE!
September 6, 2012 Kari Barnett	I strongly believe that any person charged with instructing students should have a standard teaching license and teaching experience. I also believe that any person expected to implement the Common Core State Standards should have a standard teaching license and teaching experience. This would include school librarians. It is important that the ADE keep the current criteria for Library Media Specialist!
September 6, 2012 Kim Simpson	I'm writing regarding the public hearing at the ADE tomorrow regarding changes to Library and Counselor Licenses. This is my 20th year as a teacher with four of those as a librarian. I believe all people that hold certified jobs should have teaching degrees and experience as a teacher first, before they can hold other jobs in school such as librarian, counselor, and administrator. Common core standards require collaborative teaching between the teachers and the SLMS for the technology skills and research required, not to mention the reading. I believe that it is essential in schools for those teaching to hold teaching degrees first to help achieve the goal of educating our students. My years of experience in the classroom have helped me be a better librarian because I know the support that teachers need and how to achieve success with the students. I implore you at the public hearing to give heed to the concerns of school librarians and those that have trained school librarians and ask the State board to keep the present requirements for licensure as is at this time.
September 6, 2012 Sandy Peel, AAIM	As a former classroom teacher before coming to the library, I think my time as a classroom teacher was invaluable. I realize the importance of collaboration between the media specialist and classroom teacher in ensuring student success. With common core and the project based learning, our knowledge of classroom management and forming cooperative groups is essential. That prior time in the regular classroom is like having driver's education before actually getting behind the wheel of a car.
September 6, 2012 Elizabeth Lewis	I wanted to object on the removal of teaching experience for Library Media Specialist. I have just spent the last 3 years obtaining my Master's Degree in Library Science and Technology at UCA online from Fayetteville. I am currently working in the library and could not imagine how difficult the job would be without this training. I co-teacher with teachers and work with them during team meetings to help with lesson plans. Without teaching experience, I would not know how to work with teachers and would not have respect from them as a teacher.
September 6, 2012 Wendy Rickman, Assistant Professor,	While research and educational policy demonstrate time and time again the importance of school librarians to hold initial teaching licensure and have teaching experience, I cannot fathom why this recommendation would even see the light of day. Our profession is geared to responding to the

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LIBM Program, University of Central Arkansas	<p>educational needs of the 21st Century learner both in the classroom and in the education of practice of analysis, synthesis, and summary of the today's data and information driven world. Information literacy is the key to success and survival of our students. I am quite curious as to why Arkansas would be pushing this short-sighted agenda when we as educators so desperately need these professionals as we take on the implementation of Common Core, which, at its root lies the responsibility of a more literate: information, visual, digital, emotional student and teachers. Who better understands this process and can better integrate this effort than a Master teacher with multiple years of experience and a Master's degree to be a school library media specialist.</p> <p>Again, the passage of this licensure repeal would be failure to our future, a detriment to our standardized test scores, and K-12 students, including my own.</p>
September 6, 2012 Celeste Ashcraft, AAIM	Please do not change the licensure requirements for obtaining a license to become a School Library Media Specialist. SLMS's are different from other librarians because they must understand instructional practices, know how to effectively collaborate with other teachers, they must instruct students daily, and create 21st century learners. Other librarians do not have all of these necessary skills. Please do not change the requirements.
September 6, 2012 Shelley Peyton, Watson Chapel School District	I know that several other Media Specialists have given specifics, facts, and figures about why we should have to be teachers before moving on to the library, but I just have one simple reason: If I had not been a classroom teacher before being a MS, I would be lost. I can relate to the teachers in the classrooms because I've been there. I know what they need, why they need it, and have a deeper understanding of what they are needing from me. If I hadn't been where they are, I would not be able to foresee certain needs or be as much help as I possibly could be.
September 6, 2012 Faith Boatright, Sheridan School District	I would like to voice my concern about the possibility of changing the licensure process for library media specialists. Our job as EDUCATORS is to educate our students; therefore, it is important that we have the teaching background before going into a library media setting. We shouldn't require LESS of teachers and expect literacy skills to be taught well.
September 6, 2012 Karen McPeake	<p>I know that there are so many people submitting references to published articles and laws. I wanted to share with you my personal reason for objecting to this change in the requirement for obtaining a licensure in this wonderful and challenging field of Library Media.</p> <p>I have been in the education field for over 22 years. The last 14 have been as an Elementary School Library Media Specialist. Those years I have had the privileged of working within 3 different school districts. Each time I took students on a Field Trip to the Public Library. It became quite clear that our fields are related but not the same. The public librarian would try to engage the students but did not have</p>

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	<p>the background knowledge of curriculum, management or expectations. These are things I brought with me as a classroom teacher when I earned my Master's Degree in Library Science. Without the knowledge, my Library would not be the support it is to my school.</p> <p>So many teachers have walked into my office and commented that they thought the library would be such an easy area to work in. They then confessed that after truly observing everything I did, that it was quite a challenging area. This might be the reason there is a shortage. This isn't just about books any more. Classroom management, knowing the curriculum, updating resources and giving professional development on latest technology needed for CCSS.</p> <p>Many coworkers have taken the title of "Library Teacher". I proudly wear so many hats within my own school building but that term does hit it. Our position cannot be filled by a clerk, substitute teacher or a parent. Putting someone in here who does not start off with experience in the classroom is like have a nurse do a doctor's job. They might think they can after watching the operation so many times, but I would rather have someone who truly understands the whole situation working on me.</p> <p>Thank you for reading and considering my input.</p>
September 6, 2012 Audrey Caldwell, Fayetteville SD	Knowledge and experience in teaching is vital to being a school library media specialist, and the requirement for this position should include a BS in education as well as a MS that meets the library media requirements.
September 6, 2012 Gwynda Walker, Gravette Upper Elementary, AAIM, AEA	As a long-time elementary school librarian I can see how important the requirement is of having librarians also have teacher certification in other areas. I feel in order for Library Media Specialists to effectively work with the regular classroom teachers on the new Common Core Curriculum goals, Library Media Specialists must still keep their teaching credentials to remain on the same playing field and to be able to communicate with each other more effectively. Also, we want our students to be 21st Century Literate and to embrace all of the technical components of the new Common Core Curriculum. To do this, we as teacher-certified Library Media Specialists have what it takes from both worlds, the teacher component and the technology component, to help our students reach these new goals. Please do not repeal the existing licensure rule.
September 6, 2012 Sara Lynette Thetford, Nettleton Junior High School	I missed the window the first time the state made it possible to become a media specialist and ended up going back to UCA to get a second master's degree in order to be in the library. I know that I would not be CLOSE to the librarian I am today had it not been for the training received at UCA. They taught me what a REAL media specialist is supposed to do. If we hope that students are to become the 21st Century learners that the Common Core is demanding, then we need to keep the requirements to become a media specialist as they are now. We collaborate with teachers, teach teachers and students computer usage skills and research skills, and introduce students to quality literature. Without teaching experience and a master's

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	<p>in LIBM, we are heading down a dismal path - we are actually digressing! Is the state having that much financial difficulty that we will sacrifice the quality of our students' education. I hope not!</p>
<p>September 6, 2012 Judy Rogers</p>	<p>I am very saddened to hear that consideration is given to folks to becoming LMS that have NO classroom experience. I feel my 16 years in the classroom has been my greatest asset to this profession.</p> <p>With Arkansas Act 1786 of 2003 requiring that we “Participate in building district, department, and grade level curriculum development anassessment projects; Provide professional development in new and emerging technologies, use of appropriate technologies, incorporation of technology into the instructional program, and the laws and policies pertaining to the use and communication of ideas and information including copyright law; and Provide assistance in the use of technology to access information and networks that will enhance access to resources; Develop and implement a plan that ensures skills are taught in a logical sequence for kindergarten through grade twelve.” Without the teacher education preparation and experience these requirements would be very difficult to implement! It is so important that our students be 21st Century skills literate. With Common Core standards we are required collaborate with classroom teachers for the technolgy skills and research required of reading.</p> <p>How could one feel that they are meeting the needs of their students and staff when they do not have the prior knowledge and experience gained from teaching?</p> <p>Please consider our students and wanting the very best for them. Being a Library Media pecialist/Teacher is more important now than ever.</p> <p>A LMS that has been in the classroom brings knowledge of both the student and the teachers role. This is vital. I began as a classroom teacher 22 years ago and I will end my career years from now... still being a teacher.</p>
<p>September 6, 2012 Ruth O'Loughlin, AAIM</p>	<p>I am writing in regards to the suggested change of removing the teaching requirement for School Library Media Specialists. I think this will be a detrimental change in our public schools. Librarians play a critical role in the success of a school. The librarian must have knowledge of what a classroom teacher does in order to be the most effective librarian. Without those years of teaching experience, I would not be the librarian I am today. Teaching in the classroom taught me how important it is frequently and effectively collaborate with the librarian to make sure my students are learning critical research skills and being 21st Century Learners. I use that knowledge each year when working with teachers and their curriculum to plan what skills their students need to be successful.</p>

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	<p>My education background taught me skills that were not covered in the Master's Program at Southern Arkansas University, because it was believed in coming teachers had this knowledge. With this change, universities will be forced to change their Master's Programs to include more education classes. This will not be beneficial to teachers seeking out their Masters. Librarians need as much training as they can get from their classes. By adding more education classes to the requirement, future librarians will not get the training they need in their field. Current programs will need to be watered down in order to bring non-educators up to par with what current educators already know.</p> <p>I truly value the skills I learned in my teacher training and what I learned while teaching. These skills include reading intervention skills that I use with struggling readers to help them choose books they will find success with and will want to read more. Pacing guides, effective unit planning, and lesson plans guide what I do with my students. Without the training I received prior to entering the classroom, I would have been completely lost when asked to write these important documents.</p> <p>I have been working closely with teachers in regards to implementing Common Core. This is a new journey for all educators. I would not have been prepared to supply teachers with resources to implement these standards without having been in a classroom prior to being in the library. As a classroom teacher, I learned best practices and how to effectively test out new things without overwhelming students. The fact that I was once in the classroom means a lot to the teachers I work with and they listen to what I have to say. They know that I have been in their shoes and I will continue to work with them in any way that I can for our students.</p> <p>Removing the requirement of being a teacher before becoming a librarian will lead to harmful, unintended consequences for our students. If someone is interested in becoming a librarian in a school setting, they must have experience within a school in order to best serve their students.</p>
September 6, 2012 Devona Pendergrass, AAIM, AASL, ALA, ArLA, ArASL	<p>As a school librarian I can't imagine doing my job without my experience and education as a teacher. I teach everyday in the library which I consider my classroom and have to use the classroom management skills I learned as a teacher to keep control and ensure an engaged learning experience for all of my patrons including my staff. As a librarian I serve on the leadership team, curriculum committees, ACSIP plan as well as the technology team. My teaching experience is invaluable to these roles. I want my students to be 21st century literate and those are skills that can only be taught by a teacher librarian. With the implementaion of common core standards this will become even more important. The common core</p>

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	requires collaborative teaching between the teachers and the library for the research and technology skills necessary to implement these standards as well as the reading component involved. I also have 8 sections of classes that I teach called "library skills". If I were not certified we could not offer this option to our students. Each year these classes are filled with seniors taking the class before college.
September 6, 2012 Kathryn Solley, Fouke Public Schools, AAIM, AASL	<p>The school library is an extension of the classroom. The school library media specialist MUST be a licensed professional educator in order to extend teaching from the classroom to the library. Common Core State Standards require collaborative teaching between the classroom teacher and the school library media specialist for reading, literature, research, and technology skills.</p> <p>As as experienced, fully-licensed, Arkansas Library Media Specialist, I urge you to keep the existing requirement for licensure in place.</p>
September 6, 2012 Rhonda Gentry, Lingle Middle School	<p>All of us would like for students to be 21st Century Skills literate. Common core standards require collaborative teaching between the teachers and the SLMS for the technology skills and research required not to mention the reading.</p> <p>LMS at the middle school level are teachers first. Allowing someone to become a LMS without the background and knowledge of teaching practices and experience is not acceptable in this age of increased accountability. EVERYONE is accountable for increased student achievement and increasing literacy among our students. The core of this developmental increase lies with our library media specialists working along side our classroom teachers.</p> <p>I am not convinced that changing licensure of LMS will improve accountability for our schools or teachers. If this were to occur, collaboration will certainly be affected because of a lack of common language and skills.</p>
September 6, 2012 Lori Rooney	I believe that it is vitally important for librarians and counselors to have experience teaching in the classroom before they are able to become a librarian or counselor! The knowledge of how classrooms are set up and different situations that only a classroom teacher knows will be very beneficial to not only the librarian/counselor, but also the other classroom teachers in getting things accomplished!
September 6, 2012 Marci Tate	I was quite taken aback when I read that there is a proposal to remove the requirement of a teaching degree for an Arkansas LMS. I can't begin to imagine how anyone could come into such a position with no teaching experience. It is a full day of teaching students and collaborating with teachers, (in addition to inventory, acquisitions and daily library management). Having teaching experience is absolutely necessary for not only an understanding of curriculum, but also for collaboration. To put someone in the LMS

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	position with no teaching experience would be a disservice to the students, the teachers and to the entire school community. Please reconsider this repeal.
September 6, 2012 Mandy Watkins, AAIM	Please do not allow future library media specialist to be allowed to teach without having prior teaching experience or an education degree. I believe that prior teaching experience allows for us to collaborate with the teachers and the teachers trust us because they know we have taught in the classroom. If future LMS don't have a degree in education, how are they supposed to understand the basic principles that establish the foundation of education? I also believe that having a Masters degree is imperative to the role of a LMS in the school. The knowledge gained during those classes gave us the tools to use to create students to be 21st Century Skills literate. Common core standards require collaborative teaching between the teachers and the LMS for the technology skills and research required not to mention the reading. Please, do not allow this to go through.
September 6, 2012 Autumn Thetford	School library media specialist should have classroom experience before moving into the media center. The library is the heart of learning for all stakeholders. It is a place for students, teachers, parents, and members of the community. The librarian needs to have experience as a classroom teacher. She/he needs to have knowledge of the education lingo, frameworks, testing, and opportunities placed before classroom teachers. The media specialist must be able to see where the classroom teacher is coming from based on their own previous experience. The role of the librarian with classroom experience gives the teachers that much greater support. The children benefit when teachers collaborate with other teachers. Listen and take caution before making a change in this decision. We must decide what is best for our children and for our future.
September 6, 2012 Gaylon Scharbor, AAIM	As I have looked over the proposed changes and have read the many comments that are being posted, I have become saddened. There are many students who attend college every year to become teachers. They go through the education departments at our colleges, learn what they can on how to teach children and reach children. They do everything they are supposed to do to become the best teachers that they can be. Then, it's job hunting time. With the new proposal, they're not competing with the other "best" teachers that the colleges have prepared and trained. No, they are in competition with any person out there with any degree who suddenly decides he or she wants to become a teacher. This saddens me. If a person doesn't like his or her career choice, he or she should have to go back to school and get the required degree - just like he or she did before. It also saddens me for another reason. I feel we are cheapening the teaching profession. Does the medical profession allow people who want to suddenly practice medicine jump through a few hoops and become a doctor? Does the judicial system - lawyers? For that matter, does transportation with bus drivers or truck drivers? I could go on and on with profession after profession that requires specific training in order to do that specific job. If no other career path is lowering its standards,

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	<p>why is the teaching profession? I am currently a librarian. I have been in the school system for 22 years. I began my career as a high school English teacher. Because of my love of books, after 15 years, I went back to school to become a librarian; I had to get my Master's Degree for this. I have been trained. I have been retrained. I go to conferences and workshops. I do what I can do to stay the top of my field - just as I did as an English teacher. I want to be the best. The best means being trained in not only dealing with subject matter but with children. We are an educational field. We deal with young lives. We need to be trained.</p>
<p>September 6, 2012 Kelly Tapley, AAIM</p>	<p>I feel that it is imperative that before you are hired to administer a school library, or any other school facility that you be educated and experienced in teaching children. Do you really want your plumber doing your electric work and risk your house burning down? While that would be a tragic situation, it is just as tragic to have our students taught by someone educated with a marketing degree.</p>
<p>September 6, 2012 Chandra Helms, Ouachita School District</p>	<p>I think it is a very big mistake to suspend the teaching background requirement to Arkansas public school librarians. I am currently working in a small district and have 2 libraries in which to run. Without my background in education (10 years of teaching experience prior to becoming a librarian), I would have had a very difficult time adequately preparing students with age ranges of PreK-12 grade. The pedagogy and classroom management skills as well as the curriculum frameworks that are to be taught to the students are not going to be properly imparted without an education knowledge base. In other teaching positions, there are instances in which a lay person goes back to school to get their teaching degree as a non-traditional student. They still have to meet the same basic requirements as people entering the educational degree track to receive the nontraditional licensure. Librarians are teachers and they need to be equipped just as well as any other subject/grade level teacher. Cutting corners to make hiring easier for some people will actually cause more trouble than it's worth. Districts would end up with media specialists that can not maintain classroom management or properly teach at grade level. There is a BIG difference in how you teach a Kindergarten level student (with a small attention span) and how you teach a junior in high school. Please require future media specialists to be adequately trained for student learning!</p>
<p>September 6, 2012 Kendra Matthews, South Side School District</p>	<p>It is to the benefit of our students that counselors and library media specialists have classroom experience. There is nothing in the world like being in the classroom. It is fun, fulfilling, and very hard. If a license is given to those who don't have this experience, the students and staff will suffer. It is only when you have been in the classroom that you can understand the stress and extreme amount of pressure put on teachers and students to achieve higher and higher each year.</p> <p>As counselors, we can be there to understand the teacher and the student. We support each other as a team finding ways to bridge the gap and individualize for students when needed. Without this understanding, a true attachment between counselor and teacher cannot ever be established. The altered</p>

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	<p>licensure counselor may try to understand, but cannot be a firm team of support for ourselves or our students. We are in education because we love these students. We dedicate everything we have to make sure they are successful in the classroom, socially and emotionally.</p> <p>Library media specialists are the same. They don't just read stories to the kids and help them check out books, they are an essential part of the educational process.</p> <p>There is a link between the teacher and the library media specialists also. The library media specialist has been in the classroom as well. They can understand what needs to be accomplished and how to achieve it. It's a team.</p> <p>If we are going to continue to have success in our schools, it is essential the counselors and library media specialists have classroom experience.</p> <p>We want successful, educated, life long learners who excel with the rest of the world.</p> <p>Actually teaching in the classroom is the only way a person in education can understand how everything works. The school is a unit, within the state unit, which is attached to the federal unit. All as one. Please don't jeopardize the success of our students by placing unqualified staff to lead them.</p>
September 6, 2012 Nila Baldwin, AAIM	<p>The role of the school library media specialist is one that is core to a school to assure students are prepared to learn and work in the 21st Century. It is through class lessons and one on one instruction, school library "teachers" train students to access relevant and reliable online sites and sources to make their research accurate and authoritative. They also teach how to correctly give credit where credit is due as far as citing their sources. School library media specialists not only teach research, but they help develop a love of literature and are trained to select materials and develop the library collection with appropriate materials and books that are age appropriate and relevant. Some people think school librarians only check in and check out books to students. They are out of touch with the everyday world of the school library media specialist. Only through a thorough education into the behind the scene world of the librarian do you find a complete picture of all that is needed to properly do their job. If you allow people who are not properly trained, you will be hiring people who just check in and check out books to their students and the real library teacher part will be completely lost.</p>
September 6, 2012 Melissa Czeschin	<p>If the proposed licensure for library media specialists passes, I feel that the education and instruction that is currently being given in the school library media centers will be less than adequate. As a school library media specialist that has her bachelor's in elementary education and master's in k-12 library media science, both degrees and experience have given me the knowledge and confidence to teach my students how to learn, ask, find and question their findings in a nurturing environment. Without the classroom management skills and experience, I not only would have a hard time not knowing appropriate behaviors and strategies to manage teaching my students, but I also wouldn't be able to relate to my teachers and faculty members</p>

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	<p>that I am suppose to assist. If I have not walked in their shoes, then I can't know exactly what their needs are and what they are teaching in their classroom. I serve not only the students , but the faculty! This would be the same as saying as long as a school administrator has a degree in administration, he/she does not have to have any other experience in the educational field. Without that experience, one cannot relate to what the needs for the classroom and school building would be. Please reconsider changing this and leave it as it stands. Arkansas is one of the few with such high standards for school library media specialists so we should be proud of that, not conforming so that we are average or below!</p>
<p>September 6, 2012 Tracy Andrews, Little Rock School District</p>	<p>I feel shocked that this change is even being considered. I am a school librarian. The vast majority of what I do every day involves working directly with students and teachers in the educational setting. After being a teacher in the classroom for eleven years, I felt that I had the prerequisite experience to be able to work with teachers and students on the “larger scale” classroom of the school library.</p> <p>Every librarian that I know in the Academic and Public Library setting has specific knowledge outside of my range of expertise. If I transferred to a setting other than a school, I would need a lot of additional training.</p> <p>I agree that the three different settings are too distinct to lump together as “Librarian.” We are not all the same. Anyone who thinks that we are all the same does not know what we do and should not be making decisions about our job requirements.</p>
<p>September 6, 2012 Ann Sorenson</p>	<p>I understand it is under consideration to change the licensure requirements for Arkansas Library Media Specialists. Please consider that librarians are teachers! A librarian should have classroom teaching experience and a teaching license. Librarians teach students to understand the impact of information, technology, and media literacies inside and outside of the library setting. We teach students how to research, evaluate sources, site sources, be critical thinkers, enthusiastic readers, and ethical users of information. We help develop the skills students need to be successful in work and in life in the twenty-first century. Because we are teachers, it is necessary to have a certified school librarian that is specifically trained (a teaching license) to examine how students learn, and to respond to individual instructional needs of the student as they encounter information in whatever form it presents itself.</p>
<p>September 6, 2012 Sharon Murray, Dover High School</p>	<p>As a Librarian for 39 years, I think it is imperative for librarians to have classroom expierence before working in the library. I did not have this experience. I lucked in to my position when a librarian went on maternity leave and never came back. I did continue my education and have a master's degree in Educational Technology and all the required education courses. I feel I am qualified for my job but have always felt like if I had had classroom experience I could do a better job of provided the exact services</p>

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	that the teachers need. We are NOT clerks, secretaries or paper pushers. We provided a vital service to teachers and students. Academics would suffer if requirements for our positions were reduced. Of course you would have to pay us as much and then you would have more salary dollars to pay coaches....so if this is your goal you are on the right track to provide that main purpose administration sees in some small (and small minded) schools.
September 6, 2012 Susan Nefzger	I am very much in favor of this change. I have been a library aide in my district for five years and looked into becoming a librarian, but since my undergraduate degree is not in Education, it would have taken me four or five years to complete the requirements, including the MLS program. I already have a B.A. in Psychology and English, and one year of grad. school in Psychology. I feel many individuals can be effective teachers and librarians without necessarily being certified. By making the requirements so cumbersome, we lose a lot of enthusiastic, high quality candidates for these jobs! I would love to be a librarian, and if this new rule goes into effect, I will pursue it!
September 6, 2012 Linda Turnbough, South Side Elementary School	Without the teacher experience I had from the regular classroom I would not have the capabilities I now have to collaborate with teachers and work with students to learn the technology and research skills they will need to perform in the workforce of the future.
September 6, 2012 Kathleen Bennett	<p>I am commenting on the change in School Librarian licensure. I was a 2nd grade teacher for 9 years before I came into the school library. I use the skills I learned in college, as well as the experience from teaching in a classroom, every day in the library. I am a high school (7-12) librarian in the morning and an elementary (K-6) librarian in the afternoons. I couldn't imagine not having the training and experience as a teacher to help me be the best school librarian I can be.</p> <p>Teacher licensure and classroom experience is also a BIG plus in the Collaboration part of a school librarian's job. I know what classroom teachers need and want from me as a school librarian because I have been there myself. My schools are consistently in the top 10 of Arkansas schools. My elementary is one of the Exemplary Schools in Arkansas.</p> <p>Please don't change the requirements for Arkansas School Librarians. These requirements are what give our schools in Arkansas an advantage over states who don't value their school librarians!!!</p>
September 6, 2012 Kristi Reddin	If the proposed licensure for library media specialists passes, I feel that the education and instruction that is currently being given in the school library media centers will be less than adequate. As a school library media specialist that has her bachelor's in elementary education and master's in library media science, both degrees and experience have given me the knowledge and confidence to teach my students how to learn, ask, find and question their findings in a nurturing environment. Without the classroom management skills and experience, I not only would have a hard time not knowing appropriate behaviors and strategies to manage teaching my students, but I also wouldn't be able to relate to my teachers and faculty members

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	<p>that I am suppose to assist. I serve not only the students, but the faculty! This would be the same as saying as long as a school administrator has a degree in administration, he/she does not have to have any other experience in the educational field. Without that experience, one cannot relate to what the needs for the classroom and school building would be. Please reconsider changing this and leave it as it stands.</p> <p>Arkansas is one of the few with such high standards for school library media specialists so we should be proud of that, not conforming so that we are average or below!</p>
<p>September 6, 2012 Debbie Archer, Walnut Ridge School</p>	<p>I could use my 500 words to repeat other's comments. I choose not to do so. My colleagues and fellow librarians have, no doubt, pled our case much more elequently than I ever could. In light of this, allow me to simply point out that our state has spent decades trying to rise above criticism regarding our educational practices. Now, when we have gained so much ground, a political decision stands ready to eradicate a profession that offers solid backing to the educational needs of our students.</p> <p>Why?</p> <p>At a time when the requirements are more stringent than ever in the educational arena, this decision could only weaken the foundation we've worked so hard to strenthen. Please reconsider before taking actions that will leave lasting scars in our school sytems and in the lives of our students.</p>
<p>September 6, 2012 Megan Lankford</p>	<p>As a teacher, I believe it is vital to have our counselors and librarians have prior teaching experience before being able to hold that position. By teaching in the classroom, you understand the unique perspective that teachers hold. This perspective is important because you understand the learning process that the students are using. These positions are very important positions that need the classroom perspective. If you have been a teacher, then as a librarian or counselor, you understand how the classroom environment should be and how those positions should interact with that environment. Do not change it to where people are able to enter into those positions without having to teach in the classroom.</p>
<p>September 6, 2012 Tracy Streeter, Hamburg School District</p>	<p>I understand there is discussion concerning the certification of a librarian or the idea of not having to be a licensed teacher first before coming a librarian. I feel like this is not a good decision. Being a licensed teacher helps prepare any level of educator. It prepares them better and gives them expereinces to fall back on.</p>
<p>September 6, 2012 Dianne Langford, Arkansas State University</p>	<p>Please do not allow candidates for the school counseling licensure to be from just any discipline or licensure area. School counselors need specific training in how to set up a comprehensive developmental school counseling program. Mental health counselors do not receive training in school counseling, but school counselors receive training in mental health counseling.</p>

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	<p>I have to wonder what the impetus for this change is.....and I have not gotten any straight answers. I figure it is money....but not sure how it applies to school districts. The general public has no idea the amount of training a school counselor is required to have (48 hours) and they get same pay as teachers.....no wonder there is a shortage.</p>
<p>September 7, 2012 Julie Young</p>	<p>As a newly graduated School Counselor, I find it very disturbing that it is being considered to let LAC/LPCs become school counselors. I now have 81 MSE hours (2 MSE degrees) but that doesn't mean that I should be able to hold any job that my classes may seem to work for.</p> <p>I took many classes that an LAC/LPC is required to take but that doesn't mean that I have the training needed to do their job. I have done just as many hours of practicum and internship (600 hours) but I am NOT qualified to do their job just as they are not qualified to do mine. While we may work with some of the same students, we work on different things with them. Most LAC/LPCs do not have the background nor training in public education needed to do the job of a school counselor. Not only that, I am allowed a case load of 450 students which is much larger load than an LAC/LPC.</p> <p>Any students in my school can come see me and parents don't seem to have a problem. However, I have refered some to our School Based Counselor and parents hear Clinical Mental Counselor and you can forget it. Many parents don't want their child/student to see a therapist but seeing me, a licensed school counselor with a school counseling degree is totally different.</p> <p>Let me put it this way, there are numerous types of doctors and have had some similiar traingin. Let's say one patient has both a heart surgeon and plastic surgeon. Just becuase they may share a patient or two doesn't mean the heart surgeon should do liposuction or reconstructive surgery and the plastic surgeon should be doing heart transplants.</p>
<p>September 7, 2012 Ellen Clements, Lake Hamilton Primary School, ALA, AAIM</p>	<p>School Librarians are--in every sense of the word--TEACHERS. We have state frameworks and Common Core standards that we are required to teach to our students. Our job is significantly different from a public librarian. I beg you--please DO NOT remove the requirement that school librarians must be certified teachers. I am not opposed to removing the requirement for 2 years of teaching experience. Every teacher has to have a first year, and that can happen in the library as well as in a regular classroom.</p>
<p>September 7, 2012 Vicki Weber, Conway Public Schools</p>	<p>Please consider retaining this licensure as is. Having an education degree, therefore knowing pedagogy, and having worked with kids in a classroom setting, are essential ingredients to being an effective library media specialist.</p>
<p>September 7, 2012</p>	<p>As a classroom teacher who is also a licensed school counselor. I believe school counselors should be</p>

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Marilyn Marks	licensed teachers who have served some length of time teaching in the classroom. As a school counselor you must be able to guide students socially and academically. If you have no experience in the classroom how can you help a child with issues that occur in the classroom. I think as our society changes and as our academic expectations from students are increasing dramatically the role of the school counselor is becoming more important. So,we need to make sure the people we have serving our students are well rounded and understand the inter workings of a school.
September 7, 2012 Shelli Jones, NBEA/ABEA & AAIM	Arkansas Act 1786 of 2003 states that the school library media specialist will "...participates in district, building, department, and grade level curriculum development and assessment projects. Additionally as a consultant, the specialist: provides professional development..." To fulfill this law, a SLMS must be educated as a teacher in order to collaborate in curriculum development, assessment, and professional development. An understanding of child development, cognitive growth, special needs, differentiated instruction, learning styles, and true curriculum development is absolutely necessary and cannot be diluted. To meet the needs of EVERY individual student, the person responsible must be educated in all of these areas. Just having an education is NOT ENOUGH! Our purpose in education is NOT to provide the MINIMUM education; see NCLB & COMMON CORE. The leaders in education MUST BE TRAINED AS EDUCATORS. Every educators role is different or we would ALL be administrators. IF you truly support EVERY CHILD of Arkansas Schools, then you must support EVERY EDUCATOR within them. The key words here STUDENTS & STANDARDS: Less education is NEVER THE ANSWER!
September 7, 2012 Donna Stobaugh, AAIM	We are teachers first and Librarians Second. If you do not have the tools to teach you cannot be a "useful" Librarian. We are not just a warm body. Without teaching experience you loose the ability to be an effective librarian.
September 7, 2012 Pam Skipper	It is paramount that school librarians be certified as classroom teachers prior to their LMS licensure. The SLM and classroom teacher work as a team to teach subject content with information skills. They need to share the same vocabulary and teaching strategies. The LMS is a teacher, collaborator, curriculum specialist as well as a collection and facility manager. Plese do not change the qualifications for this position.
September 7, 2012 Anonymous E-Mail	This is in regards to speech pathologist and their ability or lack thereof to obtain a license in areas such as school counseling. I personally have worked in a district where the speech pathologist worked hand-in-hand with the classroom teachers to ensure that she aligned her instruction to state frameworks. In her regard, although she does not hold a teaching license, she has went above and beyond her duties to make herself aware of the state standards for the students that she works with on a daily basis. As a speech pathologist, they offer in school services and work closely with the district staff. I personally feel that the experience a speech pathologist has in working in the school with classroom teachers and state educational

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	mandates qualifies them to be considered as candidate for licensure as a school counselor.
September 8, 2012 Mona Morgenthaler, Springdale High School	Please do not change the requirement for Library Media Specialists needing a teacher's license. I have been a LMS for sixteen years and can not imagine not having experience as a teacher in the classroom. It is crucial on many levels! You are more than welcome to come to my Library Media Center to evaluate me while I am teaching my classes!!!
September 8, 2012 Mary Elmore, Rogers Public Schools	I do not think it should be changed to allow Media Specialists who have not earned the additional hours to be a media specialist. In addition, it would not be effective to have media specialists who do not have teaching experience.
September 8, 2012 Michele Carroll, Forest Heights Elementary School	<p>I completed the requirements to obtain licensure as a media specialist in 2009, by completing the Masters in Library Media & Instructional Technologies program at UCA. This was after earning previous degrees (B.B.A in Economics & MEd. in Elementary Education with an emphasis in Early Childhood) from Harding University and UALR.</p> <p>I taught 1st grade for one year and kindergarten for 18 years before being named the media specialist 3 years ago at my current school. I believe my experience as a teacher has been very beneficial as I teach informational skills and reading comprehension strategies to the students. I still continue to consider myself as a teacher, in fact I prefer the designation "teacher librarian" to "media specialist" because I feel it is more descriptive of my role in the library.</p> <p>In addition, as a former classroom teacher I am cognizant of the vertical school curriculum, as well as the specific grade level curriculum. Therefore, I am able to provide continuity, reinforcement and enrichment as students progress through their school years. I also can relate to classroom teachers and can assist them in finding developmentally appropriate resources to aid in their instruction.</p> <p>Historically, librarians in Arkansas have been teachers first, resulting in quality instruction assisting students to excel in future educational endeavors. Research continually shows the importance of an educationally sound library program to the academic success of students. Therefore, I do not believe it would be in the best interest of students to change licensure requirements for teacher librarians.</p>
September 9, 2012 Dianne Langford, Arkansas State University	School counselors work with the whole child in the areas of academic, career, and personal social development. They understand the dynamics of the school culture and climate. They use teaching methods and classroom management skills to address developmental needs, provide prevention programs, and career/educational planning for our students in the classroom. They are also well trained and qualified to provide individual and small group counseling services if principals will allow them to have the time away

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	<p>from administrative tasks. Licensed school counselors are instrumental in helping students, teachers and principals recognize, prevent and overcome barriers to learning and engagement so that all students have the opportunity to learn, thrive and succeed. They advocate for the student but also work with teachers, staff, and administrators as a team to improve the educational environment for both students and teachers. They serve as liaisons between the school and the parents and the community.</p> <p>At one time counseling services were considered a responsive service isolated from the school's mission and instructional program. Currently, a comprehensive school counseling program focuses on the developmental needs of all students and is an integral component of the school instructional program. School Counselors are trained to be student and school centered focusing on college/career readiness and working on the ASCA domains of personal/social, career readiness and academics.</p> <p>As an instructor in higher education who teaches/trains both students in our mental health program as well as our school counseling program, I am highly aware of the differences in four courses that specifically train our school counselors which graduated mental health counselors would not have completed or have knowledge of; specifically, the Introduction to School Counseling class and the School Counseling Program Development, Implementation and Evaluation class which teaches students how to follow the American School Counseling Association National Model in creating a comprehensive developmental school counseling program in their schools. School counseling student internships and practicum experiences are also school and student focused as well as rich in experiences unique to school. Mental Health counseling students' clinical experiences are in mental health settings and many get no experience with children and none in educational settings. Mental health counselors currently working site based in our schools provide a valuable service, and are available to students. They serve a very important purpose in addressing the emotional well-being of the student. They supplement the school counselor's role and provide services to a select group of students.</p> <p>I served many years as a school counselor in the 80's, 90's and through 2006. The school counselor's role has developed over the last 10-15 years and many principals and superintendents (as well as some counselors who have been in the field 20-30 years) do not understand the professional school counselor's training, abilities and role thus allowing others to come in to schools and perform many of the duties that the school counselor should be doing while relegating counselors to administrative tasks that could be handled by others. Please consider other ways to meet the shortage.</p>
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September 10, 2012 Jennifer McDonald, Charleston High School	<p>As an educator who logged many hours working on common core curriculum and how the library can support students and teachers in their efforts, I can't imagine not having an educational background. It was through my work as a literacy teacher that provided me with the knowledge to help completely remodel our ELA curriculum as well as incorporate a literacy approach in our science, history, and technical subjects.</p> <p>The school librarian is mandated to teach. I teach a broad spectrum of subjects to multiple age and ability levels. To not respect the educational background of teacher/librarians lowers the level of respect for all teachers.</p>
September 11, 2012 Angela Dozier, McCrory High School	<p>I do not believe the teaching requirements should change for receiving a library media specialist license in our state. This is my first year to work in the library media center, but I have been in education for 23 years as an elementary teacher. I know the experience I've had in the classroom assists me daily in knowing what the teachers and students need most out of their library and me as their library media specialist. Without this experience, I believe I would be less sympathetic as to the daily requirements of the teachers and their responsibilities. Without spending several days (years) in the "trenches", how will a library media specialist be able to successfully meet all of the needs of each student and teacher? Please think long and hard before making these changes. Our strong public school library program is at stake.</p>
September 11, 2012 Pasley Butler	<p>I believe it is important for school counselors to have 3 years of classroom experience prior to receiving a masters in School Counseling. This is important because I believe it gives the counselor a whole perspective on how a classroom works and the difficulties that a teacher may face. I have always appreciated that counselors were required to be in the classroom prior to becoming a counselor. My classroom experience helps me identify with teachers, students, and parents. It helps keep things in perspective. I think more of the masters in the education field should follow the same requirement. I think it would be a mistake to remove that from the requirements.</p> <p>Second, I believe all school counselors should be certified with a license in School Counseling and not a modified version. There is not a course in my 49 hours that I felt didn't help me prepare for my counseling career. I don't believe there is a way to reduce the requirements for certification, and still produce highly qualified school counselors. I can't imagine a degree without the courses I participated in. I believe it is still important to maintain the integrity of the school counseling program and certification by requiring the courses that are currently upheld. Don't water down the certification to get more people certified to fill positions that they can't fulfill properly.</p>

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September 11, 2012 Betty Patterson, AAIM	It is of utmost importance that a person responsible for student instruction as well as a resource for teachers in supplementing the curriculum, have the educational hours required for teaching. I feel strongly that a person who does not have this background and has never taught in the classroom would be like a fish out of water. The library is truly the hub of the whole school and is so important to everyone and everything that constitutes the education of our students and our leaders of tomorrow.
September 11, 2012 Shawna Bridgeman	This is absolutely ridiculous NOT to require Library Media Specialists to have a valid teaching license. With Common Core coming down, there is no way a non-licensed person could possibly keep up and effectively educate our students. While LMS' are not in the classroom, they do indeed educate students EVERY DAY!! Not to mention as a parent, I DO NOT want non-licensed personnel working with my child. I want assurance that my child's teachers are properly trained and have the appropriate education. LMS' are more than babysitters and what they do is vitally important to the school day, functions and atmosphere. They serve a role that a majority of the teachers would be lost without. By making it possible for people to become a LMS without a license would allow this position to be diminished in importance and it would be looked on as a non-essential role. Not to mention, there is no reason good enough EVER to not require a teaching license for anyone working in a public school. Please keep the current criteria for LMS'.
September 12, 2012 Jana Haltom	I am a high school counselor and I am supporting a change in the current law to allow SLP's to add a licensure in school counseling.
September 12, 2012 Mona Chadwick, Arkansas Professors of Education Administration	<p>Please accept these comments on behalf of ArPEA related to the proposed changes to the rules pertaining to Curriculum/Program Administrator Licensure. ArPEA represents seven universities who have approved educational leadership programs including curriculum program administrator programs. We unanimously agree it is necessary to express our disagreement with Sections 6.02 and 6.02.03.</p> <p>We oppose those holding an Ancillary License in Speech Language Pathology, School Psychology, or a Career and Technical Education area being able to obtain licensure as a Curriculum/Program Administrator. We would like to express the following concerns about this proposed rule:</p> <ol style="list-style-type: none"> 1. Even though all three areas (speech language pathology, school psychology, and Career and Technical Education) are required to have licensed experience in a school setting, their preparation is very specialized for their particular fields. Their preparation does not include the pedagogy required for understanding the teaching process and the way children learn. 2. Since experience is lacking in the teaching process, individuals coming from these three areas may have

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	<p>acquired the knowledge for curriculum design but will lack the experience in how children relate to the academic content. Furthermore, we have a similar concern relative to these individuals becoming principals and superintendents.</p> <p>3. The ability to become a school administrator, curriculum director, principal, or superintendent is a scaffolding process built upon the experience of an education background in both teacher education training and experience. To allow those who do not have an education background to become a curriculum administrator eliminates the benefits of the education training and experiential background. They will be leading others who do have that practical experience.</p>
September 13, 2012 Anne Stobaugh	<p>In stating my professional opinion and being an advocate for the library media center, it is my belief that the licensure should not change. If the proposed licensure for library media specialists passes, it is my opinion that the education and instruction that is currently being given in the school library media centers will be just “basic” . As a school library media specialist that has her bachelor's in secondary education and master's in k-12 library media science, both degrees and experience have given me the ability and knowledge to use best practices to teach and model for my students the love of reading, but also how to embrace their curiosity, ethical practices in research, and all in a positive, safe and nurturing setting.</p> <p>The practical experience I have had in the classroom as a middle school teacher and a primary teacher has given me the ability to develop strong classroom management skills along with the capability to assist the classroom room and specialty teachers. They trust my professional opinion, my management skills as an educator, and my knowledge of the curriculum. My experience in the classroom has been an invaluable asset in my ability to relate to the classroom teacher. I can see their needs through the eyes of a classroom teacher, and I can make suggestions and/or collaborate more effectively. As stated in the Scholastic Administrator, the librarian is an “instructional leader”. It would be difficult to lead without any experience.</p> <p>During my role as Library Media Specialist, I have met several professionals from across the United States in the education field and many well known authors, and everyone has always complimented the library media programs in Arkansas. We are looked upon as the model. It would be a shame for the state of Arkansas to lower its standards. I am told that these changes are being suggested because there is a shortage of LMS and the ADE wants to make it less strenuous and I see that as a negative. Do we want quality or quantity? It is my hope that this suggested licensure change will not be accepted.</p>

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<p>September 13, 2012 Angelia Crouse</p>	<p>This comment is in direct concern of licensure of Clinical Counselors as School Counselors. Though a possible option to fulfill an area of demand, the result would be less qualified individuals meeting the EDUCATIONAL needs of our students. As with current licensure requirements, SCHOOL Counselors have the experience and knowledge in which to draw in critical moments of student/parent/teacher interactions pertaining to personal, social, career, and academic areas. Without proper training to understand the daily demands of an educational setting, Clinical Counselors are at a distinct disadvantage and students will suffer for lack of knowledge and experience. SCHOOL Counselors understand not only classroom needs, but the students' and parents' perspectives in this area as well. School Counselors have been experienced in working with large groups of students and are prepared to consult with teachers and others in this regard. Guidance classes are currently taught by individuals who have met all the requirements of being a certified classroom instructor. Classroom management, behavior intervention, effective teaching, student/teacher/parent interaction, to name only a few, are much more effectively obtained by SCHOOL Counselors who have been there, done it, and have gained the wisdom to help others. Clinical counselors have a process of working with individual students and some small groups relative to the treatment plan for a particular student's diagnosable condition by way of the Diagnostic and Statistical Manual of Mental Health Disorders. Not every child a SCHOOL counselor sees needs a diagnosis or treatment plan for that matter. The majority of students need someone trained in an educational setting to help them over rough spots, to make it through their situation whether it be social, personal, academic, or career. Some students need more, that is why a referral to a mental health provider may be necessary to help the student and family in extenuating circumstances be it medical or otherwise outside the school. If the Department sees it as necessary to allow schools to employ LPCs as School Counselors; it is only right to all involved, especially students, that these individuals meet certain additional requirements before being allowed to practice in an educational setting. On an additional note, where is reciprocity for School Counselors? School Counselors could not walk in and fill Clinical positions without the proper classes and supervision rendered. Clinical Counselors must obtain certain hours of supervision with client diagnosable issues. How can that type of supervision circumvent internship within a public school classroom for a year followed by two years of teaching experience? Not to include all the college classes regarding methods, practice, techniques, and procedures that build upon the knowledge base to lead and advise students, parent s, teachers, and administators relative to the educational setting. The answer is simple. It can't. I am not against Clinical Counselors becoming School Counselors, but when it comes to who is watching our kids, the person with the greater experience in education will be of most value. It is only right to properly prepare Clinical Counselors prior to their transition.</p>
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September 13, 2012 Clint Shackelford, Highland School District	I feel that an administrator who holds an initial or standard license should be allowed lateral movement within grade levels. In order to put the best leaders in the best positions, this freedom must occur. An elementary admin could never move to middle or high school with the current policy in place. They would have to serve 3 years as teacher of record and most do not have the credentials to do this.
September 13, 2012 Patricia Kienzle	<p>This is my 22nd year as an elementary school counselor. Before counseling, I had 14 years of experience as a teacher. That experience is continually an influence in my counseling program. Both the teachers and students benefit from insights I gained in the classroom. Parents value our strong tie with educating their children.</p> <p>An elementary counselor is involved in every aspect of school. We write lesson plans and teach class lessons to every student.</p> <p>We work with other teachers to plan school-wide activities for character, health, safety, environmental issues, etc. We plan parent education programs, as well as work with parents on school projects. We learn with the teachers through sixty hours of in-service each year.</p> <p>Rather than eliminating the teaching experience, I would suggest that the graduate program for school counselors be streamlined so that teachers with a passion for counseling can manage to obtain the degree. I went back to get my master's degree while teaching first grade and with two preschool children. The hours required were in line with other master's programs. The pressure on my time and finances would not have allowed me to complete the current program.</p> <p>I hope we can encourage those special teachers to take on the challenges of this position.</p>
September 13, 2012 Bryan Swymn, Fetterman & Associates	<p>I am wondering if Educational Consulting at the k-5 level can be substituted for experience in order to change a 5-12 license to k-12 when it comes to the new administrative license. The type of duties at the k-5 level include but are not limited to advising the building administrator on effective changes to the instructional program to improve school performance, conducting professional development on effective instruction, gap analysis, etc..., conducting classroom walk-through's, advising teachers, and other duties.</p> <p>Also I am wondering if a person with a 5-12 administrators license can have it changed to a k-12 by going back to the college that granted them the masters and take an internship at the k-6 level?</p>
September 13, 2012 Dr. John Hall, Arkansas State University	The delivery of high quality psychological and educational assessment services is critical to meeting the needs of P-12 students with special needs. In Arkansas, there are currently two groups of professionals who are licensed by the Arkansas Department of Education (ADE) to provide these services in the schools: (a) Special Education Educational Examiners (SEEE) and (b) School Psychology Specialists (SPS).

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	<p>Given the high stakes decisions that are based on the results, the assessment of students with special needs requires a rigorous graduate education, Based on the extensive curriculum requirements specific to assessment, National Association of School Psychologist (NASP)-Approval, and the more stringent licensure and certification requirements, the SPS is better equipped to provide psychological and educational assessment services to P-12 students with special learning, behavioral, and emotional needs. For example, the SPS is required to successfully complete a total of 36 semester hours of graduate coursework specific to assessment including a supervised internship while the SEEE completes only 21 and no supervised internship. Furthermore, the SPS is trained to provide a wider range of services which also include: consultation, intervention, prevention, program planning and evaluation, education/in-service, and supervision.</p> <p>Given the above information and the availability of two NASP-Approved School Psychology training programs in Arkansas, the previous recommendation most recently put forth by the Arkansas School Psychology Association (ASPA) is valid. That is, as part of the ADE proposed changes/revisions in licensure rules, the ADE should strongly consider eliminating the licensure endorsement for SEEE in the State of Arkansas. SEEE who currently hold the license could be grandfathered. Students seeking the SEEE license could be allowed to secure the credential until a reasonable cut-off date (e.g., December of 2015), after which time no SEEE licenses would be granted by the ADE.</p>
September 14, 2012 Lisa Lowery	I strongly believe librarians should be licensed/experienced as classroom teachers first. Most librarians are required to teach state frameworks or assist teachers in the classroom. Shelving books is a small part of a librarian's responsibilities. Until you have walked a mile in a classroom teacher's shoes you will be hard-pressed to know what they truly need.
September 14, 2012 Rachel Sams	I am a liscensed media specialist and classroom teacher. I feel it is extremely important that the professionals who wish to be a media specialist have classroom experience first. The media center (especially in lower grades) is an extension of the classroom therefore media specialists need to be knowledgable about classroom curriculum in order to teach the standards for library media. It also gives a good background on literature, classroom managment, and professionalism as a whole. Without a professional background to build upon the media center will not be as successful. Again, I feel it would be detrimental to the media specialist program if the teacher licesensure requirement is eliminated.
September 14, 2012 Lennie Hurst	(Re: Should librarians be a licensed teacher) I'm a public school librarian, and I teach everyday. I think that any certified employee in the school system would need to have a teaching certificate. Could a talented artist automatically be a good teacher of art? Could a talented musician automatically be a good teacher of band? Probably not.....

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<p>September 14, 2012 Mike Mertens, Arkansas Association of Educational Administrators</p>	<p>The Arkansas Association of Education Administrators (AAEA) support the proposed rules on educator licensure. AAEA has always strongly supported increased flexibility for school districts in regards to hiring certified employees. These proposed rules are certainly a move in that direction. Nothing in these rules require districts to hire applicants that hold Ancillary Licenses. However, having the flexibility to do so will greatly help those districts in the state that have difficulty attracting applicants and filling vacancies.</p> <p>The one suggestion that AAEA has is to remove the option for those with Ancillary Licenses to receive Curriculum/Program Administrator Licensure (section 6.02). Building-Level Administrators are required to have a Standard Licensure and AAEA believes that, to promote strong leadership in curriculum within the state, this should be a requirement for Curriculum/Program Administrator licensure also.</p>
<p>September 14, 2012 Janet Kanady, Dover Middle School</p>	<p>As a current National Board certified library media specialist, it greatly concerns me that you are considering removing the teaching requirement from the library media certification. I use the teaching portion of my education just as much, if not more, than any other part. I can't begin to express how valuable the teaching experience is. Library media specialists have frameworks that must be taught just as any other class does. Would you also remove the math and science teaching requirement because they are also a shortage area? We need to do what is best for the students. They should be our main concern. To do that, we must have teachers, not people with degrees that have no clue how to work with children.</p>
<p>September 15, 2012 Dr. Kathy Pillow-Price</p>	<p>I am writing again to voice my disagreement with the recommendation to eliminate the P-4 license in a move to a K-6 licensure system. I do not believe that this recommendation is in the best interest of our state. I believe our state should offer the P-4 license, the K-6 license, and the B-K integrated license if we want to maximize returns on current public investments in educational programs for young children and advance true education reform in our state.</p> <p>I would like to encourage the board to read the comments that have been submitted on this issue in their entirety as some key information can be overlooked in content summation. While both the licensure taskforce and the PLSB did recommend this change to eliminate the P-4 license, the original PLSB vote to make this particular recommendation was split 6 in favor and 5 against this recommendation indicating there was not a clear consensus that eliminating the P-4 license is indeed the right choice for our state.</p> <p>In the March 2011 report, "Getting in Sync: Revamping Licensing and Preparation for Teachers in Pre-K, Kindergarten, and the Early Grades," and in other national reports, Arkansas was praised for our current licensure system! Other states were criticized for licensure that asks prospective teachers to obtain broad licenses and forego more focused preparation that we offer with our P-4 preparation programs. I do</p>

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	<p>support the proposed K-6 license and the B-K/Integrated license. I have reviewed the draft curriculum for the B-K/Integrated proposed license and I know most of the participants working on this program of study and I can assure you they are an immensely talented group! Their proposal is great, but I do not believe that the B-K/Integrated license by itself it is sufficient to meet the early childhood needs in our state.</p> <p>In the Comment Summary & Response: Rules Governing Educator Licensure – June - July 2012 it was stated that, “The Department does not believe that the state’s institutions of higher education have the capacity to provide both a P-4 program of study and a K-6 program of study.” I disagree! There has been no systematic review to see which campuses would offer which preparation programs if P-4 and K-6 were both an option. As a former director of one of our state’s programs I can tell you that we have 18 excellent, nationally accredited teacher education programs. All of the Colleges of Teacher Education and their leaders are strongly committed to listening to local superintendents and school partners and wish to continue strong partnerships in order to prepare excellent future teachers who are ready for classrooms. These programs are also highly regulated and like other Higher Ed programs are driven by market demands and viability numbers. In short, if the K-6 model meets their market and is more viable than the P-4 program, you can bet a college is going to offer it. Maybe not all of them need to deliver preparation for every licensure area, but they should be allowed to continue their already developed and nationally recognized P-4 programs while developing K-6 programs if their market will allow for it and meet viability. We need authentic choices for our future teachers and also for the programs that prepare them.</p> <p>Increasingly federal programs, including Race to the Top and other competitively funded initiatives require early childhood programs to be included in the state’s comprehensive planning. The national trend has been to move from the traditional K-12 model of education toward an integrated P-12 system of education. In comments (57 pages of them) detailing why Arkansas was not awarded Race to the Top Funding we were told that we did not have or did not describe “an adequate plan on Early Childhood Educator development, advancement, and retention.” We were also advised in those comments to “integrate and align resources and policies across participating state agencies,” in order to improve the quality of early learning and development programs in our state. We have been told plainly what we need to do in order to advance on the national front. I feel the new licensure proposal if adopted will set us back. My personal perspective is that continuing P-4 licensure is a critical component of educational reform initiatives in Arkansas.</p> <p>Here is what WE KNOW: Learning Begins W-A-Y before Kindergarten and as a state we do not want to</p>
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	<p>move backwards. We cannot afford to waste precious early learning years and we need teachers in our state who are properly prepared to ensure that children get what they need to succeed in life and school. I hope you decide to amend the recommendation to eliminate the P-4 license in Arkansas. We can offer both P-4 and K-6 preparation programs.</p>
<p>September 16, 2012 Don McGohan, Professional Licensure Standards Board</p>	<p>The Professional Licensure Standards Board would like to offer the following comments regarding the Rules for Educator Licensure as sent out for a second round of public comments. I am also including the vote totals that we received:</p> <ol style="list-style-type: none"> 1. Section 2.19 - The PLSB continues to oppose a portfolio requirement for licensure. We feel that portfolios should be part of the program of study at colleges and universities and should not apply to licensure at the ADE level. (11-0) 2. Section 4.04 - We recommend deletion of this section and any other relevant sections that may be affected by its deletion. 3. Sections 6.01.6.3 and 6.02.6.8 - We wish to affirm our previous position in recommending that only one year of experience at the ADE or at an educational service cooperative be counted toward the experience requirements for an administrative license. (9-2) 4. Section 9.03.2 - Recommend that the words "including job advertisements" be stricken from this section. We feel that an unnecessary burden will be placed on districts to provide copies of job ads to support their efforts to find qualified teachers. (11-0) 5. Appendix A - We recommend that Library Media Specialist and Counselor areas remain as add-on licenses and not be considered for initial licenses. (11-0)
<p>September 16, 2012 Susan Whatley</p>	<p>I am stating my opposition to the proposed Rules Governing Educator Licensure, Section 4.0 Ancillary License Requirements. Professional school counselors have a masters degree in school counseling which prepare us to assist in the development and growth of ALL children. Professional school counselors develop a comprehensive program designed to incorporate administration, parents, teachers, students- ALL STAKEHOLDERS. We are student-centered and school centered. School counselors work with the whole child in the areas of academic, career, and personal social development. We have experience in the classroom and understand the dynamics of the school culture and climate. We use teaching methods and classroom management skills to address developmental needs, provide prevention programs, and</p>

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	<p>career/educational planning for our students in the classroom. We also provide individual and small group counseling services related to these areas. Licensed school counselors are instrumental in helping students, teachers and principals recognize, prevent and overcome barriers to learning and engagement so that all students have the opportunity to learn, thrive and succeed. We advocate for the student but also work with teachers, staff, and administrators as a team to improve the educational environment for both students and teachers. We serve as liaisons between the school and the parents and the community.</p> <p>In reference to the Ancillary Clinical Counselor licensure, please define and/or remove the term "clinical" counselor. The term Clinical Counselor presents a mental health/institution image and will lead to confusion and negative connotation. Mental health counselors are client-centered. Mental health professionals contracted by school districts supplement the school counselor's role. Mental health counselors currently working in our schools provide a valuable service, and are available to a limited caseload consisting of a targeted group of students and families. They serve a very important purpose in addressing the emotional well-being (personal/social) of the student, however; mental health professionals service a very small percentage of students in each school district and do not meet the academic and career development of the child.</p> <p>Please keep the focus on what is best for the academic, career and personal social development for ALL K-12 students. Remove the term clinical and clinical counseling from the Ancillary license. Help ensure ALL students have a properly trained school counselor. To obtain a school counselor license, a person must complete a master of science degree in school counseling which includes practicum and internship in a school setting and pass the Praxis II in school counseling.</p>
September 16, 2012 Susan Whatley, Arkansas School Counselor Association	<p>The Arkansas School Counselor Association's governing board and its members, approximately 1000 school counselors from across the state, are in opposition to the proposed Rules Governing Educator Licensure, Section 4.0 Ancillary License Requirements. Our first and foremost request is to remove clinical counseling from the list of individuals to receive an Ancillary Standard License in school counseling. Several questions have been raised as to why school counselors were not at the table or consulted with regards to this new license. The Summary of Proposed Changes indicates the proposed addition was not initiated by either the Licensure Task Force or the Professional Licensure Standards Board. When the organization's leadership announced the proposed change to its members at their annual state conference last June, the group was blind-sided. A survey was immediately developed and sent to members. A majority of the membership did not respond, due to being off contract and the survey being delivered to numerous school addresses. However, the hundred or so received responses did not support</p>

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	<p>the proposal as stated.</p> <p>A major concern of the proposed rule is with the terminology of clinical counseling and clinical counseling specialist. We need these terms defined and clarified. Also, with over fifty (50) master's degrees in the area of counseling/psychology programs across the country, (ranging from pastoral counseling, marriage counseling, sex therapy, evolutionary psychology, or substance abuse counseling), what specific degree programs will satisfy clinical counseling? Will the lack of teaching experience impact our students? Can required coursework such as methods of teaching, classroom management, or teaching internship be incorporated into the counseling degree program as possibilities to help prepare the ancillary licensed counselor for the school and classroom setting? A possible solution could be the establishment of a mentorship program for individuals who are hired by schools but who have no classroom experience to work as a school counselor. If the Ancillary License is designed to address school counselors identified as a critical shortage area then perhaps the Department of Higher Education can offer some solutions. Educators holding a teacher's license with two years of teaching experience must complete a 44 to 48 hour degree program to earn a master's in school counseling in Arkansas. Some educators are reluctant to pursue a master's in school counseling when they can obtain a master's in another area in a shorter amount of time (less hours) and receive a pay raise sooner with less out of pocket expenditures (the cost per college hour plus expenses). Allow Arkansas to provide what is in the best interest of students and not satisfy a shortage of counselors at their expense. These are concerns that have emerged in a short period of time, which are not addressed in the proposed rule and could potentially present major ramifications for our schools.</p> <p>Mental health counselors currently working in our schools provide a valuable service, and are available to students. They serve a very important purpose in addressing the emotional well-being of the student. They supplement the school counselor's role and provide services to a select group of students and their families.</p> <p>School counselors work with the whole child in the areas of academic, career, and personal social development. We have experience in the classroom and understand the dynamics of the school culture and climate. We use teaching methods and classroom management skills to address developmental needs, provide prevention programs, and career/educational planning for our students in the classroom. We also provide individual and small group counseling services related to these areas. Licensed school counselors are instrumental in helping students, teachers and principals recognize, prevent and overcome barriers to</p>
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	<p>learning and engagement so that all students have the opportunity to learn, thrive and succeed. We advocate for the student but also work with teachers, staff, and administrators as a team to improve the educational environment for both students and teachers. We serve as liaisons between the school and the parents and the community.</p> <p>Current professional research confirms that effective comprehensive school counseling services:</p> <ul style="list-style-type: none">• increase academic achievement and student well-being;• improve student behavior and attendance;• reduce bullying and other disruptive behavior;• foster more productive school environments; and• narrow the college-access gap between lower-income and higher-income student groups. <p>At one time counseling services were considered an ancillary service isolated from the instructional program. Currently, a comprehensive school counseling program focuses on the developmental needs of all students and is an integral component of the school instructional program. We are student-centered and school centered - not client-centered. Our background is in education with the desire to teach and then counsel with children in a school setting. With the focus on every student being college and career ready, an educational background with teaching experience for school counselors makes perfect sense!</p> <p>With education budgets and families reeling in the wake of the Great Recession, schools need more, not less, credentialed school counselors to enable children and youth to come to school ready to learn, to stay in school, and to succeed. Nationally, the average student-to-counselor ratio is 457 to 1, nearly double the American Counseling Association recommended ratio of 250 to 1. In Arkansas, districts hire school counselors based on a 450:1 ratio. We must do better, now more than ever.</p> <p>We respectfully request the proposed Rules Governing Educator Licensure regarding section 4:0 Ancillary License Requirements eliminate clinical counseling from the list or at the least postpone your consideration to include these individuals until possible alternatives can be explored. The Arkansas School Counseling Association looks forward to working with you to ensure all students and all schools have appropriately trained individuals to work with students as school counselors.</p>
September 16, 2012 Joanna Grymes	<p>I again state my concern that deleting the current Early Childhood Education licensure moves Arkansas backwards in state and national efforts to improve our PreK-3, PreK-12 and PreK-16 systems. Early Childhood spans birth through age 8/grade 3. Our state continues to need individuals able to bridge from</p>

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	community based early education programs to the public school setting in order to continue to improve the transition from one setting to the next for children and families. Segmenting early childhood education into two licenses weakens the professional understanding and impact the current PreK-4 license provides. A response to my original comments was that higher education institutions may not be able to provide both PreK-4 and K-6 programs. Maintaining the current EC license does not, as I understand it, mandate that any higher education program offer both programs. Maintaining the possibility of both provides higher education with greater flexibility to offer programs that meet local needs and interests, rather than becoming more limiting.
September 16, 2012 Judy Barnett	As a current Elementary Library Media Specialist, LMS, I am in the activity rotation and teach every class at every level. This is the practice at most elementary schools in Arkansas. LMS function as classroom teachers just as other activity teachers which include Art, Music and PE do. We need to know about child development and have classroom management and other skills that are learned during the process of getting a teaching certificate to do our job effectively. I believe it would be a disservice to the students of Arkansas not to require LMS to hold teaching certificates. Although I believe having teaching experience helps LMS do a better job, I realize that LMS is a shortage area and can see the benefit of waiving the 2 year experience requirement.
September 16, 2012 Leslie Mansur	I am a recently licensed LMS who completed my teaching degree through the MAT program. I cannot imagine going into a library without having some teaching experience. The LMS has to prepare lesson plans and follow frameworks just like classroom teachers. If anything, they must be more prepared because they also go in and co-teach with teachers in all specialities. Library Media Specialists that have classes need to have classroom management skills in order to teach those frameworks effectively. If there is no requirement for the school LMS to have prior teaching experience, we might as well just take kids to the public library, and let the librarian there teach the classes. Please do not take away the requirement that a school Library Media Specialist must have teaching certification and prior teaching experience. It is the students that will suffer if this requirement is eliminated.
September 16, 2012 Dr. Ann K. Thomas, Arkansas Board of Examiners in Counseling	<p>The Arkansas Board of Examiners in Counseling represents 1500 Licensed Professional Counselors (LPC) and Marriage and Family Therapists (LAMFT), many of whom are dually licensed Psychologist, Licensed Psychological Examiners, School Counselors, Clinical Mental Health Counselors, Rehabilitation Counselors, Appraisal and other Specializations licenses issued if the LPC/LMFT license is in good standing and the licensee meets national standards for the issue of the specialization license. [Arkansas Code Annotated §17-27-301(B) Rules Section III. 3.5]</p> <p>The Board commends the State Department of Education for removing the requirement for the</p>

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	<p>professional counselor to have teaching experience. Any individual who hold a license issued by this Board, must have the minimum of 60 graduate hours, with specific courses that meet the national standards for a clinical mental health license and 3000 Client Contact Hours of post-master’s supervised work. The supervisors must hold the Supervision Specialization License and meet national supervision requirements. A supervisor must meet the minimum of one hour per week with the licensee, report the CCH and supervision hours, with a licensee evaluation each six months.</p> <p>Any individual licensed by this Board is a professional - like a nurse, doctor, or lawyer. The Department of Education proposed Rules are supported and commended for recognizing the professional counselors who have been licensed in Arkansas since 1979. Arkansas students in public schools will benefit from the change.</p> <p>RECOMMENDATIONS</p> <p>ONE: Include in the hiring outside teaching license the following titles by name and eliminate the words “Guidance Counselor” and “Clinical Counselor” in this section.</p> <p>Rationale. Neither of the terms are titles for licenses issued to professional counselors in the state of Arkansas. The terms appear to be for licenses/certifications issued by the Department of Education related to Teaching Licenses. The Board recommends the following titles be included in the Rules for hiring outside the teaching license.</p> <ul style="list-style-type: none"> • Licensed Associate Counselor (LAC) • Licensed Professional Counselor (LPC) • Licensed Associate Marriage and Family Therapist (LAMFT) • Licensed Marriage and Family Therapist (LMFT) <p>TWO: Include the following in the definitions section 2.0 Definitions, as you have done for Speech Pathology :</p> <table border="0"> <tr> <td>School Counselor Specialization License</td><td>Marriage and Family Specialization License</td></tr> <tr> <td>Clinical Mental Health Specialization License</td><td>Appraisal Specialization License</td></tr> <tr> <td>Education Examiner</td><td>Clinical Counselor</td></tr> <tr> <td>Psychology Specialist</td><td>Guidance Counselor</td></tr> </table>	School Counselor Specialization License	Marriage and Family Specialization License	Clinical Mental Health Specialization License	Appraisal Specialization License	Education Examiner	Clinical Counselor	Psychology Specialist	Guidance Counselor
School Counselor Specialization License	Marriage and Family Specialization License								
Clinical Mental Health Specialization License	Appraisal Specialization License								
Education Examiner	Clinical Counselor								
Psychology Specialist	Guidance Counselor								

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	<p>Rationale: The difference in Guidance Counselor and Clinical Counselor are unclear in the various places cited In the Rules. Both titles need complete/clear definitions for clarification.</p> <p>Three: Include the following Specialization License correct titles</p> <p>Rationale. Persons issued a Specialization License must hold one of the listed licenses and meet the highest national standards for that specialization, including additional graduate work and the national examinations in those areas, above the 60 graduate hours and post master’s supervised 3000 Client Contact Hours required for the generic license. The Board recommends the following Specialization License titles be included in the Rules for hiring outside the teaching license:</p> <ul style="list-style-type: none">• School Counselor Specialization License• Marriage and Family specialization License• Clinical Mental Health Specialization License• Appraisal Specialization License <p>Four: Include the license title Appraisal Specialization License in the following sections:</p> <p>2.0 Definitions, 4.01.3</p> <p>Five: Recognize and Include the accreditation bodies, that by Arkansas law, are the ones enforced to accept and issue a professional mental health license from the Counseling Board. The accreditation agencies should be noted in any statement in the proposed Education Rules that refers to recognized accreditation. Examples: 2.01, 2.01.1, 2.02, 2.02.1, 2.02.2, 2.02.3, 2.02.4, 2.03, 2.0 3.1, 2.03.2, 2.03., 2.03.1. Accredited Teacher Preparation Program means a teacher preparation program such as, etc. Other Sections: 4.0 thru Section 5.06.5</p> <p>Rationale: Board of Examiners in Counseling Rules Section 3.6 (a)(b)(c) Course Requirements</p> <p><i>(a) The applicant must have received a graduate degree from a regionally accredited institution of higher education that is primarily professional counseling or therapy in content and document completion of a minimum of 60 graduate semester hours in course work, counseling/therapy in</i></p>
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	<p><i>content, that meet the academic and training standards established by the Board. The counseling programs, from which the degree/courses are earned, within the institution, shall meet the standards for the preparation of counselors by the specific national professional associations related to each license.</i></p> <p><i>(b) The adopted standards of the national accrediting body, The Council for Accreditation of Counseling and Related Educational Programs (CACREP) for Licensed Associate Counselor (LAC) and for Licensed Professional Counselor (LPC). Endorsed and adopted as parallel are the standards of the following: The Council on Rehabilitation Education (CORE, Standards July 1, 2003), the United States Department of Education (USDE), and the Council for Higher Education Accreditation (CHEA). Other nationally recognized accrediting bodies will be reviewed for Board endorsement as needed.</i></p> <p><i>(c) The adopted standards for Licensed Associate Marriage and Family Therapist (LAMFT) and Licensed Marriage and Family Therapist (LMFT) are the Commission on Accreditation for Marriage and Family Therapy Education Standards (COMFTE version 10.1) or CACREP Standards – 2001 Edition, pages 87-88, for Marriage and Family Therapy.</i></p> <p>CACREP Standards, in reality and practice, are the ones being applied and used by counseling programs in the state for education and licensing purposes for private practice. The Counseling Board recommends that the Department of Education recognize the practice and word the proposed Rules to reflect the current training practices by Arkansas universities.</p> <p>COMMENTS</p> <p>The Board of Examiners in Counselors represents 1500 licensed professional counselors who meet the CACREP standards, course requirements and examinations for Clinical Mental Health counseling services. Some of them are dually licensed as Psychologist, Licensed Psychological Examiners, Nurses, Social Workers or School Counseling.</p> <p>After 2013, the Psychology Board will no longer license master's level professionals. That Board is referring the students in Psychology counseling programs to review this Board's requirements to become licensed Counselors with the Appraisal Specialization License so they may work in the testing field. The Psychology advisors at UCA are consulting with the Board staff to become familiar with the requirements</p>
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	<p>to ensure that the courses offered met the course content of the 2001 CACREP Standards.</p> <p>In reality, the public schools are already contracting with Licensed Professional Counselors (LPC) who hold the Appraisal Specialization License for testing. The Department of Special Education has recognized the license for reimbursement to the public schools since the mid 1980's.</p> <p>The public schools are contracting with agencies to place "School Based Counselors" in the public schools. If the same professionals are hired as professionals by the schools, they can apply for third party pay just as the counselors hired in agencies may apply for third party pay from over 130 provider agencies.</p> <p>Again, the Arkansas Board of Examiners in Counseling (ARBOEC) supports the proposed Rules the Department of Education is making to recognize and implement recognition of professional mental health practitioners licensed and regulated by the authority of Arkansas Code Annotated §17-27-101 et seq. The AROBEC Board members and staff are available at any time to respond to questions and/or furnish information about the licensing requirements and regulations.</p>
September 17, 2012 Joe Young, Arkansas Mental Health Counselors Association	<p>We serve mental health counselors in the state of Arkansas. The Board of Examiners has passed along to us it's recommendations to the Arkansas Board of Education rules changes regarding the State Board of Education removing the requirement for the professional counselor to have teaching experience. After reviewing their recommendations, we fully support their view and hope that the Board of Education will see the value of the LPC, LAC, LMFT and LAMFT licences. We hope the Board of Education will accept these recommended changes.</p>
September 17, 2012 Susan Loesch, Arkansas School for the Blind	<p>I disagree with the requirement for classroom experience in order to be a school librarian. Many librarians, good ones, with a passion for libraries, kids and education have no desire to be in the classroom. This requirement, in my opinion, keeps some tip top librarians from moving into the school sector. This is education's loss, and ultimately the kids' loss.</p>
September 17, 2012 Dr. Kristin K. Higgins, University of Arkansas- Fayetteville	<p>Just wanted to send a note of comment from the Counselor Educators at the University of Arkansas. We as a group fully support the idea of having school counseling become an initial licensure area that would remove the requirement to have a teaching license and teaching experience.</p> <p>We are not in support of developing an ancillary clinical counselor license for this is to confusing and would cause problems with the differences between school counseling and clinical mental health counselors working in the schools.</p>

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	<p>We are all fully in agreement with the proposal that was generated at the meeting with counselor educators from across the state.</p>
<p>September 17, 2012 Gloria Gale, John Brown University</p>	<p>Re: Act 222 leadership Coordinating Council opposing the ancillary license citing the alternative licensure completion plan (ALCP) as the alternative route available to license school counselors when a school counselor is needed and not available.</p> <p>I support the Coordinating Council's opposition to the ALCP as the alternative route....to licensure.</p>
<p>September 17, 2012 Dr. Mary Gunter et al, Arkansas Tech University</p>	<p>The faculty of the Center for Leadership and Learning (CLL) continues to emphasize the importance that those eligible for the curriculum/program administrator license have a standard teaching license, classroom teaching experience and preparation reflective of the school leaders' standards. The pending rules will afford an individual with an Ancillary License the opportunity to be licensed as a curriculum/program administrator. While recognizing the flexibility needed by districts when hiring counselors, the Ancillary License creates possible scenarios which will not be in the best interest of school leadership and the students served. A curriculum/program administrator license permits an individual the legal right to evaluate teachers and programs. An individual who has no teaching experience will find it difficult to gain the expertise to evaluate curriculum, teachers and student performances required by the Teacher Excellence Support System.</p> <p>As the final decision is made regarding the pending licensure rules, we urge everyone to examine this proposed Ancillary License very closely again. This proposed license is in response to a shortage of school counseling candidates needed to fill vacant positions. In keeping with the original intent of the license, the Ancillary License may need to be issued as a terminal license with no pathway for other licenses to be added, if the Ancillary License is truly needed.</p> <p>Based on the statewide discussion that has ensued since the proposal of an Ancillary License, we would recommend separating the curriculum/program administrator license into two separate licenses: a curriculum administrator license and a program administrator license. The curriculum license would not allow individual, without classroom teaching experience and a curriculum program of study to be licensed. At a time when there is the most critical need for curriculum expertise, it is imperative these individuals understand the classroom organization and management, curriculum, instruction, and assessment gained and enriched by individual experience in the classroom resulting from the experience of working with curriculum and students on a daily basis. The original licensure combined the</p>

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	Curriculum Administrator license and the Program Administrator license due to standards for school leaders. School leader standards are based on classroom experience and serve as the basis for further study and preparation. The need for classroom experience, for those who seek licensure as a program administrator, may not be as great a need as for those individuals seeking a P-12 curriculum administrator license.
September 17, 2012 Donny Lee, Harding University	Harding University endorses the idea of creating an initial licensure option for school counseling. This would address the critical shortage and maintain the rigor and integrity of the requirements necessary for school counseling. With the initial license, approved training, practicum, and internship are critical. Our counseling department has submitted more detailed plans for making this important change.
September 17, 2012 Tripp Walter, Arkansas Public School Resource Center	<p>Section 2.19.1: This requirement seems to be unduly burdensome and restrictive to those seeking entry into school administration.</p> <p>Section 6.0 (generally): The proposed Rules fail to address a situation where a school or district operates a “P-12” program and not a “K-12” program. The new Building-Level Administrator License should be able to cover “P-12.”</p> <p>Section 6.01.4: The requirement of two (2) internships is unnecessary. There should be no more than one (1) of the listed internships required, if any at all.</p> <p>Section 6.01.6: The requirement of at least four (4) years of experience as a classroom teacher, school counselor or library media specialist to receive a Building-Level Administrator License is too onerous, and lacking in evidence that it takes several years of teaching or related experience to become a quality Building-Level Administrator. Sections 6.01.3 and 6.01.5 already place relevant qualifiers on the potential pool of candidates for this level of licensure.</p> <p>Section 9.01.3: This section of the Rules seems sensible, and properly places a focus on the candidate’s unique ability to successfully perform the requirements of the position.</p>
September 17, 2012 Pam Dixon, Arkansas Tech University, School Counseling and Leadership Program	Licensing clinical counselors as school counselors is not in the best interest of Arkansas children. Clinical counselors lack training vital to the success of comprehensive school counseling programs. Clinical counselors are often not familiar with the national and/or state school counseling standards. Although, clinical counselors possess many counseling skills, they are not specifically trained to meet the academic and career needs of students.

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	<p>Clinical counseling degrees typically do not train counselors to examine school counseling knowledge, skills, and dispositions from the unique programmatic needs and approaches that focus on meeting and addressing the cognitive, social, and emotional needs of every Arkansas child. Other counseling preparation program areas tend to target responsive services for the child; there is NO training or experience with curriculum design, delivery and/or educational and career planning for students. School counseling candidates learn, experience, and practice specific course knowledge, skills, and dispositions required by the American and Arkansas School Counseling Association frameworks and standards and apply it to authentic school counseling scenarios.</p> <p>Perhaps, one of the most critical questions for consideration pertains to the situation where a clinical counselor is employed. Clinical counselors routinely diagnose and recommend treatment. If the clinical counselor is an employee of the school district, will school districts be required to pay for each student's recommended treatment(s) since these treatment(s) were recommended by the clinical counselor employed by the school? Can individual school districts offer this cost?</p>
September 17, 2012 Jenene Alexander, Harding University	<p>Addressing changes in licensing of School Counselors in the state of Arkansas: As a counselor educator who trains and supervises professional school counselors, and as a counselor who has also served in the role of school counselor in Arkansas, I have concerns regarding changes in licensure of school counselors. While changes are needed, appropriate standards need to be maintained. Current requirement of a teaching license and two years teaching experience has been opposite surrounding states and has helped create the shortage of licensed school counselors for our schools. In changing that we must still meet best practices in providing a comprehensive school counseling program for all students as outlined by American School Counselor Association and CACREP standards. When researching this area earlier, support was provided for school counseling as an initial license as long as graduate students were trained in an approved school counselor graduate program and internships were in school settings. This is a good solution for maintaining highly trained professionals who have completed specific coursework designed to meet the needs of all children. Arkansas has done an excellent thing in mandating counselors on our campuses who follow the national model in school counseling. Continuing to do that, while not requiring a teaching license, does take appropriate training and supervised experience.</p> <p>The Ancillary Clinical Counselor license has a problematic title, although the intent could be a good one. There is a specialization area available to the Licensed Professional Counselor that provides an excellent mix of clinical mental health training with specialization training in working as a counselor in the school setting. The LPC is well supervised under a board appointed by the governor and is a highly respected</p>

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	<p>license. Changing the title of Ancillary Clinical Counselor to Ancillary School Counselor would resolve a title issue that could be problematic in perception and perhaps a legal issue.</p> <p>While Arkansas does have a shortage of trained school counselors, that need can be met with moving the license to an initial license while still paying close attention to appropriate training. For those districts still distressed, a board licensed counselor who can add a specialization for school counseling could be an appropriate way to meet the need. I support the following options -</p> <p>Licensure Option 1: An initial license in School Counseling with: MS or MA in counseling; Practicum /internship in school setting Praxis II passing score in professional school counseling</p> <p>Licensure Option 2: A trained professional who has a Graduate degree in Counseling Licensed Professional Counselor - specialization in school counseling (understanding they can do an ALP if they do not have specialization currently in place) Passing score on Praxis II in professional school counseling</p> <p>Licensure Option 3: Teaching license With existing master degree, add counseling endorsement (approved ALP) With no existing master, add the master's degree in counseling Passing score on Praxis II in professional school counseling</p>
<p>September 17, 2012 Dr. Tony Finley, Harding University</p>	<p>Licensure changes in rules for School Counselors in the state of Arkansas: Based on concerns regarding changes in license requirements for School Counselors in Arkansas, I would like to make the following observations. Following information on national licensing practices, it is a reasonable change to move school counseling to an initial license as long as the graduate program completed is one that is approved for training school counselors and a supervised practicum or internship is completed in a school placement.</p> <p>In looking at the Ancillary Clinical Counselor license in the repeal of existing licensure rules, I strongly endorse changing the proposed Ancillary Clinical Counselor title to Ancillary School Counselor –</p>

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	<p>understanding that the Ancillary licensee may not apply/receive an administrator license.</p> <p>School counselors provide services to all students. The professional in the role of school counselor should have very specific coursework and training that follow national and state accreditation guidelines. While Arkansas does have a shortage of trained school counselors, that need can be met with moving the license to an initial license. For those districts still in need, a board licensed counselor who can add a specialization for school counseling may also meet the shortage need. A</p> <p>After reviewing the proposal and talking with counselor educators, school counselors currently practicing, and those counselors who attended the September 6 public forum, I support the following licensure suggestions:</p> <p>Licensure Option 1: An initial license in School Counseling with: MS or MA in counseling; Practicum /internship in school setting Praxis II passing score in professional school counseling</p> <p>Licensure Option 2: A trained professional who has a Graduate degree in Counseling Licensed Professional Counselor - specialization in school counseling (understanding they can do an ALP if they do not have specialization currently in place) Passing score on Praxis II in professional school counseling</p> <p>Licensure Option 3: Teaching license With existing master degree, add counseling endorsement (approved ALP) With no existing master, add the master's degree in counseling Passing score on Praxis II in professional school counseling</p>
<p>September 17, 2012 Dr. Karl Wendt, Harding University</p>	<p>I have concerns regarding changes in licensure of school counselors. Although it is obvious that changes are needed, standards need to be maintained. The current requirement of a teaching license and two years teaching experience has helped create the shortage of licensed school counselors for our schools. We need to find a way to effectively meet the need for more school counselors, without sacrificing quality services. School counseling can be offered as an initial license as long as graduate students are trained in an</p>

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	<p>approved school counselor graduate program and internships are provided in school settings. This can be a good solution for maintaining highly trained professionals who have completed specific coursework designed to meet the needs of all children.</p>
<p>Richard Hutchinson et al, Arkansas Education Association</p>	<p>The Arkansas Education Association (AEA) continues to believe that the P-4 License should not be eliminated. It should be retained while adding the K-6 license and the B-K proposed license. During the earlier public comment period, numerous individuals and groups offered comments in support of maintaining a P-4 license. We strongly urge the Arkansas Department of Education (ADE) and the State Board of Education (SBE) to carefully review the comments submitted on this issue. We believe it is also important to note that the recommendation to eliminate the P-4 license was not a unanimous vote by the Licensure Task Force and the Professional Licensure Standards Board (PLSB). In fact the original PLSB vote to recommend this change barely passed with six votes for and five votes against. As we indicated in our earlier public comment, the AEA believes that elimination of the P-4 license would adversely impact our ability to build a seamless, integrated P-12 education system, and it would very likely lead to a shortage of well-qualified early childhood teachers. Retaining the P-4 license, along with a K-6 license and B-K license, will provide authentic choices for our future teachers.</p> <p>The arguments given by the proponents for the elimination of the P-4 license, including the ADE’s comment that higher education institutions don’t have the capacity to offer both a P-4 and K-6 program of study, reinforce our belief that this proposed elimination is more about meeting the needs of adults at the expense of what the research shows is best for our students’ education.</p> <p>The AEA also believes that the value of classroom teaching experience is too critical to student success to be eliminated or substantially reduced in the proposed licensure rule changes. The Association believes that the requirement for classroom teaching experience as a prerequisite for licensure as a library media specialist and as a guidance counselor should be maintained. The licenses for a Library Media Specialist and Guidance and Counseling should not be initial licensure areas, but both of these should be maintained as “add-ons” to a standard license.</p> <p>Finally, the AEA has serious concerns regarding the ability of an individual with an ancillary license to receive a curriculum/program administrator license. The AEA recommends the deletion of “an ancillary license in Speech Language Pathology or School Psychology” from 6.02 and “or in a Career and Technical Education area recognized by the Arkansas Department of Career Education” in 6.02.3.</p>

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<p>September 17, 2012 Clara Carroll, Harding University</p>	<p>Based on concerns regarding changes in license requirements for School Counselors in Arkansas, I would like to make the following observations. Referencing information on national licensing practices, it is a reasonable change to move school counseling to an initial license as long as the graduate program completed is one that is approved for training school counselors and a supervised practicum or internship is completed in a school placement. In looking at the Ancillary Clinical Counselor license in the repeal of existing licensure rules, I strongly endorse changing the proposed Ancillary Clinical Counselor title to Ancillary School Counselor – understanding that the Ancillary licensee may not apply/receive an administrator license.</p> <p>School counselors provide services to all students. The professional in the role of school counselor should have very specific coursework and training that follow national and state accreditation guidelines. While Arkansas does have a shortage of trained school counselors, that need can be met with moving the license to an initial license. For those districts still in need, a board licensed counselor who can add a specialization for school counseling may also meet the shortage need. After reviewing the proposal and talking with counselor educators, school counselors currently practicing, and those counselors who attended the September 6 public forum, I support the following licensure suggestions:</p> <p><u>Licensure Option 1:</u> An initial license in School Counseling with: MS or MA in counseling; Practicum /internship in school setting Praxis II passing score in professional school counseling</p> <p><u>Licensure Option 2:</u> A trained professional who has a Graduate degree in Counseling Licensed Professional Counselor - specialization in school counseling (understanding they can do an ALP if they do not have specialization currently in place) Passing score on Praxis II in professional school counseling</p> <p><u>Licensure Option 3:</u> Teaching license With existing master degree, add counseling endorsement (approved ALP) With no existing master, add the master’s degree in counseling Passing score on Praxis II in professional school counseling</p>
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Date, Name, Affiliation	Section & Comment
June 19, 2012 Anonymous E-Mail	I support the proposed change in law. I feel that it is a positive change. The speech pathologist in our school district mimics my job as a classroom teacher. 70% of her day consists of instructional time. She is involved in co-teaching and spends time in the classroom teaching lessons.
June 20, 2012 Monica Rawlinson	I am definitely in favor of Speech Pathologist adding school counseling to their current teaching certificate. The job role of the Speech Pathologist is closely related to that of a classroom teacher's role. SLP's are qualified and trained in normal child development. In fact, some of the undergraduate courses that are required for a SLP degree are Normal Language Development, Language Acquisition, and Phonetics. I am a first grade classroom teacher with a Bachelor's degree in Communication Disorders. I received my teaching certificate through the Non-Traditional Program. I feel that my background in Speech Language Disorders has contributed to my success in helping children.
June 20, 2012 Joseph Rawlinson	I am in support of letting a SLP add Counseling to their current licensure.
June 20, 2012 Cathy Reeves, Genoa Central Elementary School	I support speech pathologist adding counseling certification. School based speech pathologists experience classroom settings and log many hours with students, behavior, and the education process.
June 21, 2012 Tricia Hudson	Speech Pathologist should be allowed to seek a counseling license in Arkansas. This law should be changed. Arkansas is one of three states where this law still exists.
June 21, 2012 Anonymous E-Mail	I see no reason why a speech pathologist should be limited in adding areas of licensure, such as counseling, pending a course of study and testing in that area.
June 21, 2012 Vicki Jewell	I believe an individual, who is employed as a speech pathologist, should be allowed to become a school counselor as long as they meet the requirements set before them. They should not be penalized in adding areas of endorsements just because they are a speech pathologist - or - be told they cannot add areas.
June 25, 2012 Dr. Vicki Hall, Greenwood School District	3.04- Are there advantages for adding "Advanced License" to a license? 5.01.1.3- Will there be a finding against the school on the accreditation report if the reciprocated endorsement is not an approved AR licensure content area or endorsement? OR will this not be an option for any course codes since it would not be an approved AR licensure content area or endorsement? 5.03- Does this mean that a person with a P-12 PE endorsement could test out to add calculus to their license, but would be required to through a program of study to add middle school math endorsement because middle level requires six hours of reading? Would a General Science or Earth/Life endorsement be sufficient for a 9th grade physics teacher, rather than requiring a physical science endorsement? 7.04- Would sixty hours of relevant PD suffice for renewal, rather than six hours of coursework or passing the

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	<p>test.</p> <p>7.04.4.2- If testing is an option, why would candidate not be able to take the same test they passed prior to expiration? It seems that if a candidate knows the content, that should suffice.</p> <p>8.05 -Child Maltreatment: It makes sense to require candidates to complete child maltreatment/teen suicide/ethics/parental involvement/AR History, etc. training prior to being issued an “initial” or “provisional” license. This would eliminate the “tracking” nightmare. Perhaps this could be included with section 8.09.3 with mentor/novice teacher time.</p> <p>8.11.3 -Consider adding “cognitively” along with “physically or emotionally” so if a mentor recognizes a deficit in a novice teacher’s ability, it could be brought to the attention of an administrator to be addressed.</p> <p>9.01.4- Define “out-of-area positions”: Does this mean anyone, whether they have any type of license or not? Business person? Prior administrator whose license has expired?</p> <p>1. Please consider changing P-4 certification to K-6. This would be a big help when looking for quality candidates to work in a K-6 school.</p> <p>2. The Praxis III is a large financial investment and I do not think it is necessary, with the mentoring system in that is in place.</p> <p>3. It is a good idea to allow qualified individuals with appropriate experience to become school counselors, even if they do not have teaching experience. Thank you for considering this possibility. It will help students!</p> <p>4. A person who is appointed as superintendent, should at least have a current OR expired license with some type of administrative training dealing with schools.</p>
June 25, 2012 Sarah Vance	I am in favor of speech pathologist adding school counseling to their existing licensure. School counselors are licensed educators who work with children in the classroom each day. They are active in our school and consult with teachers, administrators, and counselors on a daily basis.
June 25, 2012 Julie Shelton	I think that if a speech pathologist wants to obtain a license in another area they should be allowed to do so. Regular education teachers can so why shouldn't speech teachers be allowed the same.
June 27, 2012 Dr. Mitch Holifield, Arkansas Professors of Educational Administrators	<p>I. State Department/ Coop Experience</p> <p>2.14.1 and 6.01.6.3 would allow “for experience at the Department of Education and/or in an education service cooperative to count towards fulfilling the experience requirements for an administrator license.” This could allow an individual who has never taught school to become a school administrator. It is possible that an individual could work for a coop and/or ADE but never had been a teacher. These places of employment are the only two exceptions to the rule that a candidate for an administrator license must have at least four years of teaching experience. These exceptions should not be allowed.</p> <p><u>Therefore, the Arkansas Professors of Educational Administration oppose 2.14.1 and 6.01.6.3</u></p>

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	<p>II. Internship</p> <p>6.01.4.1 would require that candidates seeking a building-level administrator license complete two internships: one in K-6 and one in 7-12. This is the only Arkansas administrator licensure that will require two internships.</p> <p>Implementing 6.01.4.1 will result for many students and several universities significant increases in the cost of obtaining and delivering a building-level licensure program.</p> <p>Certainly, candidates seeking a building level K-12 license should complete <u>an</u> internship with equivalent experiences at K-6 and 7-12 grade levels. It is essential to realize that internship experiences in Arkansas programs begin with the first course taken in an administrator licensure program and continue through the other courses and the capstone course historically called the “Internship.” In other words, internship actually consists of at least 216 clock hours, which can be dedicated to experiences in both K-6 and 7-12 levels.</p> <p>Finally, universities outside Arkansas may or may not require two internships or even one that addresses <u>both</u> K-6 and 7-12 levels; but graduates from their programs—according to 3.01.5.2 and 6.01.3.2*—will still be granted an Arkansas administrator license. Arkansas programs could indeed cost significantly more and require much more field work than the out-of-state programs. This creates a double standard giving an unfair advantage to those out-of-state programs.</p> <p><u>Therefore, the Arkansas Professors of Educational Administration oppose 6.01.4.1.</u></p> <p style="padding-left: 40px;">*3.01.5.2 and 6.01.3.2 note, “An awarded education degree from an institution outside Arkansas shall be recognized for licensure only if the degree is recognized for licensure in the state where the institution maintains its principal place of business.”</p> <p>III. Experience for District-Level Administrators</p> <p>6.03.6 would require “an individual seeking a district-level administrator license to have at least four years of classroom OR building-level administrator experience.” The word “or” seems to contradict 6.03.7, the intention of which appears to require a person to have at least four years of teaching experience AND one year as a building-level administrator or as a curriculum program administrator to be licensed as a district-level administrator.</p> <p><u>Therefore, the Arkansas Professors of Educational Administration oppose the use of the word “or” and request that it be replaced by the word “and.”</u></p> <p>July 11, 2012 Clarification:</p> <p>ArPEA’s main concern is that 2.14.1 could allow individuals to complete an internship “in a setting as approved by the Department.” We do not support allowing internships in Educational Administration and Curriculum Program Administration to be conducted in educational cooperatives and the Arkansas</p>
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	<p>Department of Education, which could be settings approved by the Department. There may be some activities in the internships that could be completed at these sites; but neither of these places should be the student's primary internship site. We do not object to private schools serving as primary internship sites.</p> <p>Use of a non-traditional internship site as a primary internship site should be jointly approved by the Department and the preparation program in which a student is enrolled.</p> <p>ArPEA is opposed to Section 6.01.6.3., which allows service at an Educational Cooperative and/or the State Department of Education to fulfill the experience requirement noted in 6.01.6. Collectively, sections 6.01.6.3 and 2.14.1 could allow a person with no teaching experience in public and/or private schools to become a school administrator.</p>
June 28, 2012 Amanda Gentry	<p>The Speech Language Pathologist in my school is a vital part of the school system. It would be none other than an asset to have her add a licensure. She fulfills all of the requirements that any classroom teacher or specialist must fulfill. Not only does she earn the required 60 hours that a teacher must earn, she puts in the same amount of hours, abides by the same policies and guidelines, "does duty" (bus, lunch, playground, etc.), participates in conferences, IEP meetings and so on. She is actively involved in a language program in the Kindergarten classroom and provides valuable insight in all committee meetings and planning groups. Often times she is our "go to" person when needing suggestions for modifications and accommodations. She knows the ins and outs of the legal aspects of IDEA. Many people successfully complete non traditional licensure with far less education and experience. Arkansas would be greatly impacted by allowing Speech Language Pathologists to further advance within the education system.</p>
June 28, 2012 Dr. Brenda Sellers, Associate Superintendent for Human Resources & Support Services, Fort Smith Public Schools	<p>The change in licensure from early childhood P-4 to elementary K-6 is a very needed change. School districts have a variety of elementary grade configurations; therefore, flexibility with regard to staffing elementary schools is greatly needed. The K-6 licensure provides that flexibility. The rules continue to provide for the Middle School (4-8) licensure that school districts with middle schools may need.</p> <p>The issuing of a standard teaching license instead of an initial teaching license upon successful completion of an accredited teacher preparation program is supported. The required mentoring for novice teachers is an important component to young teachers' success. The Praxis III observation, however, becomes a burdensome activity which proved to be less reliable due to the extremely high pass rate of those having the observations. School district personnel are in a much better position to assess a novice's capabilities than is an outside observer who only observes one lesson.</p> <p>Allowing teachers to add licensure areas to their standard teaching licenses by passing the appropriate Praxis</p>

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	<p>examination is supported. Good teaching is good teaching at any level, as long as the teacher possesses the necessary content knowledge for the position. Currently teachers who would be excellent teachers at another level are prevented from changing levels without returning to college.</p> <p>The issuing of an ancillary standard license in clinical counseling to enable a person to fill the role of a school counselor is a concern. While there is certainly a great need for school-based mental health counselors who have clinical expertise, there is a major difference in how these individuals are trained and how traditional school counselors are trained. In addition, the knowledge that a teacher gains from classroom experience before qualifying to become a school counselor is vital to his/her success as a school counselor. Students present many challenges for school counselors to address, the majority of which fall outside the realm of clinical counseling. Without the knowledge of Common Core, academic credits, remediation, and a host of other school issues, a clinical counselor probably could not function well in a school counselor role.</p> <p>The issuing of an ancillary standard license in speech language pathology which could add a curriculum/program administrator license in special education is also a concern. While speech language pathologists are critical members of the overall school program, most have never taught in a regular classroom or in a special education classroom. To allow a person who lacks such experience to become licensed to oversee the special education program in a school district is cause for alarm. These individuals, while well-trained in their area of expertise, may not be aware of many other aspects of managing the overall breadth of special education in their district.</p>
June 28, July 5 & 13, 2012 Sandra Porter, Associate Director, Arkansas Department of Career Education	<p>1. Most instructors holding a Career and Technical Permit do not have a Bachelor's degree. I would be very concerned if an instructor who has only taught in an area with a CTE permit not requiring a Bachelor's degree would be allowed to use that experience toward obtaining an administrator's license in the future. However, we do have some permit areas which require the instructor to have a bachelor's degree, and in some cases must have a valid Arkansas teaching license. In those instances the CTE permit could count toward classroom teaching experience. The requirements of 6.01.6.2 should read that any individual holding a Career and Technical Permit with a BSE would be eligible to count their classroom teaching experience required to qualify for an administrator license.</p> <p>2. Department of Career Education would like to recommend an additional pathway to the wording of 1.06 Add: 1.06.3 Certain Career and Technical Education program areas may have additional licensure requirements as defined by Department of Career Education.</p> <p>3. Department of Career Education would like to recommend a change to the wording of 6.02.6.3: Classroom</p>

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	<p>teaching experience in one (1) or more career and technical education areas as recognized by the State Board. An applicant should hold a Bachelor's degree in a recognized Career and Technical Education content area.</p>
<p>June 29 & July 12, 2012 Ken Vaughn, Teacher Licensure Officer, University of Central Arkansas</p>	<p>1. Summary-#27 Appendix A- Separates the areas of Earth Science and Physical Science. Consideration should also be given to separating Earth Science from the Life Science license. At the very least, a study should be conducted on the number of districts that offer a course requiring a teacher hold the Earth Science license. Currently, the state has two options that could be considered if a teacher must have this area of licensure; 1) create an earth science endorsement that can be added to an existing 7-12 license, or 2) create an approval to teach earth science (e.g. a person who holds a secondary science license with a minimum number of hours in earth science, may be approved to do this). This will increase the opportunities to recruit science teachers from the traditional BS science majors (i.e., biology, chemistry, physics) without the person having to complete additional hours in earth science (also, this is consistent with UTeach, an initiative of Gov. Mike Beebe's Workforce Cabinet designed to bring systemic change to teaching and learning in the STEM (Science, Technology, Engineering and Mathematics). Additionally, colleges/universities are under the mandate of ACT 747 to reduce degree hours to 120. By removing earth science, the required hours for a degree will be automatically reduced.</p> <p>*Teaching experience may be eliminated as a requirement for Library Media Specialist licensure; however, because of the need for library media specialist to understand curriculum and pedagogy, Library Media Specialists should be required to hold a teaching license prior to adding library/media.</p> <p>2. Proposed rules from TF: There is a proposal for an Initial B-PK license and an age 3-4 endorsement to a K-6 license. **Why is there not a B-PK endorsement that may be added to the K-6, P-4, or proposed K-12 Special Education license? Creation of a B-PK endorsement would also eliminate the need for the 3-4 endorsement. Also, it is important to note that if there is not a B-PK endorsement available to add to K-12 Special Education license, the only way an individual could be prepared to work with children ages B-PK with disabilities is to complete the full program of study (as if getting an initial license in B-PK), rather than an endorsement to an existing license.</p> <p>3. Section 1.04: Four pathways to educator licensure are listed. For clarification, shouldn't ancillary licensure be included in this section since 1.04.2 and 1.04.3 are referring to the areas of initial licensure that may be achieved without having a previous license as a teacher? Or better, remove 1.04.2 and 1.04.3 and create separate section (with description as found in section 2.08) for ancillary licenses and move the contents of 1.05 into 1.04.</p>

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	<p>4. Section 2.14: Defines internship for administrator and teacher. Section 2.14.1 further states that internships must take place in a public or private school, Arkansas Correctional School, or other settings approved by the ADE. Unless it has been repealed, in the School Laws of Arkansas (6-17-305) states that any primary or secondary school that has been accredited by the ADE may be entitled to assignments of student teachers from higher education institutions. This further states that student teachers in the public schools shall enjoy the same immunities provided by law for teachers in the public schools. Since the ADE does not accredit private schools, isn't Section 2.14.1 in conflict?</p> <p>5. Section 4.02: Allows for the issuance of an ancillary license for clinical counseling to an individual with no previous teaching experience. Currently, Arkansas schools have school psychology specialists who may provide more intensive intervention than school counselors, if needed. What is the demonstrated need for ancillary Clinical Counseling license? Additionally, in section 5.05, two years of experience is required to add counseling to an existing teacher license. If a clinical counselor is to perform similarly to a school counselor, why is there a difference in the mandated classroom teaching experience?</p> <p>6. *Sections 6.01.6 and 6.02.6.5: Allows experience as a classroom teacher, school counselor, or library media specialist as prerequisite experience for adding Building Administrator or Curriculum Specialist. Under the proposed rules, Library Media Specialist licensure will become an initial license (requiring no previous teaching license or experience). Persons holding either of these licenses will be responsible for supervision of teachers, employment decisions, and curricular decisions. Experience plays an important role in the decision making process and should be kept as a requirement for these licenses. In section 8.10.3.3, to mentor teacher assigned to a beginning teacher must have three years of teaching experience under a non-provisional license. Doesn't this seem inconsistent with the rule that allows the building administrator to lead and supervise teachers and curriculum, with no teaching experience (if a Library Media Specialist)?</p> <p>7. Appendices:</p> <p>a. Appendix A: Levels and Areas of Licensure. Under the licensure content areas, B-K is use on one page of the appendix and P-K on the other. This should be clarified. Also, under the TF rules #2, this area is referred to as B-PK. On the appendix, it appears that B-K may be an initial license or an add-on to an existing license.**</p> <p>b. Appendix A: Chart for Testing Out. Under this chart, someone holding the B-K license may test out of a K-6 license. This seems inconsistent with the modifications of the K-6 license to include more subject content for Common Core requirements. Persons holding the B-K license should not be allowed to test out of K-6, but</p>
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	<p>could complete course requirements to add this area.</p> <p>Additional comments: Consideration should be given to the separation of any 7-12 dual content areas into single areas of emphasis. Not only the Physical/Earth Science and Life/Earth Science mentioned in #1 above, but also P.E./Health and Speech/Theater. Prior to 2001, Physical Education and Health were separate areas of licensure. It was common (at UCA) to see Physical Education majors also completing licensure requirements in math, science, and special education, all of which are considered shortage areas in Arkansas. In fact, students major in Physical Education were advised to add these areas to their license. Students now complete a major in Physical Education and Health, with limited opportunity to prepare for other licensure areas because of the mandated combination. With the additional constraints of Act 747 (limited degree hours), this has become more unlikely that students in this major will be able to prepare for other areas of licensure. Physical Education and Health Education are not considered areas of shortage. Why would Arkansas insist upon requiring these students to become licensed in both when job opportunities are limited that with a rule change they could be filling shortage areas?</p> <p>With regards to Speech/Theater, there is already an option where individuals can add 7-12 Speech OR 7-12 Theater to a license by testing. What is the purpose of keeping the initial license as a dual area of licensure?</p>
<p>June 29, 2012 Stephanie Huffman, Library Media Program Coordinator, University of Central Arkansas</p>	<p>Under the proposed rules, Library Media Specialist licensure will become an initial license (i.e., requiring no previous teaching license or experience). While we understand the push for this change is rooted in the shortage area, it is a grave mistake. It is essential that Library Media Specialist have an initial license in a content area and classroom teaching experience. We respectfully request that these two changes be removed. The following delineates our reasons for making this request.</p> <p>With the new requirements outlined within Common Core, the need for a Library Media Specialist with teaching pedagogy and classroom teaching experience is necessary. Developing learning strategies, information literacy skills, and technical reading skills within students are the foundation of Common Core. The school library media specialist is paramount to the successful infusion of Common Core. In fact, the strategies outlined within Common Core were first articulated by the American Association of School Librarians publication, <i>Standards for the 21st Century Learner</i> (2007) and further developed in <i>Empowering Learners: Guidelines for School Library Media Programs</i> (2009). Employing someone without an understanding of teaching and learning as the school library media specialist would put a school, its teachers, and the students at a disadvantage.</p>

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	<p>The American Library Association (ALA) specifically distinguishes between academic, public, and school librarians. The organization and patrons have some similarities, but are truly different. The recommend requirements for a school library media specialist are: 1) a master's degree in library Media, 2) a teaching license in a content area, and 3) classroom teaching experience (American Association of School Librarians, 2007). The new standards for the American Association of School Librarians (AASL), a division of ALA outlines five standards for the preparation of candidates: 1) Teaching for Learning, 2) Literacy and Reading, 3) Information and Knowledge, 4) Advocacy and Leadership, and 5) Program Management and Administration. Two key areas where the training of academic, public, and school librarians differ are embedded in Standard 1 and 2.</p> <ul style="list-style-type: none">• Standard 1 – Teaching for Learning “Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students’ interest and develops their ability to inquire, think critically, gain and share knowledge.” (ALA, 2010)• Standard 2 – Literacy and Reading “Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children’s and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.” (ALA, 2010) <p>School Library Media Specialists are teachers. They teach students, other teachers, administrators, other school personnel, and community members. They must have a strong understanding of teaching and learning in order to collaborate with classroom teachers and others. This knowledge is fundamental to the success of the students and can be directly linked to student achievement thus, the reason that ALA/AASL puts a strong emphasis on teaching and learning within their standards (Lance, Rodney, & Hamilton-Pennell, 2005). Based on the research conducted by AASL (2007), those individuals that did not have a teaching license in a content area and/or did not have any classroom teaching experience had a higher burn-out rate than the traditional classroom teacher - lasting, only 2.35 years in the position. The research goes on to say that participants reported a disconnect with classroom teachers, students, and administrators, a lack of understanding as to their role within the school, and lack a true understanding of the way in which children and adolescents</p>
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	<p>learn.</p> <p>Because of the need for an initial license in another content area and teaching experience, additional coursework or requirements would be needed in order to address these deficiencies. If the proposed changes are made, then an additional 6 to 9 hours of pedagogy would need to be taken for those without teaching degree and 3 to 6 hours of practicum/internship to gain a minimal amount of teaching experience.</p> <p>Currently licensure requirements for Library Media Specialist are: 1) hold a masters degree in Library Media, 2) hold an initial license in a content area, 3) have two years of classroom teaching experience, and 4) pass the Praxis II exam for Library Media with a cut score of 148. If the proposed changes occur will individuals have to take the Praxis I and the Praxis II Pedagogy, in addition to the Praxis II Library Media content area?</p> <p>In reality there is not a shortage of individuals licensed in the State of Arkansas in Library Media. However, there is a shortage of individuals that are willing to relocate to those areas of the State with a need. Understanding this issue has been at the forefront of program/curricular changes within the Library Media and Information Technologies program at the University of Central Arkansas. Over the past ten years, we made several changes that have allowed us to help address this issue.</p> <ol style="list-style-type: none">1. A revamped program utilizing an online delivery system, thus allowing the program to serve all regions of the State.2. A realigned curriculum allowing an individual to complete the program within a two year timeframe, thus completing the program well within the three year requirement mandated by the Additional Licensure Plan.3. A partnership with principals and superintendents in shortage areas of the State to identify individuals that have the license area and/or those that are interested in obtaining it. Once an individual is identified, we assist the districts by either encouraging the licensed individual to apply or by helping the district develop the Additional Licensure Plan, so that an emergency hire could take place.4. A partnership with the Arkansas Department of Education assisting with the review of transcripts from out-of-state candidates; outlining specific areas of concern. <p>Once again, we respectfully request that these proposed licensure changes not be put into place. The current licensure requirements are on target with national standards. In fact Arkansas is one of six states that lead the nation in the development of high quality school library media specialist. Our program is nationally</p>
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	<p>recognized as a leader in the field. The proposed changes would move the program and the State backward. Can this be afforded at this time with all the demands put on schools with the installation of Common Core. Instead, allow the current library media programs in the State to continue their work with principals and superintendents, and the ADE to develop new strategies for meeting shortage areas. In reality the proposed changes would make it more difficult for library media programs to continue to put high quality individuals in school libraries across the State.</p>
<p>July 1, 2012 Anonymous E-Mail</p>	<p>I am commenting on Speech Pathologist adding school counseling to their already existing degree. I feel they should be able to add this degree. Why should a speech therapist be denied the right to add an additional degree like any other college graduate? If they are willing to pay the price, the time, and the hard work to obtain this degree I say more power to them. We need more people willing to step up and further their education. I know first hand we need more counselors in the school system who have a passion and drive to make a difference in our childrens lives. A school counselor is a vital part of a school system. I am an elementary teacher and love the idea that there are people who have a passion and drive to fight for our kids. Obviously, any one willing to go back to school and take the 48 hours needed to obtain this degree has a passion for this profession and for our kid in the state of Arkansas. Thank you for allowing my words and thoughts to matter. Let's make sure we keep our kids in mind when making decisions that impact their future. My prayers are with you all as you make multiple decisions a day that impact their lives and ours as educators.</p>
<p>July 1, 2012 Anonymous E-Mail</p>	<p>I am commenting on the Speech Pathologist obtaining a Counselor Degree. As a officer of the law, I have to establish "Probable Cause" which is a guideline of what the government has made for officers to follow before you can detain someone of their liberties. I am sure not allowing someone to pursue a degree of their choice in America without having "Probable Cause" is a violation of their Constitutional right, which the last time I checked there are numerous court cases on this very subject.</p>
<p>July 2, 2012 Dr. Jackie McBride, Professor of Education, Arkansas State University</p>	<p>2.19.1 requires "A separate portfolio . . . for each area and level of administrator licensure sought." Arkansas candidates graduating from Arkansas universities should not be required to complete a portfolio in order to obtain a license. The use of the portfolio as an assessment tool should be at the discretion of the university. NCATE does NOT require the use of a portfolio; the ELCC Specialty Program Area does not require the utilization of the portfolio as an assessment tool.</p> <p>Finally, universities outside Arkansas may or may not require portfolios and their concomitant expenses; but graduates from their programs will still be granted an Arkansas administrator license. This creates an unfair advantage for those out-of-state programs; this puts Arkansas programs at a disadvantage.</p>
<p>July 3, 2012 Professional Licensure Standards Board</p>	<p>1. Section 2.12 in the definitions addresses "good standing" as it applies to teacher licensure. Subsection 2.12.2 states:</p>

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	<p><i>“The licensee has not been sanctioned for ethics or similar charges against the license during the two (2) most recent years of teaching experience, if any, and”</i></p> <p>In our meeting on June 29th, Mr. Tolson informed us that this section is meant to apply to reciprocity only. If this is the case, then it needs clarification so this is clearly indicated.</p> <p>2. Section 2.19 contains the definition of “portfolio”. The PLSB feels that a portfolio, if required at all, should be part of a college/university teacher preparation program and should not be tied to licensure. Therefore, we recommend deletion of this section.</p> <p>3. Section 4.03 deals with adding areas of licensure to an Ancillary Standard License. Subsection 4.03.2 states:</p> <p><i>“An official transcript documenting the successful completion of a program of study at an accredited teacher preparation program, to include an internship in the licensure content area to be taught; and”</i></p> <p>The language in this section seems to only apply to teacher candidates who have been through a traditional teacher preparation program. We would like to see this clarified to include both traditional AND non-traditional licensees as the ADE currently permits.</p> <p>4. Section 6.01.4 - revise as follows:</p> <p><i>“If the master’s degree is not in Educational Leadership, an official transcript documenting successful completion of a Department-approved, graduate-level program of study reflective of the standards for building-level administrator licensure, to include two (2) internship(s) and one (1) portfolio.”</i></p> <p>The PLSB feels that the requirement for two internships is unnecessary for candidates to receive field experience and that one internship with elements at both the K-6 and 7-12 levels is sufficient. As indicated in #2 above, we recommend deletion of the portfolio requirement as required for licensure.</p> <p>5. Section 6.01.4.1 - revise as follows:</p> <p>One (1) internship shall be in grades K-6, and one (1) internship shall be in grades 7-12 The internship(s) must include adequate and substantial experiences at the K-6 and 7-12 levels.</p>
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6. Section 6.01.6 - revise as follows:

Documentation of at least four (4) years of P-12 experience as a licensed classroom teacher, ~~school counselor, or library-media specialist.~~

We do not feel that four years of experience as a school counselor or a library/media specialist should count toward satisfying the experience requirement for building level administrator licensure. However, we DO feel that one (1) year of such experience can count - see comments in #7 below.

7. Section 6.01.6.3 - revise as follows:

One (1) ~~or more years~~ year of the experience requirement may be satisfied by equivalent working experience, including without limitation employment with an education service cooperative, ~~or~~ the Department, as a school counselor, or as a library/media specialist.

This section indicates that it is possible for the minimum four-year experience requirement for building level administrator licensure to be met with experience at an education service cooperative or through the ADE without classroom teaching experience. **The PLSB strongly feels that a building principal should have classroom teaching experience.** However, we are agreeable to up to one year of experience in an education service cooperative or at the ADE.

We further feel that up to one year of experience as a counselor or library/media specialist should apply to the experience requirement for building level administrator licensure.

8. Section 6.02.4 - revise as follows:

An official transcript documenting successful completion of a graduate-level program of study reflective of the standards for curriculum/program administrator licensure, to include an internship ~~and portfolio;~~

See #2 above for further comments. We further recommend that any other requirements for portfolios that are required for licensure be deleted.

9. Section 6.02.6.5 - revise as follows:

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	<p><i>Curriculum Specialist - Experience as a school counselor, library media specialist, or classroom teacher in any licensure content area or level of licensure; or</i></p> <p>10. Section 6.02.6.8 - make same changes as in 6.01.6.3 above.</p> <p>11. Section 6.03.6 - revise as follows:</p> <p><i>Documentation of at least four (4) years of licensed teaching experience as required by Section 6.01.6 or 6.02.6 above, or four (4) years of building level administrator experience, and</i></p> <p>We feel that the word “or” above needs clarification as it seems to conflict with 6.03.7, the intention of which appears to require a person to have at least four years of teaching experience AND one year as a building level administration or as a curriculum program administrator to be licensed as a district level administrator.</p> <p>We also feel that the words “licensed experience” should be clarified as “teaching experience”.</p> <p>12. Section 8.10.3 - revise as follows:</p> <p><i>Assign to each novice teacher, within three (3) weeks of the novice teacher’s first contract day of the school year, a certified, licensed mentor teacher who is located in the same building except as allowed by the Office of Educator Effectiveness, and who</i></p> <p>There are occasions where it is impossible to find a trained mentor teacher in the same building and we feel that the Office of Educator Effectiveness needs to have the flexibility (as they have had in the past) to approve a mentor in another school or building as needed to meet the mentoring requirement for a novice teacher.</p> <p>13. Section 9.01.4 - the PLSB feels that, in the event of a district takeover by the Arkansas Department of Education, it is vital that a Superintendent be named who has previous experience in this role. Therefore, we recommend deletion of this section.</p> <p>14. Appendix “A”</p>
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	<p>a. Delete Library Media Specialists from Initial Licensure Areas, but keep as add-ons to a standard license. The PLSB feels that library/media specialists need experience as classroom teachers before adding this certification to their teaching licenses.</p>
<p>July 3, 2012 Ronnie Newton, Assistant Superintendent, Alma School District</p>	<p>It was with great anticipation that I read the proposed rules and regulations concerning licensure for Arkansas educators. I was very pleased with the groups that worked on this proposed revision and feel that overall, it is a tremendous improvement over the guidelines we are presently using in this area. I am concerned about Sections 9.01.3 and 9.01.4 that may allow a non-licensed person with no professional educator background to be appointed to be a superintendent of schools(district-level administrator). However, may I express my appreciation to all who worked on this revision and state once again that I am very supportive of these new rules.</p>
<p>July 3, 2012 Anonymous E-Mail</p>	<p>I disagree with the ruling that speech pathologists are not allowed to add a licensure concerning school counseling. Pathologist are involve with students and create interventions to assist students. I believe pathologist should be able to add a licensure to become school counselors.</p>
<p>July 2, 2012 Gregory Meeks, Arkansas State University</p>	<p>If the state is serious about increasing the number of science teachers the life science and the earth science need to be separate instead of a dual licensure area.</p>
<p>July 2, 2012 Kathleen Atkins, Department Chair, Early Childhood and Special Education, University of Central Arkansas</p>	<p>I. Proposed rules from TF Regarding B-PK License</p> <ul style="list-style-type: none"> • The charge of the ADE Appointed Focus Group was to design a model interdisciplinary curriculum that would prepare teachers to work with all children regardless of abilities from B-PK. Individuals wishing to teach typical children from B-PK and/or children with special needs from B-PK would pursue this interdisciplinary license. To that end, the license name should reflect the intent of the license and be referred to in all rules and guidelines as such. Suggestions include “B-PK interdisciplinary License”, “B-PK Inclusive License”, or “B-PK Integrated License.” • Endorsement for this license should be B-PK not 3-4 years of age. In fact, the ADE appointed Focus Group for this license suggested competencies and coursework designed for a B-PK endorsement not 3-4 years of age. A B-PK endorsement should be available to add to a P-4 license, K-6 license, and Special Education K-12 license. It is important to note that if there is not a B-PK endorsement available to add to K-12 Special Education license, the only way an individual could be prepared to work with children ages B-PK with disabilities would be complete a four year licensure program. A person holding a K-12 special education license should be allowed to expand their knowledge and skills to include early childhood special

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education without completing a four year program. It is also important to note that if the endorsement is 3-4 years only, the state of Arkansas in essence will have no means of preparing teachers to meet the needs of birth-2 population with disabilities without completing the B-PK four year program. This could potentially have an adverse impact on the availability of early childhood special education teachers in DDS centers and other facilities serving the young child with disabilities.

- It should be noted that in the Focus Group discussions, much concern was voiced by IHE's regarding the viability of B-PK four year preparation programs. A B-PK endorsement to the three licensure areas mentioned above would assist, at least in part, in addressing this potential problem for IHE's.
- It should also be noted that there was a great deal of unrest regarding the B-PK license in general among Focus Group members. The majority of the group felt a B-8 yr. license would better meet the needs of Arkansas Public Schools and childcare facilities.

II. Proposed rules from TF Regarding K-12 Special Education

- The proposed K-12 Special Education license does not address the preparation of teachers to work with young children with disabilities. If the B-PK license previously addressed is indeed an interdisciplinary license and if a B-PK endorsement is available to the K-12 Special Education licensed teachers as suggested above, then Arkansas will be joining other states across the country in the comprehensive preparation of teachers to work with special needs populations.

III. Section 2.14: Defines internship for administrator and teacher. Section 2.14.1 further states that internships must take place in a public or private school, Arkansas Correctional School, or other settings approved by the ADE. Unless it has been repealed, in the School Laws of Arkansas (6-17-305) states that any primary or secondary school that has been accredited by the ADE may be entitled to assignments of student teachers from higher education institutions. This further states that student teachers in the public schools shall enjoy the same immunities provided by law for teachers in the public schools. Since the ADE does not accredit private schools, isn't Section 2.14.1 in conflict?

IV. Appendix A: Levels and Areas of Licensure. There is a discrepancy in licensure area as presented in appendix. Under the licensure content areas, B-K is use on one page of the appendix and P-K on the other. Then under the TF rules #2, this area is referred to as B-PK.

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	<p>V. Appendix A: Chart for Testing Out. Under this chart, someone holding the B-K license may test out of a K-6 license. This seems inconsistent with the modifications of the K-6 license to include more subject content for Common Core requirements. Persons holding the B-K license should not be allowed to test out of K-6, but could complete course requirements to add this area.</p>
<p>July 7, 2012 Cathy Landers, ASU Childhood Services</p>	<p>Leave the other licenses alone. Just add a new license, for those doing only birth to 5 work. So the new license would enable teachers to teach in Pre K, preschool, Infant toddler programs. The P-4 license would still enable one to teach Pre K or preschool classes requiring a license, but also enable the graduate to teach through 4th grade, or whatever his/her license allowed, such as special education. The 0 to 5 license should require either some special ed and parapro type training or only be 0-5, and could be 0-5 with Special Ed if the licensee has added special training.</p> <p>To take away our licensed endorsements (for example, Birth to 12 special ed or Preschool -12th grade special ed as it is on my own license), when adding this new license is not necessary!</p> <p>Do not change the ones in force. Just add the new license!</p> <p>This is my advice.</p>
<p>July 9, 2012 Deb Spivey</p>	<p>I support Speech Pathologists being able to obtain an Arkansas school counseling licensure as long as they are willing to complete the course content governing this licensure.</p>
<p>July 10 & 12, 2012 Mona Chadwick, Arkansas Professors of Education Administration</p>	<p>Please accept these comments made on behalf of ArPEA related to the proposed changes to the rules pertaining to the development of the portfolio as a licensure requirement. ArPEA represents seven universities who have approved educational leadership programs. Six of the seven institutions support the continuation of the portfolio requirement. We feel that the portfolio requirement for licensure in Section 6.01.4 should be maintained because it is a collection of evidence that the students have followed a program of study tied to the standards. It also is a measurement of growth and understanding of the required standards. We feel this is increasingly important due to the following concerns:</p> <ol style="list-style-type: none"> 1. The new principal evaluation system will require principals to gather artifacts aligned to the standards. There will also be a requirement that these principals lead teachers through this same process in the performance-based Teacher Effectiveness Support System (TESS). The experience gained at the university level will prepare them for this role as well as solidify their understanding of the relationship between the standards and their work as principals. 2. With rising cut scores in the SLLA and now the SSA, the creation of portfolios will ensure quality control in university programs and serve as a check for adequate preparation of these administrators within the program.

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	<p>3. We would like to suggest that the definition of portfolio be changed to reflect a “collection of evidence tied to each standard” and not an accumulation of materials that could become a scrapbook rather than a performance based measure.</p>
<p>July 10, 2012 Dennis Copeland, Superintendent, Mountainburg School District</p>	<p>This letter is in regards to the written comments on the proposed rules from the ADE on Professional Licensure changes. I agree and support most of the changes, but there are a few that need attention. The Taskforce and ADE have invested a lot of time and effort into developing a better set of rules and I thank all of them who collaborated and gave of their time and energy to help these changes move forward. Some of the items that need to be addressed include:</p> <p>1). Would allow a district or ADE in the case of a state takeover to appoint a non- licensed person as a district level administrator for up to three years. It is reported that the intention of this rule is to allow for a retired superintendent to step in where needed because of unusual circumstances. I have no problem with that, but the way it is stated anyone from an executive at a business to a farmer could be the head of a school district for three years. The wording in the rule/regulation should be more specific to include “a person who has successful experience as a district level administrator and whose license is expired may be placed in that position for up to three years”. (Sections 9.01.3 & 9.01.4)</p> <p>2). The proposed rules do not adequately address the taskforce concern with ADE control of programs of study. The system should be designed to assist in developing qualified teachers and administrators as efficiently as possible. With the dual requirements of coursework and testing there is no need for limiting coursework to a single institution. Non qualified individuals will not be able to pass the assessment. Additional language needs to be added clarifying that ADE controls the process. (Section 2.20)</p>
<p>July 10, 2012 Tonia Ouzts</p>	<p>Upon reviewing the pending rules governing educator licensure, I take issue with 5.05 stating that documentation of a minimum of two (2) years of classroom teaching experience is required to add the Guidance & Counseling endorsement to an existing Standard or Advance License. To begin, an individual already has an existing license. They have met all the requirements to get that license from the Board. The additional requirement of teaching experience just to receive a Guidance and Counseling endorsement is only adding a burden to the individual. There are well qualified individuals within the school system that because of other burdens placed on them, cannot meet this requirement. Secondly, according to the Arkansas Department of Education’s own website, a school counselor is one of the areas that is in ‘Critical Academic Licensure Shortage Areas, 2011-2012 School Year’ (listed at http://www.arkansased.org/educators/index.html, under ‘Teacher Shortage Areas’.) I ask that the board reconsider this additional burden and remove it so that more individuals will be able to get the additional endorsement to their Standard or Advance License.</p>

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<p>July 10, 2012 Dr. Benny Gooden, Superintendent, Fort Smith Public Schools</p>	<p><u>Reinstatement of K-6 Licensure Category</u> Several years ago ADE followed a path toward greater fragmentation of licensure areas with the addition of P-4 and 4-8 categories with the elimination of a K-6 license which would cover all elementary grades in many Arkansas Schools. While this change was met with considerable support by those whose focus is on early childhood and middle grade licenses, the result was one of reducing the ability of school districts to assign personnel in response to local needs. The fragmentation of this and other licensure categories was cited by consultants Lawrence Picus and Alan Odden during the discussions of school funding as a practice which increases costs.</p> <p>Providing a K-6 license will allow schools of all sizes to more effectively utilize their certified staff in response to changing needs. ADE listened to practitioners who are charged with staffing schools and this rule should be implemented. It will result in greater efficiency for school districts and will give teachers more employment options in various types of schools.</p> <p><u>Additional licensure areas to standard teaching licenses by Praxis testing</u> Teachers who have met the overall standards for licensure should be able to add additional areas of licensure to their certificates through passing the Praxis content exams. Since those seeking alternative licensure can currently enter the profession primarily through this avenue, the proper and consistent practice is letting currently licensed teachers to add categories when their content knowledge is demonstrated through testing.</p> <p><u>Standard teaching license issuance upon program completion</u> The Praxis III assessment program definitely adds another dimension--or hurdle--for regular entry into teaching in Arkansas. However, as Arkansas currently stands virtually alone in using this process for initial licensure, it appears that the process may be more cumbersome and costly than warranted and that other states have reached this conclusion. Those who complete an approved teacher preparation program should receive a standard teaching license as proposed in the rules.</p> <p><u>Approval of superintendents without preparation</u> The proposal to allow for assignment of superintendents of schools who have not completed a program of study which is the equivalent an NCATE approved pattern based on the ISLLC Standards is not a wise move. The knowledge base expected of school district leaders includes specific content and practical application which will be required in leading a school district. For ADE to sanction the assignment of those who have not prepared themselves in an approved program is counter to the standards applied in other fields. Surely the State Board of Education and Commissioner would not allow a teacher to perform without appropriate licensure. In fact, ADE recently assumed control of a large school district for just such</p>
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	<p>violations. Neither would any of our health care providers allow professionals to be selected from the public without proper training and licensure. This is a bad idea and should not be approved.</p> <p><u>Approval of Counselors and others who have no educational background</u></p> <p>While many of the skills school counselors need and are taught in their preparation program may parallel those skills present in clinical mental health professionals, the awareness of and sensitivity to the school environment is important for a school counselor to be most effective. Our schools currently use mental health professionals and find them to be very beneficial. However, it is evident that their skill set and orientation to the school setting is not consistent in many areas with that of individuals who have been specifically trained to work in the school setting. Many things school counselors are called upon to do are not found in the training of clinical personnel.</p> <p>Similar comments are appropriate in the areas of media specialists and speech-language pathologists who would be approved without school experience under the proposed rules. These personnel need appropriate experience in a school setting if they are to become key contributors to the educational team.</p>
<p>July 10 & 11, 2012 Dr. Tony Finley, Dean, College of Education, Harding University</p>	<p>Harding University, along with an overwhelming majority of the Universities in Arkansas that offer Educational Leadership programs, strongly support the new standard 2.19.1 requiring “A separate portfolio....for each area and level of administrator of licensure sought.”</p> <p>We feel that the portfolio requirement for licensure should be maintained because it is a collection of evidence that the students have followed a program of study tied to the standards. It is also a measure of growth and understanding of the standards.</p> <p>The creation of the portfolios or “collection of evidence tied to each standard” ensures quality control in university programs and serve as a check for adequate preparation of these administrators within the program.</p> <p>This experience gained at the university level will prepare them for the role of mentor for their teachers in the new (TESS) evaluation system.</p>
<p>July 11, 2012 Dr. Mary B. Gunter Director, Center for Leadership and Learning, Arkansas Tech University</p>	<p>I would like to commend the members of the Arkansas Teacher Licensure Task Force and the members of Arkansas Professional Licensure Board for the tenacity demonstrated to the study of the licensure issues to effectively meet the needs of Arkansas education. A special note of commendation is extended to the Arkansas Department of Education for the consolidation of the rules into one comprehensive document.</p> <p>During the past year, Ray Simon and I were actively involved with the work of the Arkansas Teacher</p>

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	<p>Licensure Task Force as co-facilitators. Although there was not consensus in all areas, major areas in need of review or revision are included in this comprehensive set of proposed rules. The pending rules represent a synthesis of thought from professionals who are representative of the varied roles within the Arkansas educational system.</p> <p>As Director of the Center for Leadership and Learning I, with the faculty of the CLL, have a special interest in the pending licensure rules that will potentially guide the preparation of future Arkansas school educational leaders. Arkansas Tech University was the first university in the state to pilot the rules and licensure system when administrative licensure was redesigned in 2001. We worked diligently to prepare school leaders who genuinely meet state and national school leaders' standards for knowledge and competencies. As educational leadership degree providers, the proposed licensure rules were reviewed resulting in the offering of the following comments:</p> <p>Comment One (Levels of Licensure): We support the move to a K-12 administrator license.</p> <p>Comment Two (Portfolio): We strongly support the continuation of the portfolio requirement. A portfolio provides the evidence that a program of study is aligned to the required educational leadership standards. The portfolio process is a reflective and systemic measure of educational growth experiences, providing evidence of the candidate's readiness to fulfill the requirements for the desired educational license. It is crucial for future school leaders, who as practicing building level leaders will be responsible for implementing an evidenced based system of teacher evaluation (TESS), to value and to experience the professional act of reflective practice necessary to match daily educational practice to the research-based standards purported by the professional requirements of the state.</p> <p>Furthermore, the purposeful act of reflection and selection of evidences to demonstrate proficient leadership competencies during their degree or program preparation prepares future building level leaders to not only pass the state required School Leader Licensure Assessment (SLLA), but also will prepare the future leader to assist faculty members to value the portfolio process required for evaluation. Portfolios for evaluation provide authentic documentation of knowledge and competencies, but also as important, provide accurate data to construct whole school improvement decisions.</p> <p>Additionally, the principal evaluation system will require candidates as future leaders to select and to provide evidences matched to the standards. The portfolio process supports a seamless system of evaluation and accountability, from pre-service teacher and leader preparation throughout a career of continued practice.</p>
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	<p>Further supporting the continuation of the portfolio requirement for licensure is the recent raising of cut scores for the SLLA (building level administrator) and the proposed increase in the cut score for the SSA (district level license). These assessments are directly aligned to the school leader standards. Thus, the preparation of a portfolio for licensure, linked to the standards, continues to prepare the candidate for success.</p> <p>We strongly suggest the definition of portfolio be changed to reflect a "collection of evidence directly aligned to the leader standards"; not an accumulation of materials reflective of a compliance scrapbook.</p> <p>Comment Three (Internships): We support internship experiences inclusive of equivalent time at the K-6 and 7-12 levels. We do not support language that would require one or two internships. We believe a program should be in keeping with NCATE requirements allowing flexibility to design internships that would provide for K-12 experiences, whether they are created as a one or two semester internship. The two semester internship offers the leader candidate the opportunity to experience school leader roles and responsibilities from the beginning of, and to the closing of an academic year.</p> <p>Comment Four (Teaching Experience): We support classroom teaching experience as a required pathway for district, building, and curriculum administrator licensure. We believe a need exists to consider a licensure area, such as the proposed Ancillary License to benefit certain fields. We suggest language in the rules be revisited to prevent an "open door" in the future for individuals receiving an Ancillary License which allows entrance into a pathway for an administrator license void of classroom experience.</p> <p>July 12, 2012, Addendum: Support Portfolio for Licensure: Act 222, "An Act to Strengthen Educational Leadership" of 2009 sets the stage for the continued requirement of a portfolio for administrative licensure. This law requires a system of leadership development based on school leadership standards adopted by the Arkansas Department of Education. This leadership system of development is to be evidenced based. By not requiring the administrative portfolio for licensure, university programs for leadership preparation will be given an option to eliminate the portfolio. Giving institutions in higher education the ability to eliminate the portfolio has the potential to weaken the system we are called on to strengthen.</p>
July 11 & 12, 2012 Don McGohan, Bryant School District	<p>1. I strongly support the change from the present P-4, 4-8, and 7-12 levels of licensure to K-6, 4-8, and 7-12. Schools need the flexibility this will offer, because many elementary schools in the state still have a K-5 or K-6 configuration, and it is often difficult to find appropriately licensed teachers for grades 5 or 6 unless a 4-8 licensed teacher can be found. However, these teachers are often not interested in teaching elementary</p>

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	<p>students (they got their certification specifically with middle school in mind).</p> <p>2. I strongly support the elimination of the Praxis III. The mentoring that new teachers receive is the valuable part of the induction process, and the fact that well over 90% of teachers pass the P3 shows that it is not much of an assessment.</p> <p>3. There are numerous references in the proposed rules to portfolios. In talking with several higher ed. professors, I am told that the emphasis on using portfolios for assessment is lessening. I rarely spend any time in looking at portfolios that are submitted by teacher candidates. If portfolios are needed, keep them at the college level and do not tie them to licensure.</p> <p>4. Section 6.01.4- the requirement for separate internships at the elementary and secondary level is burdensome. I recommend a single internship with elements included from both levels.</p> <p>5. Section 6.01.6.3- the language of this section seems to indicate that all required experience could be obtained through working at an Education Service Coop. or at the Arkansas Department of Education. I recommend that only one (1) year of experience be allowed outside the school environment.</p> <p>6. Sections 9.01.3 and 9.01.4. I take the opposite view of many of my colleagues in supporting the Commissioner's option to appoint an out-of-area candidate as a district-level administrator in situations involving a school board request or the takeover of a district by the ADE. These are extremely limited situations and they often occur at times of the year when the availability of an appropriately licensed person may be minimal. I certainly believe that the Commissioner of Education will not place someone at the helm of a school district who is not capable of performing the duties of the position so I support giving him the flexibility needed in these situations.</p>
July 11 & 12, 2012 Joe Fisher, Arkansas Association for Supervision and Curriculum Development (ASCD)	<p>The AASCD commends the Arkansas Department of Education (ADE) for consolidating all the rules and regulations into one document. This will streamline the efforts of everyone concerned to determine the appropriate process and definitions that may apply to the various areas of teacher licensure. Secondly, we appreciate the opportunity educators have had to participate in the Teacher Licensure Task Force. This has allowed many perspectives to contribute to this proposed document. The AASCD legislative committee convened a panel of AASCD members to review the proposed rules. To a great extent, the AASCD legislative committee concurs with the proposed changes. In areas where further review is suggested, we are submitting the following six (6) responses followed by concern and recommendations to address those concerns.</p>

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	<p>1. Response to: Appendix A, Areas and Levels of Licensure</p> <p>a. <i>Concern</i>:</p> <ul style="list-style-type: none">• It appears that the requirement of an Initial License for a special education teacher and a library media specialist can be obtained without any prior regular classroom experience.• A teacher of special education students should be highly qualified with a strong knowledge of pedagogy and curriculum in the regular classroom. As observed through the requirements of No Child Left Behind and now with the Common Core State Standards, the expectation is that the special education student be held to the same standard as the traditional learner. It seems unreasonable to expect a teacher with no traditional classroom experience to be able to "close the gap" of learning without some instructional background knowledge by working directly with traditional students first.• The expectations for the teaching component of the library media specialist appear to be increasing with the transition into the Common Core. The pedagogy of the classroom should be the pedagogy of the library. Regular classroom experiences are essential as the library media specialist supports the work of the classroom as we transition into the Common Core. <p>b. <i>Recommendation</i>: If the cause for the need to expedite the pathway for special education teachers and/or library media specialists is linked to a paucity of people with those credentials, perhaps incentives should be created to entice regular classroom teachers to obtain their special education license or library media specialist license after spending two or more years in the regular classroom.</p> <p>2. Response to: Section 6.01.4 " ... graduate-level program of study ... to include two (2) internships ... "</p> <p>a. <i>Concern</i>: It has been suggested by some that the number of internships be reduced to one (1). The AASCD legislative committee believes that the internship should be reflective of the K-6 and the 7-12 grade spans. This appears to be an essential element of the program of study for a well-prepared candidate.</p> <p>b. <i>Recommendation</i>: The amount of time required for the internship should provide candidates with experiences of equivalent time in each of the grade spans. Universities have NCATE and SPA requirements that set suggested number of hours for these experiences. Universities may choose to offer internship experiences throughout their program of study as well as through a capstone internship of one or two semesters.</p> <p>3. Response to: Section 6.01.4 " ... graduate-level program of study ... to include one (1) portfolio ... " and Section 2.19 "'Portfolio' means an accumulation of materials and documented experiences reflecting the competencies of the candidate ... "</p> <p>a. <i>Concern</i>:</p> <ul style="list-style-type: none">• It has been suggested by some that the portfolio should not be a component of the rules defining the
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	<p>program of study for an administrative candidate. The AASCD legislative committee believes strongly that a properly constructed portfolio is an essential activity that deepens the candidate's understanding of the required standards. Therefore, we support the ADE's inclusion of this expectation within the program of study.</p> <ul style="list-style-type: none">• Secondly, the expectation of accumulating artifacts will be an expectation within the new teacher evaluation process as well as the principal evaluation system. It appears that the experiences related to creating a portfolio with artifacts aligned to standards will prepare an administrator to lead a similar process with faculty members. <p>b. <i>Recommendation</i>: The concerns that may be levied around the quality of the portfolio system should be reviewed by those designing the programs of study to ensure quality control as we institute a parallel performance-based system as a part of the K-12 educational model with the Teacher Effectiveness Support System (TESS).</p> <p>4. Response to: Section 4.0 Ancillary license Requirements (Note: In general the AASCD legislative committee commends the recommendation for the Ancillary License requirements. The fields listed are those that would benefit from this type of licensure.)</p> <p>Response to Section: 4.02 Ancillary Standard license in Clinical Counseling</p> <p>a. <i>Concern</i>: The AASCD legislative committee believes that there is merit in having school counselors with classroom experience based on the expectation that their work is to ensure that the overall educational experience is supported through the work of the counselor.</p> <p>b. <i>Recommendation</i>: Schools should be able to meet the overall ratio that exceeds 1:450 of counselors to students using Clinical Counselor model, but consideration should be given to having the initial standard be met with a traditionally licensed school counselor. This model could be similar to the meeting of the physical education student-teacher ratio with both a certified and a non-certified staff member.</p> <p>5. Response to: Section 4.02.1 and Section 4.04 references to Administrator Licensing</p> <p>a. <i>Concerns</i>: • <i>Concern 1</i>-AASCD legislative committee believes that is essential for individuals who desire to be administrators to have classroom teaching experience. It appears that within the Ancillary License process this is not an absolute requirement. Likewise, Section 4.04 Ancillary Standard License in Speech Language Pathology states that this licensure pathway allows for adding the Curriculum/Program Administrator License. This, too, appears to open the door for other administrative licenses without classroom teaching experiences according to Section 6.02 of the Rules.</p> <ul style="list-style-type: none">• <i>Concern 2</i>-There is some concern that the manner in which this rule is stated that Section 4.04 places
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	<p>districts in the position of paying a Speech Language Pathologist from the Administrator salary schedule. This may put an increased financial burden on a school district.</p> <p>b. <i>Recommendations:</i></p> <p>i. <i>Recommendation 1</i> -The sections of the proposed rules that pertain to exemptions for eligibility for administrator licensing should be reviewed. The references in Section 4.02.1 that provide exceptions ("except by meeting the criteria of Section 4.03") should be stricken if there is no provision for classroom teaching experience. All licenses provided via the Ancillary Licenses process should not have a pathway to an administrative license without classroom teaching experience. It is recommended that review should be made of all sections of the Rules that pertain to the awarding of an Administrative License to ensure that administrators have classroom experiences prior to being an administrator.</p> <p>ii. <i>Recommendation 2</i>- No increased financial burden should be placed on the districts.</p> <p>6. Response to: Section 6.01.6.3 Administrator License Requirements for those who work at ADE or at an educational service cooperative</p> <p>a. <i>Concern:</i> The AASCD legislative committee believes that those with experiences at either an educational service cooperative or the Arkansas Department of education should also have two years of teaching experience prior to being considered for a building level administrator license.</p> <p>b. <i>Recommendation:</i> Review the criteria within the rules to ensure that all candidates for administrative licenses have at least two years of teaching experience.</p>
<p>July 7 & 11, 2012 Dr. Kathy Pillow-Price Invest Early Coalition</p>	<p>Recommendation 1: Retain the P-4 License along with the newly proposed K-6 license</p> <p>* Several federal programs, including Race to the Top and Head Start require that early childhood programs be included in comprehensive planning for statewide initiatives.</p> <ul style="list-style-type: none"> • The national trend in recent years has been to increasingly move from the traditional K-12 model of education toward an integrated P-12 system of education. We see this evidenced in the report published in 2010 by NCATE's Blue Ribbon Panel of experts when they recommended that teacher preparation programs be redesigned and they asserted that P-12 student learning should be the focus point for implementation. • We see this also as our state legislators heard a presentation over a recent report from The Education Commission of the States in which their "12 for 2012" listed as their number ONE issue Pre-K: Expanding the focus to P-3! • We also see this in federal funding opportunities as seen in President Obama's \$10 billion in grants to states that will invest in improving the quality of education for young children. Arkansas has applied but has not received any of this competitive funding. We will not be competitive in the future unless we show in our state policies and practices that we are clearly focused on improving early learning and

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	<p>development programs for young children.</p> <ul style="list-style-type: none">* Continuation of the P-4 License would offer an authentic choice for those preparing to teach young children but who prefer the option of focusing on the early years. In addition the P-4 License meets the need to train highly skilled teachers in a specialized area of expertise, specifically the birth through the early grades. Such training is essential for optimal outcomes at this critical juncture of a child's education.• The quality of the instruction that children receive in the early childhood years of Birth to age 8 has a long-term effect on how well they perform throughout their years in school.• Because younger children are still developing foundational skills, their teachers need different preparation from what is required of those that wish to work with children in later-elementary years.• Teachers at all grade levels need knowledge and understanding of how children develop, but this is even more critical for early childhood teachers who must learn about the science of early-childhood development, family engagement, and how to provide effective instruction in subjects such as early literacy and the building blocks of mathematics while aligning the preschool years with K-12 standards and Common Core.• This means that more than ever before we need to ensure as a state that we have an adequate supply of properly trained early childhood teachers ready to work in quality programs to support school readiness. <p>* The Common Core State Standards Initiative has been revised to align with Common Core Standards. Because it is the "wave of the future," those standards incorporate developmentally appropriate practice for PK through Grade 12.</p> <p>* The Licensure Taskforce has voted to recommend a separate B-K/Special Education Licensure incorporating the years of Kindergarten and before as separate from subsequent educational needs. The problem is that children do not develop in such segmented fashion. Children in the early childhood years need teachers trained in emergent literacy, for example, because some will be reading at a first or even third grade level. Expertise must span birth through the early childhood years of birth to age eight as defined by the National Association for Education of Young Children (NAEYC.org). NAEYC recommends that teacher training be designed to encompass this range.</p> <p>* Arkansas' institutions of higher education already have designed and are offering curriculum based on the P-4 License. It would be easier to continue offering the P-4 license and add the K-6 license than it would to begin offering the more specialized B-K/special education program.</p> <p>* Only a few larger campuses in the state are equipped to offer a B-K/special education option, and for this reason such a major will not attract the enrollment necessary for viability in smaller institutions. Thus, the workforce will not be adequately bolstered.</p> <p>* Students graduating with a B-K/special education license will have little access to the positions available in the school districts. Many community-based programs that focus on early education do not have the means to</p>
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	<p>provide their staff with comparable wages and benefits that public schools can offer. This would likely result in few graduates with this needed knowledge and a gap in expertise needed in our state.</p> <p>* A B-K/special education configuration is unlike any of the other recommended licensing configurations in that the K-6, 4-8, and 7-12 provide overlap, which provides protection for children or teachers at those junctures and flexibility for administrators. The B-K/special education option simply does not offer enough overlap. Without this overlap it is feared that teacher preparation for programs would be developed in silos at a critical time when more collaboration and alignment are needed, not less. Without more of a transition between early childhood and K-12 license it could negatively affect the 619 Pre-K classrooms operated in Arkansas schools that currently have flexibility with teacher placement.</p> <p>Recommendation 2: Develop a B-5 early childhood license as a standalone license to accompany the P-4 license that should be left in place. This will cover the full span of early childhood development of birth to age 8 under licensure in our state and will demonstrate that we have clear early childhood preparation programs that lead to licensure.</p> <p>Recommendation 3: Encourage increased collaboration between the Arkansas Department of Education (ADE), teacher education preparation programs, and the Arkansas Department of Human Services - Division of Child Care and Early Childhood Education (DCCECE) concerning licensure and give DCCECE official representation on the Arkansas Professional Licensure Standards Board (PLSB). Strengthen existing partnerships that are in place and increasingly include early childhood professionals in future decision making processes.</p>
<p>July 12, 2012 Kay Ekey, Director of Special Services, Lake Hamilton School District</p>	<p>I am writing to officially voice my support for changing Arkansas Teacher Licensure from p-4 to P-6. The configuration of many Arkansas elementary schools, especially in rural areas, includes grades 5 and 6. Having the license cover this entire range provides districts with the flexibility needed to adjust teaching assignments to meet current enrollment needs. The training to address the curriculum and developmental needs of students in grades 5 and 6 can be incorporated into elementary programs as it has been in the past. This expansion of the license grade range should not have an adverse effect on student performance and progress.</p>
<p>July 12, 2012 Steve Anderson</p>	<p>I believe that moving the licensure levels from P-4 to K-6 is a positive thing for schools and teachers. I know that it would greatly help our school district.</p>
<p>July 12, 2012 D. Chris Rink, Director, Western Arkansas Technical Center</p>	<p>I believe the licensure level change to K-6, 4-8, 7-12 is a great move. School districts need to have flexibility when they are assigning grade levels. As an experienced superintendent I hated the P-4 license because I had a P-6 elementary. Standards looks very unfavorably on you if you put a P-4 teacher in a 5 or 6 classroom without putting them on an ALP; and an ALP means they have to spend their own money to take additional</p>

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	<p>course work that they really already had to teach elementary students.</p> <p>Working for a Coop or the Department does not an administrator make. These folks are too far removed from the students and looking at good teaching and learning, in fact they may not know what good teaching and learning looks like. We need people to be building administrators (and district administrators – I'll get to that one on in a while) who have the book knowledge and EXPERIENCE in a building or district. Coop employees may have to have a license to teach as possibly Department people do as well, but that does not put them in a building or district in today's atmosphere of transparency and accountability. I just do not think they can handle the load.</p> <p>A K-12 license is okay with one internship. I wonder about removing the P though. So much emphasis has been put on "state approved" preschools that it seems like a principal should be able to keep that designation on his/her license.</p> <p>Portfolios for each licensure level...building – okay, superintendent – okay, curriculum spec – okay...not building P-8 7-12 that will become K-12 (or P-12); one would be enough there. Does that make sense???</p> <p>Librarians need the minimum of two years classroom experience, period. They are expected to do lesson plans , especially at the elementary level and middle school level on library research and other topics. If they have not had any classroom experience, they may not have the ability/experience to write good lessons.</p> <p>Districts need QUALIFIED superintendents; not good ole boy from down the street that everyone loves (or hates). I took the course of study to receive my Ed.S. and tested through ETS to get a passing score to become licensed as a district administrator (and am finishing up the requirements for my Ed.D.); and we are going to let anyone become a superintendent? Every superintendent in the state should be screaming about this proposal. The only way to even get ready for the superintendency (as you may or may not know) is to take the course work and get experience on top of that course work. If this was introduced to allow "former" superintendents to work in a state takeover situation it is one thing and should have been drafted that way, but it is not a good idea to let someone into the superintendency that has no experience in a school setting.</p> <p>I think it is a bad idea to allow Clinical Counselors to become School Counselors without teaching experience (same rationale as for the other licensure areas discussed here). They need school experience, period.</p> <p>It is a bad idea to allow a Speech Therapist to be a Special Ed Supervisor, again same rationale. These people</p>
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	<p>need to have classroom experience. They may not have had any contact or had limited contact with special ed students or teachers.</p> <p>I do believe the idea of doing away with the Praxis III is one of the best ideas proposed. The Praxis III was a millstone around the neck of the state.</p>
<p>July 12, 2012 Marilyn Johnson, Asst. Supt. Warren School District</p>	<p>I am in favor of the proposed change in licensure grade levels from P-4, 4-8, and 7-12 to K-6, 4-8, and 7-12. As more schools move to a standards based, problem based learning approach, these levels are a better fit and also, it will give schools more flexibility and a larger talent pool especially for the middle grades. Additionally, it's my understanding that the configuration of the majority of the schools in the state match up best with the proposed licensure configuration.</p>
<p>July 12, 2012 Dr. Roger Hill Asst. Superintendent for Human Resources, Rogers Public School District</p>	<p>This e-mail is in support of the revisions proposed by the Licensure Task Force from the Professional Licensure Standards Board. Our elementary schools in Rogers have a k-5 grade configuration. We have a special education teacher who is teaching a self-contained class so she has 3rd, 4th and 5th graders in the same class. She has elementary certification (p-4), middle school certification in all four core areas (4-8), and has special education certification for grades P-4. With all these certifications, she was not certified to teach the self-contained class at the elementary school because she did not have grade 5 special education licensure. The teacher was required to complete an ALP. This was not necessary. This is one example of many in which additional flexibility is needed. There was a great deal of time and thought by many who work in the schools who see on a day to day basis the problems that exist in current licensure guidelines.</p>
<p>July 12 & 16, 2012 Rabab Thornsberry</p>	<p>As a practicing Speech-Language Pathologist (SLP) in the public school for ten years, I strongly encourage the law to be changed so SLP's may continue their education to pursue another add on licensure. I have felt called to graduate and practice in the public school as a licensed school counselor that's recognized by the ADE. I have begun taking classes through UCA's program this summer. As an SLP in the school system, I hold a teacher's license (which requires 60 PD hours), perform duties, on a teacher's pay scale, pull ALL goals and objectives from the Common Core State Standards, hold the same hours as teachers, have a conference period, etc. I've also performed a Reading Early Intervention program independently in our Kindergarten classrooms. As you can tell, my roles mirror that of classroom teachers. The ADE website defines a classroom teacher as someone who provides instruction, at least, 70% of the day. That's me! I teach Reading, Math, Language Arts (English) for all grade levels. As you all are aware, there is a current shortage of school counselors in this great state. Arkansas is only 1 of 3 states that currently do not permit SLP's to add a licensure. I want our state to be the first to implement changes that are beneficial to our students. Why should our students in this state suffer due to a lack of counselors? They shouldn't. This two year as a classroom teacher requirement to be a school counselor needs to be lifted. I have served similarly to their roles. The difference is I co-teach, teach independently to a classroom, or use a pull-out model. I strongly</p>

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<p>July 12 & 16, 2012 Richard Hutchinson, Dir. of Government Relations and Instructional Issues, Arkansas Education Assoc.</p>	<p>petition the board to allow me to be as effective as possible in the public school.</p> <p>We do not support the elimination of the P – 4 license; we believe that it should be retained while adding the K – 6 license. While we support the proposed B-K Special Education license, we don’t believe it is sufficient because it doesn’t support the full span of early childhood development. Our reasons for this position are:</p> <ol style="list-style-type: none"> 1. According to both the National Council for the Accreditation of Teacher Education, the American Association of Colleges for Teacher Education, and numerous other professional organizations, an integrated P – 12 system is the future for education in this country. All available evidence, including a review of licensure offerings by all fifty states, shows that we are moving in this direction. Arkansas has been a leader in this effort; we have received national recognition because of our efforts to provide quality pre-school education. At a recent meeting of the House and Senate Education Committee, legislators stressed the importance of pre-school and K – 12 working together to provide for implementation of the common core and a seamless transition from pre-school to kindergarten. Eliminating the P – 4 license would set Arkansas back in our efforts to more fully integrate pre-school with K – 12 education. 2. Numerous research studies show that high-quality pre-school education is a necessary part of any effort to close the achievement gaps in our schools and eliminate the need for massive amounts of money being paid on remedial education. Quality early childhood education is not only good for children, it is good for the economy. C. R. Belfield in his book, An Economic Analysis of Pre-K in Arkansas, states that Pre-K returns \$1.58 for every dollar spent on Pre-k in the state. We believe that elimination of the P – 4 license could very likely lead to a shortage of well-qualified pre-school teachers in Arkansas in the future. 3. Retaining the current P - 4 license while adding the K - 6 license will place Arkansas in alignment with the licensure structure in a majority of states including our surrounding states. This will provide authentic choices to those in Arkansas who wish to prepare to teach children. Early childhood educators need specialized early childhood preparation rather than programs of study that focus only on the most flexible placement. 4. The strongest arguments given by the proponents of eliminating the P – 4 license seems to be more related to perceived needs of adults in staffing schools than they are to the needs of students. <p>The Association believes that further rationale for retaining a P - 4 license is found in the special report issued by Arkansas Advocates for Children and Families and in the public comment submitted by Dr. Kathy Pillow Price.</p>
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	<p>We believe that the value of classroom teaching experience is too critical to student success to be eliminated or substantially reduced. The Association believes that the requirement for classroom teaching experience as a prerequisite for licensure as a Library Media Specialist should be maintained. Library Media Specialist should not be an initial licensure area but kept as an add-on to a standard license.</p> <p>We also believe that no more than one year of experience as a counselor or library media specialist should count toward the four years of teaching experience required for a Building Level or Curriculum/Program Administrator License. Likewise, employment experience with an education service cooperative or the Arkansas Department of Education should only count for one year of the required teaching experience.</p> <p>The Association does not believe a need has been demonstrated for the proposed Clinical Counseling license. Currently, Arkansas schools have school psychology specialists who may provide more intensive intervention than school counselors, if needed. Since there is no indication that a counselor employed with a Clinical Counseling License would have any different job than one with a School Counselor License, the only difference appears to be that the Clinical Counselor License doesn't require classroom experience and can't be used for an add-on or to become an administrator. Since we believe that counselors need classroom experience, the Association recommends the deletion of this proposed license.</p>
July 12, 2012 Randy Willison, Superintendent, Batesville School District	<p>I want to emphasize the value of having classroom teaching experience if you are going to support instruction. If a building-level administrator is responsible for supervising, evaluating, and supporting teachers, he or she needs to have practical experience in preparing and delivering instruction, managing student behavior, and assessing learning. Any provision of the rules that allows a candidate to bypass that experience should be changed. While experience at the Department of Education or in a cooperative may be valuable to a candidate, that experience should not be allowed to substitute for every year of the required experience. The same is true as to blanket reciprocity for individuals holding a license from another state; if that other state does not require classroom teaching experience, that experience should be an additional requirement here. I also support maintaining the experience requirement for school counselors. To support instruction, you need to have classroom teaching experience.</p>
July 12 & 15, 2012 Susan Whatley, Arkansas School Counseling Association	<p>The Arkansas School Counselor Association's governing board and its members, approximately 1000 school counselors from across the state, are in opposition to the proposed Rules Governing Educator Licensure, Section 4.0 Ancillary License Requirements. Our first and foremost request is to remove clinical counseling from the list of individuals to receive an Ancillary Standard License in school counseling. Several questions have been raised as to why school counselors were not at the table or consulted with regards to this new license. The Summary of Proposed Changes indicates the proposed addition was not initiated by either the</p>

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	<p>Licensure Task Force or the Professional Licensure Standards Board. When the organization's leadership announced the proposed change to its members at their annual state conference, the group was blind-sided. A survey was immediately developed and sent to members. A majority of the membership has not had a chance to respond, due to being off contract and the survey being delivered to numerous school addresses. However, the hundred or so received responses did not support the proposal as stated.</p> <p>A major concern of the proposed rule is with the terminology of clinical counseling and clinical counseling specialist. We need these terms defined and clarified. Also, with over fifty (50) master's degrees in the area of counseling/psychology programs across the country, (ranging from pastoral counseling, marriage counseling, sex therapy, evolutionary psychology, or substance abuse counseling), what specific degree programs will satisfy clinical counseling? Will the lack of teaching experience impact our students? Can required coursework such as methods of teaching, classroom management, or teaching internship be incorporated into the counseling degree program as possibilities to help prepare the ancillary licensed counselor for the school and classroom setting? A possible solution could be the establishment of a mentorship program for individuals who are hired by schools but who have no classroom experience to work as a school counselor. If the Ancillary License is designed to address school counselors identified as a critical shortage area then perhaps the Department of Higher Education can offer some solutions. Educators holding a teacher's license with two years of teaching experience must complete a 44 to 48 hour degree program to earn a master's in school counseling in Arkansas. Some educators are reluctant to pursue a master's in school counseling when they can obtain a master's in another area in a shorter amount of time (less hours) and receive a pay raise sooner with less out of pocket expenditures (the cost per college hour plus expenses). Allow Arkansas to provide what is in the best interest of students and not satisfy a shortage of counselors at their expense. These are concerns that have emerged in a short period of time, which are not addressed in the proposed rule and could potentially present major ramifications for our schools.</p> <p>Mental health counselors currently working in our schools provide a valuable service, and are available to students. They serve a very important purpose in addressing the emotional well-being of the student. They supplement the school counselor's role and provide services to a select group of students and their families.</p> <p>School counselors work with the whole child in the areas of academic, career, and personal social development. We have experience in the classroom and understand the dynamics of the school culture and climate. We use teaching methods and classroom management skills to address developmental needs, provide prevention programs, and career/educational planning for our students in the classroom. We also provide individual and small group counseling services related to these areas. Licensed school counselors</p>
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	<p>are instrumental in helping students, teachers and principals recognize, prevent and overcome barriers to learning and engagement so that all students have the opportunity to learn, thrive and succeed. We advocate for the student but also work with teachers, staff, and administrators as a team to improve the educational environment for both students and teachers. We serve as liaisons between the school and the parents and the community.</p> <p>Current professional research confirms that effective comprehensive school counseling services:</p> <ul style="list-style-type: none">• increase academic achievement and student well-being;• improve student behavior and attendance;• reduce bullying and other disruptive behavior;• foster more productive school environments; and• narrow the college-access gap between lower-income and higher-income student groups. <p>At one time counseling services were considered an ancillary service isolated from the instructional program. Currently, a comprehensive school counseling program focuses on the developmental needs of all students and is an integral component of the school instructional program. We are student-centered and school centered - not client-centered. Our background is in education with the desire to teach and then counsel with children in a school setting. With the focus on every student being college and career ready, an educational background with teaching experience for school counselors makes perfect sense!</p> <p>With education budgets and families reeling in the wake of the Great Recession, schools need more, not less, credentialed school counselors to enable children and youth to come to school ready to learn, to stay in school, and to succeed. Nationally, the average student-to-counselor ratio is 457 to 1, nearly double the American Counseling Association recommended ratio of 250 to 1. In Arkansas, districts hire school counselors based on a 450:1 ratio. We must do better, now more than ever.</p> <p>We respectfully request the proposed Rules Governing Educator Licensure regarding section 4:0 Ancillary License Requirements eliminate clinical counseling from the list or at the least postpone your consideration to include these individuals until possible alternatives can be explored. The Arkansas School Counseling Association looks forward to working with you to ensure all students and all schools have appropriately trained individuals to work with students as school counselors.</p>
July 12, 2012 Aleecia Starkey, Arkansas Speech-Language-Hearing	<p>It is very important for speech-language pathologists in the public schools to have an avenue to advance and become a curriculum supervisor or special education supervisor. Many speech-language pathologists have spent time in the classroom – we have managed classrooms, we have taught reading and other curriculum</p>

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Association	<p>areas, we have helped to select textbooks based on the linguistic structure of the books. We are considered classroom teachers for everything except when it comes to looking at our classroom experience. The experience we have in public schools as co-teachers, therapists, committee members, or duty teachers, shows we perform all the duties of a classroom teacher, including having input on student grades, especially in special education. Our experience should count when we look to become more involved, whether it is at the building-level, special education, or district administrator level. It is very difficult at this time to recruit young people into the field of speech pathology for public schools because they do not see an opportunity for advancement. They don't see why they need a teaching license, since that license affords them no further scope of practice than the licensure they must have through the Arkansas Speech-Language-Hearing Board of Examiners.</p>
<p>July 12, 2012 Mardi Crandall & Dr. Jennifer K. Henk, School of Human Environmental Sciences in the Dale Bumpers College of Agricultural, Food and Life Sciences, University of Arkansas</p>	<p>We have now a program that has been approved in the B-K area of study. It has been operational for 2 to 3 years, and I have concerns about the proposed B-K license. It is exciting that this might be an integrated license. We have been in discussions with the folks in special education on our campus and look forward to this merger because it needs to happen – not just for the graduates of our program, but for the children of Arkansas. We have people in the field in this state delivering services for infants and toddlers who are far from qualified. The only qualification seems to be that they have the anatomy for it, and not much else. We now recognize that there is a science behind what we do, a pedagogy that needs to be met, and it is exciting that the state will now recognize this. My concern is that most of the professionals prepared in this field to date through our program are coming up through programs in family consumer science and human environmental science; I would feel much more comfortable thinking that these areas would be recognized as a pathway to this licensure. Furthermore, I have a concern about all the people who have finished our degree and are in the field now serving infants, toddlers, and pre-schoolers, who have met requirements for field experience that were not in place when they graduated. I would like to see some sort of grandfathering clause allowing them to be recognized for the work that they have put in and the expertise that they have developed.</p>
<p>July 13, 2012 Conway School District</p>	<p>1. <u>In reference to 2.13 on page ADE 6:</u> Request to add language to explicitly define “Classroom Teacher” and “Teacher of Record.” These additions are needed to better define “Classroom Teaching Experience” as it is referenced throughout the pending rules. There is currently no definition for classroom teaching experience under 2.0 Definitions. However “Classroom Teaching Experience” is referenced throughout the pending rules. The current Rules Governing Standards for Accreditation of Arkansas define a “highly qualified teacher” as shown below.</p> <p><i>3.05 "Highly qualified teacher" means a teacher who holds at least a Bachelor's Degree, holds full state license, and has demonstrated subject area competence in each of the core academic subjects in which the teacher teaches, and who meets such other necessary requirements as set forth in the Arkansas Department of Education</i></p>

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	<p><i>Rules Governing Highly Qualified Teachers Pursuant to the No Child Left Behind Act of 2001, 20 U.S.C. § 6301 et seq.</i></p> <p>2.13 uses this definition for teacher. This is an appropriate definition for “highly qualified.” However, based on the pending teacher licensure rules this is not appropriate for a “classroom teacher.” There needs to be a difference in a “highly qualified” and a “classroom teacher.” The “classroom teacher” should be the “<u>teacher of record.</u>”</p> <p>We request to amend 2.13 to say:</p> <p>a) Arkansas Department of Education Rules Governing Educator Licensure --2.13 “Highly-qualified Teacher” means a teacher who is highly qualified as defined by the Department’s Rules Governing Highly Qualified Teachers Promulgated Pursuant to the No Child Left Behind Act of 2001. “<u>Classroom Teacher</u>” means a teacher who is highly qualified and is also meets the definition of “Teacher of Record” as defined in Arkansas Department of Education Rules Governing The Non-Traditional Licensure July 2003 .”</p> <p>2. <u>In reference to Section 4.02 on page ADE 12 and 6.02 on page ADE 18:</u></p> <p>This section provides an alternative pathway to administrative licensure for ancillary licensed staff.</p> <p>We request a change in the wording and to strike out as indicated below:</p> <p>4.02.1 An individual holding an Ancillary Standard License in Clinical Counseling may not add a licensure content area, endorsement, or level of licensure, or be eligible for an administrator license. except by meeting the criteria of Section 4.03 of these rules.</p> <p>4.03 – 4.03.3 (page ADE – 12) Strike all wording.</p> <p>4.04 (page ADE-12) Strike all wording.</p>
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	<p>6.02 (page ADE-18) Strike out, “Speech Language Pathology Ancillary Standard License. or”</p> <p>Explanation of proposed change: We feel that the ancillary licensed staff member should not be able to add any other endorsement or content areas. We do not feel they should be able to take a program of study to add any endorsements. The current rules propose to allow the ancillary license for the Clinical Counseling Specialist to become a Principal, Curriculum Specialist, Curriculum Specialist for Special Education and Superintendent. This allows the ancillary licensed person to add endorsements and/or become an administrator without any classroom experience.</p> <p>In addition, we request to add wording:</p> <p>4.02.2 An individual holding an Ancillary Standard License in Clinical Counseling may not be employed by a district until a traditionally Licensed School Counselor has been employed for the first 450 students per campus.</p> <p>Rationale: We feel strongly that a district should employ a traditionally licensed school counselor for the first 450 students per campus. The school counselor must meet all the Arkansas School Counseling standards. These standards include small group instruction, classroom instruction, knowledge of pedagogy, instructional strategies and collaborative networking skills with the classroom teachers. The Clinical Counseling Specialist does not license through a program of study which prepares him/her to fulfill the required Arkansas Counseling Standards. They do not have an internship or have the classroom experience to assist with these requirements. We feel the best service for our students is to allow a Clinical Counseling Specialist to be employed as the second required counselor if a campus or district exceeds the 450 student ratio requirement. This would ensure that the initial school counselor had classroom experience as well as pedagogy, and instructional strategies to fulfill the Arkansas Counseling Standards.</p> <p>3. <u>In reference to section 6.01.6 and 6.01.6.1 on page ADE 17:</u></p> <p>This section provides an alternative pathway to administrative licensure for ancillary licensed staff.</p> <p>We request a deletion/ addition in the wording out as indicated below:</p> <p>6.01.6 Documentation of at least (4) years of P-12 experience as a licensed classroom teacher. school</p>
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	<p>counselor, or library media specialist.</p> <p>6.01.6.3 A maximum of one (1) or more of the years of the experience requirement may be satisfied by equivalent working experience, including without limitation employment with an education service cooperative, the Department, <u>school counselor or library media specialist.</u></p> <p>Rationale: The education service center and Department experience do not equate to the experience obtained by working in a classroom or as a school district administrator. Many ADE and cooperative positions are far removed from classroom experience. In addition, library media specialist and school counselor should be allowed a minimum of one year of experience if the education service center and Department are granted a maximum of one (1) year of classroom experience towards the administrative required four (4) years of experience.</p> <p>4. <u>In reference to section 6.02 on page ADE 18:</u></p> <p>We request a deletion in the wording out as indicated below:</p> <p>6.02 The office of Educator Licensure shall issue a Curriculum/Program Administrator License upon receipt of the following from an applicant holding a Speech Language Pathology Ancillary Standard License, or a Standard or Advanced License in the relevant area:</p> <p>Rationale: We do not feel that the Speech Language Pathology Ancillary License meets the classroom experience required for a Curriculum/Program Administrator licensure.</p> <p>5. <u>In reference to section 6.02.6 on page ADE 18:</u></p> <p>We request a deletion in the wording out as indicated below:</p> <p>6.02.6.1 Special Education – Classroom teaching experience in special education, or experience in speech language pathology while employed by a public or private school under the terms of an approved teacher employment contract and not under a purchase-service contract:</p> <p>Rationale: We do not feel that the Speech Language Pathology experience meets the required classroom</p>
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	<p>experience and should not be substituted to meet the required four (4) years of licensed experience.</p> <p>6. <u>In reference to section 6.02.6.8 on page ADE 19:</u></p> <p>We request an addition/deletion in the wording out as indicated below:</p> <p>6.02.6.8 A maximum of one (1) or more of the years of the experience requirement may be satisfied by equivalent working experience, including without limitation employment with an education service cooperative, the Department, school counselor or library media specialist.</p> <p>Rationale: The education service center and Department experience do not equate to the experience obtained by working in a classroom or as a school district administrator. Many ADE and cooperative positions are far removed from classroom experience. In addition, library media specialist and school counselor should be allowed a minimum of one year of experience if the education service center and Department are granted a maximum of one (1) year of classroom experience towards the administrative required four (4) years of experience.</p> <p>7. <u>In reference to Appendix A Library Media Science:</u></p> <p>We request a deletion in the Initial Licensure Levels</p> <p>Remove an Initial Licensure Area for 7-12 and P-8 for Library Media Science.</p> <p>Rationale: The library media specialist position is critical for the Common Core State Standards transition. Without classroom experience, the library media specialist will be missing critical knowledge about alignment and shared resources. In addition, if the classroom teaching experience were eliminated, this staff member could become an administrator at the building or district level without any classroom experience.</p>
July 12, 2012 Charlotte DeWitt	<p>Act 1178 of 2011 includes a change in the requirements needed to become a school counselor in Arkansas. I would like for each of you to consider a few things as it pertains to school counselors. As a school counselor, I first became an elementary teacher and taught for 8 years. My years as a teacher helped prepare me to carry out the duties of a counselor as set forth in our National/Arkansas Model and the benefit to my students is great. As an Arkansas school counselor I am a certified professional educator who assists students, teachers, parents, and administrators. I serve as a leader who is engaged in system wide change to ensure student success. I help EVERY student gain access to rigorous academic preparation that will lead to greater</p>

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	<p>opportunity and increased academic achievement. I promote student success by helping to close existing achievement gaps. I am an effective leader and I collaborate with other professionals in the school to influence system wide changes and implement school reform. In this way, I have a positive impact on students, the school, the district and the state.</p> <p>By first being a professional educator, school counselors are in a position to advocate for students' academic, career, and personal/social needs and work to ensure these needs are addressed at every level of the school experience. They believe, support and promote every student's goal to achieve success in school and have the training to do so. As educational leaders, school counselors are ideally situated to serve as advocates for every student in meeting high standards. Through their leadership, advocacy, collaboration, counseling and the effective use of data, school counselors minimize barriers so students have increased opportunities to achieve success in school.</p> <p>Allowing mental health providers to assume the role of school counselors would be a disservice to the students of Arkansas. Our students deserve counselors who are professional educators. To offer them less would send the wrong message to students and parents. Please strike down any language that would make it possible for anyone except professional educators to serve the students of our great state as school counselors.</p>
July 14, 2012 Susan Harp	<p>I have been an educator for more than 24 years. My daughter completed the early childhood program at the University of Arkansas, and I can guarantee that she is highly qualified to teach prekindergarten in Arkansas...yet she has had to complete her masters in order to teach. The program that the u of a has instituted is very, very rigorous and is producing some young educators that are ready to teach in our pre k classrooms but must settle in an aides position. That is an injustice to the four year olds in our state...many are being taught by teachers that lack the pre k certification ...they use it as a stepping stone to other teaching positions within the district. Please make the u of a program a teaching certification program...and grandfather those recent graduates in.</p>
July 14, 2012 Ronny Harp	<p>As the husband of an Educator I urge you to pass this rule. I also have a daughter that just completed her master and this would directly affect her if they are not grandfathered in. Therefore I encourage you to support this rule.</p>
July 14, 2012 Anne Puckett	<p>I believe that children need to have developmentally appropriate practices according to their age. The Early Education provided at the present time allows for accreditation for children k-5. It does not cover the emotional steps that a child must overcome to first branch off into a fully developed child. I believe making it B-K accreditation we will see improvements into the next generation. Only affording the best benefits for all our children. Time for the brain to endure the final steps of growth before we emerge more information than a child can wrap their brain around. If we teach our children more than their brains can wrap around than we are doing nothing but standing still in our tracks. We will have to retrain some typical children and have no</p>

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	<p>response from atypical children . The only way we can stop this is allow child development majors the room to teach children and parents in the early years. Then and only then will the road be paved in such a way that we can fully prepare the mind for the child to take off and fly with developed wings.</p>
<p>July 15, 2012 Shane Broadway, Arkansas Department of Higher Education</p>	<p>1. Out-of-state institutions offering teacher education programs to Arkansas citizens Rule 2.01; 3.01.5.2-5.3; 4.03.2; 5.0.2.2; 5.03; 5.06.2; 6.01.3; 6.01.3.2; 6.02.3.2; 6.03.3; 6.03.3.2; 8.03.5</p> <p>Throughout the Rules document, references are made to accredited institutions, state approval, and out-of-state institutions; however, there is no mention of the need for the out-of-state institutions to obtain all appropriate state approvals including program certification by the Arkansas Higher Education Coordinating Board (AHECB) as required by Arkansas Code §6-61-301 and AHECB Policy 5.2.</p> <p>Arkansas Code §6-61-301–302 authorizes AHECB to establish the criteria for certification of out-of-state and non-public institutions offering college-level courses and degree programs to Arkansans; and requires these institutions to obtain AHECB certification prior to offering those courses/degree programs.</p> <p>While ADHE and ADE staff currently work together to insure that the out-of-state and non-public institutions are meeting the same requirements that Arkansas institutions are required to meet in order to offer programs leading to teacher licensure to Arkansas residents, it is requested that a link to the Institutional Certification (ICAC) Rules, which can be found on the ADHE website, be included in the sections of the Educator Licensure Rules that reference out-of-state institutions to help insure that Arkansas students do not fall victim to degree scams from diploma mills that prey on unsuspecting students, or to those accredited institutions that knowingly ignore Arkansas state rules and regulations. The link to the ICAC Rules is: http://www.adhe.edu/divisions/academicaffairs/Pages/aa_academicproposals.aspx</p> <p>The ICAC Rules only would apply to the out-of-state and for-profit institutions advertising and/or otherwise pursuing Arkansas students for online programs, and those institutions establishing a physical presence in Arkansas to offer degree programs. The Rule would not be applicable if an Arkansas student physically attends an out-of-state institution.</p> <p>2. Impact of proposed licensure changes on Arkansas institutions of higher education Arkansas public universities have expressed concern about how the program of study changes will impact the viability of the programs where the new rules result in additional course hours, such as physics, earth science, and physical science.</p>

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	<p>The concern is that if the new licensure requirements lead to a number of additional credit hours in the subject matter to prepare teacher candidates for the new grade level division, fewer students may choose to enroll in such programs, leading to possible program deletion because programs could not meet AHECB program viability/graduation thresholds and result in a possible teacher shortage in such areas.</p> <p>Finally, it is requested that the implementation schedule for the new Licensure Rules be developed with consideration of the institutional process for on-campus review/approval of new programs and program changes, as well as the review/approval process of ADHE and AHECB. In some cases, the institutional process can take up to a year before the proposed program/changes are reviewed by ADHE staff and approved by AHECB.</p> <p>Based on the expectation that the proposed Licensure Rules will be approved by the State Board of Education, an implementation date of 2014-15 would allow sufficient time for institutional program development/revisions, state agency review, and board approvals.</p>
July 15, 2012 Tamera Geldmacher	<p>I wanted to provide some input relative to the current potential opportunity to enrich the young children of this state and to establish the teaching license requirements that can best nurture B-K . First of all, the earliest years are the years when the foundations of human potential are being formed. The most rapid brain growth occurs during the first five years of life. Studies show that programs during the early years can make a positive difference but in the hands of those who are not trained in child development, these early programs sometimes harm children's view of themselves, their abilities and erode their love of learning. Those of us in childhood development support the recommendation that a B-K integrated license be established in the State of Arkansas and acknowledge the benefit such a license would afford the educational system of the state as well as the children in the State of Arkansas. But the programs and teachers that work with these fundamental early years often need more training than is currently provided to the typical 4th grade teacher.</p> <p>I have a masters degree from the U of A from the School Human Enviromental Science. Such degree programs offer ideal pathways for licensure of professionals who understand how to foster the optimal development of children from birth to five. I was a senior in Elementary Education in the College of Education prior to changing my Bachelors degree to Psychology and then later getting my Masters degree in the area of Human Development with a focus on early childhood development. I have done a lot of substitute teaching in addition to my earlier formal training in the area of education and can say that the course of study to prepare me to be a teacher in elementary schools was insufficient for dealing with B-K. My years working in the lab schools at the U of A and the training obtained specific to birth through age 8 was so much more than anything those that have a teaching license for teaching in elementary typically receive. Yet, in the past many</p>

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	<p>of my fellow graduate students have been pushed aside when applying for teaching pre-K or Kindergarten and those with a traditional teaching license---actually better prepared to teach older students have been chosen for those positions. I have seen traditional elementary teachers engaging in practices inconsistent with the research on how young children best learn and best develop and engaging in practices that had the potential to harm children psychologically and motivationally. And unfortunately I found that sending them NAEYC material for guidance on best practice did not serve to be productive. I do know of one of my colleagues who was hired by the Springdale schools and she has fostered such profound gains in her young students that she recently received an award and her administration has begun to see the value of hiring individuals whose training in early childhood development from the area of human development and family science. I have another colleague who has worked with me in the past who actually has her teaching certificate in addition to her training in birth through 8. She has told me in the past how when she taught Kindergarten she was able to help to bring the other teachers and her administration around to understand that one can teach in ways consistent with research concerning how children best learn and develop and still meet their goals and then some. We need teachers who are experts in B-K childhood development in the public school system</p> <p>Programs that lead to a B-K license should document student outcomes based on accreditation standards set forth by NCATE and NAEYC. B.S. and M.S. degrees leading to licensure of teachers in publically-funded birth through kindergarten programs should come from a variety of academic areas which demonstrate appropriate learning experiences that meet NCATE/NAEYCE standards of preparation for very early childhood teachers. These may include education, family consumer science/human environmental science, or psychology. When you bring together individuals from multiple disciplines that have multiple insights into how children best develop physically, socially, cognitively and psychologically, then you are likely to see that all bases are covered and a more expert approach that nurtures the whole child emerges as they learn from each other. Please keep this in mind when deciding upon the licensure requirements for teaching B-K.</p> <p>My professional colleagues and I strongly recommend that representatives from the Division of Child Care and Early Childhood Education and Higher Education be asked to sit on the Licensing Board to establish representation from the field of very early childhood development.</p>
July 15, 2012 Mary Bryant & Rita Philips, Arkansas School Psychology Association	<p>Regarding the issue of Proposed Changes to the Rules Governing Licensure, the Arkansas School Psychology Association (ASPA) would like to formally recommend that the Arkansas Department of Education no longer license Educational Examiners.</p> <p>Henderson State University in Arkadelphia appears to be the only program in the state to offer the degree. Upon reviewing the course requirements listed online, it was apparent that those students in the program</p>

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	<p>take a very limited amount of coursework in assessment with most emphasis placed on working with special needs students; only one course of intelligence testing and one course of group achievement testing was listed. The degree is complete after only 45 hours of coursework, which does include a practicum, but no internship experience. Additionally, the Praxis exam for Educational Examiners does not even seem to reflect an assessment of their skills in best practices of evaluation or intervention, rather it is an assessment of the Principles of Learning and Teaching.</p> <p>In comparison, the School Psychology Specialist license is awarded after a minimum of 60 hours of coursework, a full year of practicum experience, and an additional 1,200-hour internship (two full school-years of hands-on experience). The Praxis exam for School Psychology Specialists does reflect an assessment of best practices in assessment, intervention, research, ethics, etc; Praxis School Psychologist #0401.</p> <p>There are currently only two state approved programs in Arkansas; University of Central Arkansas and Arkansas State University. Additionally, the National Association of School Psychologists (NASP) has granted approval to both programs as meeting stringent curricular criteria, which in turn leads to an additional certification for graduates as Nationally Certified School Psychologists (NCSP).</p> <p>It is of utmost importance that best practice in assessment, intervention, consultation, and research be used when identifying the needs of struggling students. Based on more comprehensive course requirements and national accreditation of the two programs in AR, it is evident that Arkansas Licensed School Psychology Specialists are better equipped to provide complete comprehensive assessment and interpret the results for parents and educators so that appropriate programming is designed to meet the needs identified during the assessment.</p>
July 15, 2012 Susan Whatley, Arkansas School Counseling Association	<p>A major area of concern is with the terminology clinical counseling and clinical counseling specialist. What is the definition of a clinical counseling specialist? Is a clinical counselor one whom works in a hospital and therapeutic setting? Is a clinical counseling specialist addressing the mental health of ALL students or with a small targeted population of students? How will clinical counselors meet the personal/social, academic and career development needs of school children?</p> <p>Another major concern is regarding the section on Ancillary License Requirements. Again, what is Clinical Counseling? What is meant by degree in Counseling? Is this a degree in school counseling or the many fields of counseling? What are the counseling program/degrees acceptable to become an ancillary license school counselor? Will this degree in "Counseling" allow a sex addiction counselor to work with Kindergarten – Twelfth grade students in the school setting? Will it allow Christian /pastoral counselor, marriage counselor, or substance abuse counselor to work in the public school setting? How will this impact our students? Will the "clinical counselor" lack of classroom teaching license and classroom experience hamper his/her effectiveness in developing the whole child and his/her education experience? Will there be an extended</p>

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	<p>internship and mentoring program in place for those obtaining the ancillary standard license? If an individual holding an Ancillary Standard License in Clinical Counseling may not add a licensure content area, endorsement, or level of licensure, or be eligible for an administrator license, except by meeting the criteria of Section 4.03 of these Rules, why allow ancillary standard license? These are just a few questions needing clarification and answers.</p> <p>School counselors assist in the personal/social, academic and career readiness development of all children. A school counselor is defined as a professional member of an educational team who assists students in their personal, social, and academic, and career development aspects of education through services such as individual counseling, small group counseling, and classroom teaching, and provide leadership in educational reform (advocacy); traditionally known as a guidance counselor, although this term is deemed inaccurate by most professionals today.</p> <p>Credentialed school counselors are crucial in helping students, teachers and principals to prevent and overcome barriers to learning and engagement so that all students have the opportunity to learn, thrive and succeed.</p> <p>Research documents that high-quality school counseling services:</p> <ul style="list-style-type: none">• increase academic achievement and student well-being;• improve student behavior;• reduce bullying and other disruptive behavior;• foster more productive school environments; and• narrow the college-access gap between lower-income and higher-income student groups. <p>With education budgets and families reeling in the wake of the Great Recession, schools need more, not less, credentialed school counselors to enable children and youth to come to school ready to learn, to stay in school, and to succeed. Nationally, the average student-to-counselor ratio is 457 to 1, nearly double the American Counseling Association recommended ratio of 250 to 1. In Arkansas, our average student-to-counselor ration is 450:1. We must do better, now more than ever, to meet the educational needs of our students.</p> <p>Masters-level, credentialed school counselors offer assistance and help services to the full range of students across general- and special-education populations. Masters-level, credentialed school counselors provide essential school counseling services and academic supports, spanning academic development, social and</p>
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	<p>emotional skill development, and college/career development. School counselors work with individual students, small groups of students and teach classroom guidance lessons. School counselors also provide expert consultation, collaboration, and coordination with teachers, principals, families and community-based professionals who provide services for students and families requiring more intensive or more extensive support.</p> <p>To achieve desired goals and what is in the best interest of our students, even the best instruction, curricula, and leadership need a strong complement of Masters-level, credentialed school counselors to provide the learning supports necessary for effective education. This is why I respectfully request that you do not implement proposed changes to licensure at this time. I ask the Arkansas Department of Education to do what is best for all stakeholders to ensure all students and schools have the credentialed school counselors needed to succeed.</p>
July 15, 2012 Helen Hennis Dahms	<p>As a veteran early childhood educator, director and Master's graduate in Human Development and Family Sciences, I am very encouraged to know that serious consideration is being taken to make Birth through Kindergarten Licensed practice in Arkansas. It would be encouraging to know that people like me would have the security of being "grandfathered" in if such measures were approved. I have worked very closely with many of the professionals that are responsible for the development of this important measure which could have a profound impact on the entire early childhood profession and even more importantly, the children and families who would be positively affected by educators who are considered serious professionals with competitive salaries and benefits. I look forward to seeing Arkansas becoming a leader in Early Childhood Education in the nation by recognizing the need to meet the criteria to make Early Educators equal in importance as those teaching upper grades in both licensure, salaries and benefits.</p>
July 15, 2012 David Ray, Arkansas Counseling Association	<p>I am writing in response to the proposed changes to the Arkansas Department of Education (ADE) Rules Governing Educator Licensure, specifically the required qualifications of a Guidance Counselor for Arkansas schools. As a former Professional School Counselor (Guidance Counselor) in the Wynne Public Schools, and current Licensed Professional Counselor, I must voice my solid opposition to this proposal. Upon reading it several times, and further clarification, it does not take into consideration the amount of training, education and professional integrity required to become a Guidance Counselor. These proposed changes do not take into account the encompassing responsibilities a Professional School Counselor has in their daily duties.</p> <p>It is apparent that input from school counselors and mental health counselors is lacking in this proposal, which is a major concern. The way this proposal is presented would be the equivalent of allowing a School Guidance Counselor to perform the duties of a Speech Pathologist. Although there may be equivalent training in some areas, the school counselor would be woefully lacking in key areas to perform the duties of a Speech Pathologist appropriately. The same can be said of a Speech Pathologist performing the duties of a</p>

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	<p>School Counselor. It amazes me that the ADE would actually consider providing licensure to individuals that are not appropriately educated to perform the duties of the job being licensed for. As a trained Clinical Therapist, School Guidance Counselor, Educational Examiner and teacher of Business Education, I would not consider trying to take on the responsibilities of a Speech Pathologist. I am not trained or qualified to do so, as these individuals are not trained or qualified to be a school counselor.</p> <p>As for a Clinical Counselor, the description of what the ADE requires for licensure in section 4.03 needs more explanation about the interpretation of what the expectations are for a Clinical Counselor to become a School Guidance Counselor. It appears that the Clinical Counselor would need to become licensed in a specific area of teaching expertise in order to qualify. The key thing for the ADE to remember here is that a Clinical Counselor is trained to work with an individual's mental health, not what courses the same individual needs to take in order to qualify for acceptance into a college, the scholarships available to get into college, or the appropriate tests needed to demonstrate the ability to perform adequately in college (i.e. ACT, SAT, etc.).</p> <p>On the other hand, the Clinical Counselor can prepare the student for the stressors of the possible turmoil caused by a lack of acceptance of other students, home stressors, peer pressure, etc. These are not specific qualifications to a Guidance Counselor, but they do come in handy when needed. Again, further discussion and clarification with Licensed Professional Counselors would be an appropriate, if not an imperative thing for the ADE to do (Arkansas Licensed Counselor Association and the Arkansas Board of Examiners in Counseling would be able to provide appropriate information in this area).</p> <p>It would have been helpful for the ADE to have contacted the appropriate organizations and individuals that would have been more than willing to assist in this process. As the representative of nearly 1000 school and mental health counselors in the state of Arkansas, I strongly request that this proposal be withdrawn until further clarification and discussion about what is being presented has been fully vetted.</p>
July 16, 2012 Jeff Stubblefield, Charleston School District	<p>Some of the Task Force recommendations that need to remain in the new Rules include:</p> <ol style="list-style-type: none">1. Move elementary certification from P-4 to K-6. The State Board of Education can develop a program of study to add Birth to Pre-Kindergarten to an existing license.2. Require teaching experience before anyone can become a counselor or administrator.3. Eliminate language that allows non-licensed individuals to be placed as superintendents under any circumstances.4. Put language back in the Rules which allow the Department of Education to develop the process, procedures, and requirements for adding additional licensure. It shall become the responsibility of the

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	<p>Arkansas Department of Education in consultation with the Institutions of Higher Education with final approval by the State Board of Education (i.e. old Deficiency Removal Plan). This language has been removed since the document went to the Department for final draft. This item was approved by all committees, therefore, should be in the document.</p>
<p>July 16, 2012 Denise Rogers, Arkansas School Counselors Association Southwest Region</p>	<p>If my understanding is correct, there existed a previous legislative bill (#1893), which later became Act 1178, regarding changes in licensure requirements. Currently a proposal is being considered to allow speech pathologists, mental health counselors, and school psychologists the opportunity to become school counselors simply by passing a Praxis exam, with no prior working experience in the field of education, no school counseling internships, nor any school counseling graduate courses. To my knowledge, those in favor of this proposal are hoping these licensure changes will occur by authority of Arkansas Department of Education rather than through legislation. I have been told the proposal is possibly a result of medicaid funding cuts which affect the three entities mentioned above. My purpose for submitting this letter is to explain SWArSCA's reasons for taking a stand against the proposed licensure requirement changes.</p> <p>Graduate students aspiring to become school counselors in Arkansas are required to have classroom teaching experience in addition to as many as 60 college hours specific to school counselors. I was a classroom teacher for seven years before becoming a school counselor in 2004. I entered the field as a K-12 counselor. As a school counselor, I have worked with every age level. I cannot imagine attempting to be an effective school counselor without my prior skills as a teacher in a public school system. My job as a school counselor requires immense prior knowledge and experience with school-aged students. I could not successfully conduct guidance lessons without classroom management skills learned over time. I sometimes conduct classes with as many as 29 students in one room; all with varied learning styles and discipline challenges. I have administered tests and career interest inventories to groups as large as 75. Furthermore, I could not effectively advise students on course requirements and selections without my knowledge of Arkansas graduation requirements, district graduation requirements, scholarship specifics, and post-secondary essentials. I am qualified to oversee state-mandated testing and score interpretations for my school district in large part because I spent several years preparing my students for and administering these exams as a teacher. I am accustomed to collaboration with students, teachers, parents and administrators when students are struggling academically, socially, and/or with career preparation. I am conscious of the rules and regulations of special education and 504 students and the laws regarding these programs. These are just a few of the many hats worn by professional school counselors.</p> <p>All that said, I happily acknowledge the need and benefit of speech pathologists and school-based mental health professionals. I cannot imagine trying to do my job without them, any more than I can imagine serving</p>

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	<p>students without the valuable services provided by administrators, curriculum facilitators, school nurses, etc. School-based therapists are especially helpful in helping maintain mental health and social well-being of students who need one-on-one therapy that school counselors are unable to consistently provide because of our numerous other duties. However, I would never suggest that, because I have worked in the school setting in certain capacities, I am qualified for other school positions for which I have had no training, education or experience. I believe that to be true of any work-related environment. For instance, a nurse would not be qualified to take a test to become an anesthesiologist simply because he or she has experience administering injections and medicines. Yes, both positions are in the same field, the day-to-day settings are essentially the same, and many of the job requirements are similar; however, the two jobs are inherently different. Only the people IN those jobs can fully understand the differences, which is why I urge those considering the proposed changes to ancillary school counselor licensure to listen carefully to those who work directly in the field.</p> <p>If the proposed changes are approved by Arkansas Department of Education officials, it is my firm belief that a negative impact to students will be substantial and far-reaching. With all due respect, our state prides itself on becoming comparable to - even better than - the most successful states in the country with regard to education of all students. I am surprised by the suggestion that people should be allowed to work with Arkansas kids in a capacity in which they do not have proper training or experience. School counseling is a shortage area and I am glad there are those who desire to receive the licensure; however, it is very important to the education and welfare of Arkansas children that all educators are trained extensively and properly. To handle education certifications any other way would be lowering the standards Arkansas zealously strives to uphold.</p>
July 16, 2012 Joanna Grymes, Arkansas State University	<p>Arkansas's move backward to a K-6 licensure from the current Pre-K – 4 structure is in opposition to the state and national work in progress to strengthen early childhood education programs, including public school Prekindergarten, Kindergarten and Primary Grades as well as community based early care and education programs. The preponderance of evidence currently highlights in importance of the first three, the first five and the first eight years of life in moving adults toward successful citizenship. Isolating Birth to Kindergarten and Kindergarten to Grade 6 licensure limits our state's continuing work to bridge the gaps in the system. Maintaining the Prekindergarten to Grade 4 license provides an increasing workforce of individuals who better understand the early childhood system as a whole and continues the opportunity to promote the professional development of those who work with these youngest children.</p> <p>Much of the advocacy work when requesting a Birth to Five license was done within the context of the existing PreK-4 license. At that time the addition of the Birth to Five provided a professional opportunity that did not exist in the state. The Birth to Five license was an opportunity for those who wished to work</p>

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	<p>specifically with the they very youngest of children, and would be a viable opportunity for those working outside of public school settings, where most of these children receive services. I appreciate the addition of this license and welcome it within the context of the current PK-4, 4-8, 7-12 structure.</p> <p>The B-K license in a B-K, K-6, 4-8, and 7-12 structure is of concern. It completely separates early childhood, suggesting that Kindergarten and primary grades are separate and apart from the early ages. It maintains opportunities for the professional identify of mid-level and secondary teachers, but limits the professional identify of those who see themselves as early childhood educators. I have concerns about the viability of a B-K program when there is not a clear professional early childhood connection at the next licensure level.</p> <p>This move was done with limited input from the early childhood education field, including that no one on the board making recommendations had an early childhood education professional identity. There has been limited opportunity for the professional early childhood education community in the state to have input to the decision. This decision moves away from state and national efforts. As such, I recommend against the proposed B-K and K-6 structure and advocate for a B-K and PreK-4 structure that maintains and strengthens the work Arkansas has done in early childhood education over the past several decades.</p>
July 16, 2012 Monica Scott, Arkansas Speech-Language-Hearing Association	<p>We are very pleased with the addition of <u>4.04 ~ notwithstanding the requirements of Section 4.03, an individual holding an Ancillary Standard License in Speech Language Pathology may add a Curriculum/ Program Administrator License in Special Education by meeting the criteria of Section 6.02 of these Rules.</u> This is pleasing as it does allow an opportunity for advancement for those SLP's in the schools to the level of Curriculum/Program Administrator. Lack of opportunity for advancement is frequently one of the reasons given by SLPs for not continuing employment in the schools. This change, if approved, would indeed address this issue.</p> <p>Another area of comment that is supported by ArkSHA is: <u>6.02.6 Documentation of at least four (4) years of licensed experience in the relevant area as follows:</u></p> <p><u>6.02.6.1 Special Education – Classroom teaching experience in special education, or experience in speech language pathology while employed by a public or private school under the terms of an approved teacher employment contract and not under a purchase-service contract.</u></p> <p>We certainly appreciate that the SLPs experience gained while employed by the school is relevant and applicable toward the four years of licensed experience Curriculum/Program Administrator License. There is a certain sector of the SLPs represented by our association who have a large number of education</p>

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	<p>courses on their transcripts. Some SLPs hold BSE and MSE degrees with emphasis in Communication Disorders, some SLPs hold BS/MS degrees in Speech Pathology, and still others hold BA/MA degrees. While our educational backgrounds are as diverse as the number of universities we represent, many SLPs earned their degree by taking the exact same classes as their teacher counterparts. We've taken many different education based courses such as: Foundations of Education, Public School Law, Methods/Materials, Classroom Management, and Instructional Methods. Granted, this is not the case with ALL SLPs, but it is the case with many.</p> <p>Many SLPs are not at all pleased with the recent change in terminology to label SLPs as "non-instructional". A clarification of the duties and responsibilities allowed to be performed by holders of the Ancillary Standard License would be appreciated. Are SLPs allowed to proctor state-wide standardized assessments? Are they allowed to serve on ACSIP Teams? Are SLPs permitted to serve as members of the Personnel Policy Committees? Are they allowed perform lunchroom/recess/bus duties? Are SLPs still permitted to "co-teach" in the General Education classrooms? Can they be a member of the Response to Intervention (RTI Committee)? If indeed all of the aforementioned duties are allowable practices within the scope of the Ancillary License in Speech Language Pathology, are not those practices truly instructional? What we continue to hear is a need for a greater definition of the role of the SLP in the Public School setting.</p>
July 16, 2012 Dr. Jennifer K. Henk, School of Human Environmental Sciences in the Dale Bumpers College of Agricultural, Food and Life Sciences, University of Arkansas	We wholly support the recommendation that a B-K integrated license be established in the State of Arkansas and acknowledge the benefit such a license would afford the educational system of the state as well as the children in the State of Arkansas. If the State moves to a K-6 licensure as proposed, the need for professionals trained at the B through K level will be critical to meet the demand. Current brain research confirms the importance of providing high-quality early childhood experiences for young children which are based on practices congruent with a child's development. This is particularly valuable in young children whose brain growth reaches 90% by age 5. Therefore, the development in the early years is recognized as vital to a child's later learning.
July 16, 2012 Amy Davis	We all want to ensure quality education for our children. The main component of a successful classroom is a highly qualified and specialized educator. You all have the opportunity to tap an unused resource. I and my fellow graduates of the University of Arkansas Fayetteville Child Development program in the School of Human Environmental Sciences or Family and Consumer Sciences are prepared to invest in educational settings across the state. As a Child Development graduate in the Dale Bumpers College of Agricultural, Food, and Life Sciences, I learned the skills necessary to educate children birth through kindergarten. The stages of a child's development from birth through kindergarten take specialized training for an educator, and the Child Development concentration and Birth through Kindergarten concentration have prepared their graduates to meet the state's standards for this age group. I believe that people with my degree should be

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	<p>“grandfathered in” to the potential B-K Licensure. When I graduated, the Birth through Kindergarten program was not available, but I believe people with my specific degree have the knowledge and experience to hold a B-K License. A pathway to “grandfather” in past graduates to achieve BK licensure should be established when graduates can document ample relevant experience in the workplace. This will ensure enough qualified licensed educators in the public school programs in Arkansas.</p> <p>In the Child Development and Birth through Kindergarten programs graduates have practical experience in a nationally accredited Infant Development Center and Nursery School, soon to be combined into the Jean Tyson Child Development Study Center. The centers are accredited through the National Association for the Education of Young Children. At these centers graduates have had countless opportunities to develop objective observation skills, plan developmentally appropriate curriculum, create activities and games, and set up learning centers that meet ECERS-R standards. Graduates also have experience in the assessment of young children using anecdotes, Arkansas Frameworks assessment 3’s and 4’s, and writing individual objectives for children.</p> <p>As an instructional assistant in a Pre-K ABCSS program in Northwest Arkansas, I frequently assisted certified teachers in understanding standards of many programs like DHS minimum licensing requirements, ECERS-R and ABCSS guidelines that I learned in my undergraduate studies. There is no other group of educators who are more prepared to attain the B-K certification that is being discussed.</p> <p>As it would be inappropriate to ask a secondary educator to teach at the elementary level, it is equally unsuitable for an elementary teacher to educate a lower level. They are fundamentally unique and as such, need specialized and qualified professionals who have been trained in the distinctive needs of infants, toddlers, and preschoolers. Also, it would be very beneficial to have a representative(s) from the Division of Child Care and Early Childhood Education to sit on the Licensing Board, in order for the needs of the very early developing child to be met in the upcoming discussions.</p>
July 16, 2012 Michele Gerhardt, Arkansas School Counseling Association and Arkansas Counseling Association	<p>I would like to express my opinion on the rule changes proposed by the State Board of Education. In particular, I would like to address the rule concerning school counselors. I believe that it is a big mistake to do away with the 2 year teaching requirement in licensing of school counselors. The two year teaching experience lends credibility to Professional School Counselors in their work with Teachers, Parents as well as students. When working with Teachers, that past teaching experience allows for an understanding between the teacher and the counselor. It provides insight into the concerns of the teachers as related to the students when the counselor can work with the teacher on solutions that can benefit the student(s) that maybe having difficulty academically or socially in the classroom. It also allows for credibility in working with the parents,</p>

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	<p>because the counselor is not seen as an outside source that does not understand the workings of the classroom, because of their past experience in the classroom. The counselor becomes a professional who understands the classroom, teacher as well as student and how they all inter-relate to each other. I believe that the two year teaching requirement for School Counselors is invaluable and should remain as a requirement in the licensing of school counselors.</p> <p>I truly believe that Arkansas is working to become one of the leading states in the education of our children. We have worked toward rigorous standards for our students and continue to demand that they meet the challenge of the future to be the best that they can become. Why are we settling for less when it comes to the education and qualifications of those individuals who work with our students on a daily basis? I believe we have to maintain tough standards in the licensing of teachers, administrators as well as school counselors. School Counselors deal with life matters on a daily basis, especially in the areas where we are trained, Academically, Socially and Career focused. We have to maintain that high standard and not move the progress of the State of Arkansas backward by allowing the easement of the standards of this license.</p> <p>I have reviewed the proposed rule changes and find them to be lacking in foresight and understanding of the practical issues faced by students and their challenging mental health concerns. While not trying to pass judgment on the working group that has put forth the proposed rule change the lack of appreciation of all the nuances that comprise the healthy mental health of students could be explained with the knowledge that the composition of the working group did not allow for a school counselor's participation. While the mental health of our student population is important to the learning experience a patchwork of licenses to acknowledge pieces of the mental health issue is not in our opinion the most professional method of addressing this concern. To attempt the address on thread of the mental health fabric and not account for the complete piece goods of mental health usually presents a situation that is more out of touch with the student's health upon completion than when treatment began. While the comprehensive mental health is the major concern of our organizations and we cannot address all those concerns in this letter. I urge the State Board of Education to put in abeyance this proposed rule change until a strategic plan of how schools as institutions can more properly address the needs of students in area of mental health can be developed.</p> <p>I present the following from the Center for Mental Health in Schools project based at the University of California, Los Angeles.</p> <p><i>Clearly, mental health activity is going on in schools. Equally evident, there is a great deal to be done to improve what is taking place. The current norm related to efforts to advance mental health policy is for a vast sea of</i></p>
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	<p><i>advocates to compete for the same dwindling resources. This includes advocates representing different professional practitioner groups. Naturally, all such advocates want to advance their agenda. And, to do so, the temptation usually is to keep the agenda problem-focused and rather specific and narrow. Politically, this makes some sense. But in the long-run, it may be counterproductive in that it fosters piecemeal, fragmented, and redundant policies and practices. Diverse school and community resources are attempting to address complex, multifaceted, and overlapping psychosocial and mental health concerns in highly fragmented and marginalized ways. This has led to redundancy, inappropriate competition, and inadequate results.</i></p> <p>I acknowledge that the needs of our students clearly outstrip the allocation of resources in its current form. However, addressing the situation with a limited focus will not produce the desired result that we all desire. Now is the time for us to be bold and recognize that we have the opportunity to make a real difference in the learning process for our children, if we will take the time to more fully understand the factors that make up this issue of mental health in schools and the role that schools and education personnel can have in building stronger student, families and communities.</p> <p>I propose that we move forward with a fundamental strategy to include all the stakeholders of this issue to include members of the counseling and mental health communities to provide the vision necessary to comprehensively address the state of the mental health of our students.</p>
July 16, 2012 Merribeth Bruning	<p>In the current licensure recommendations there are some areas of particular concern as follows:</p> <p>a) Changes in licensure for young children: While a K-6 option may be beneficial for some areas of our state, to eliminate the P-4 license seems to overlook the need for qualified teachers for Pre-K children in school settings, in particular. It seems to be a backward step from what research and best practice supports. To only have a Birth to Kindergarten license that is coupled with special education may assist in providing early recognition of needs; however, it does not adequately seem to address the licensure for Pre-K teachers needed in public schools.</p> <p>b) Middle and High School overlap: If we maintain the 4-8 Middle school option, I am a bit puzzled as to why we are maintaining a 7-12 option rather than making it a 9-12 option. If we are really valuing the middle school developmental level by maintaining the 4-8 license, it seems logical to create a secondary license that serves 9-12 in subject areas.</p> <p>c) In each area, the overlap or lack thereof needs further consideration. If we do not have overlap in the lower end of the spectrum (B-K and K-6) then why are we allowing it at the upper level (4-8 and 7-12)?</p>

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<p>July 16, 2012 Harvie Nichols</p>	<p>2.18 Should be revised to read “An internship is required that would encompass the administrative areas and levels sought.” This would be consistent with the testimony submitted by educational administration program representatives.</p> <p>2.19.1 Should be revised to read “A portfolio is required that reflects the areas and levels of administrator licensure sought.” This would also be consistent with the section above.</p> <p>4.04 Should be expanded to allow speech language pathologists and school psychology specialists to add a Curriculum/Program Administrator License in Special Education. Although the law specifically creates the right for SLP’s it is also the case that SPS’s also previously have been eligible but that authority was reportedly removed by rule. In my opinion school psychology specialists have a wider range of experiences with the full educational programs devoted to special education programs than that of speech language pathologists. They do evaluations of students, classroom observations, assist teachers with response to interventions, must understand student eligibility requirements for placement into the special education program and are well qualified to serve as a special education supervisor. Their experiences in my opinion are stronger than the “teaching experience” of SLP’s.</p> <p>5.01.1.3 I would suggest that the last two lines of this section be revised to read “.... endorsement is by reciprocity and does not conform to those licensure content areas normally approved in the state of Arkansas.”</p> <p>5.05 Should be revised to eliminate the requirement for experience if the clinical counseling section is enacted.</p> <p>6.01.4 Should be revised to have one internship required.</p> <p>6.01.4.1 Should be changed to the language requiring only one internship.</p> <p>6.02.6.1 Should be revised to include language stating that “experience in school psychology services” shall serve as the required experience for a special education program administrator license.</p> <p>8.10.3 Should be revised to remove the requirement that the licensed mentor teacher be located in the same building. In small schools while well intentioned this may not be possible.</p>
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	<p>9.01.3 and 9.01.4 should be reworded to insure that the person who is appointed to the out-of-area position must have had previously held a teacher license and served in a district level administrative position. It is inappropriate to appoint a person to this position who does not have an educational background and in the case of a state takeover it is imperative that highly qualified professional educators be appointed.</p> <p>9.03.2 raises a question about waivers in that it states “Districts will not have to verify re-advertising for the second and third years for a position...”. Nothing in the rule states that they have to verify advertising the first year.</p> <p>In Appendix A , I would urge passage of the sections resetting the levels of licensure to K-6, 4-8 and 7-12. In these crucial times of adoption of the common core it is essential that preparation programs devote more of their curriculum to content. Testimony has indicated that up to 15% of the current P-4 curriculum program is devoted to the preschool portion. Yet very few of the graduates actually accept positions at that level.</p> <p>Also in Appendix A, I would urge passage of the language that allows adding licensure areas one level above their original level by testing.</p> <p>Also in Appendix A, I would urge passage of the part of the rule that defines special education as an initial licensure program at grade levels K-12. This proposal is consistent with the changes in the way services are currently provided in schools.</p> <p>I also applaud the removal of Praxis III as a requirement for initial licensing. The proposed change to full licensure and continuation of mentoring is an excellent change.</p>
July 16, 2012 Casey Rainer	<p>I am a graduate of the University of Arkansas class of 2003 with a Bachelor's Degree in Human Environmental Sciences with a concentration in Child Development. I also have additional hours from the University of Arkansas Fort Smith in Literacy and Arkansas History. I have teaching experience that includes the infant classroom, two year old classroom, three year old classroom, and pre-kindergarten classroom for eleven years. My experience also includes working with Arkansas Benchmarks and NAEYC standards and implementing these important guidelines into daily lesson plans. I feel it is very important for a professional like myself to be grandfathered in to receive a license to teach in the public schools in Arkansas. I have looked into teaching kindergarten in the public schools the past couple of years but found this to be a difficult process. I would need to enter into the Alternative Certification Program in order to receive a provisional license. I then would need to teach three years before I would be granted an actual certification. I have a strong passion for children under the age of seven. Research has shown that the brain is developing very</p>

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	<p>quickly at these early ages. When we begin to place professionals into the early childhood classroom (pre-kindergarten and kindergarten), we need to make sure the children are being taught in a developmentally appropriate way. Teaching strategies, curriculum, classroom set up, and teacher interactions all come together to give a child the best possible outcome. I feel as if my degree and experience is sufficient to teach in a public school setting without going through an alternative or extra certification process. Teaching pre-kindergarten or kindergarten would fall well within the developmentally appropriate age level in which our degree so extensively prepares us.</p>
<p>July 16, 2012 Tripp Walter, Arkansas Public School Resource Center</p>	<p>Section 2.19.1: This requirement seems to be unduly burdensome and restrictive to those seeking entry into school administration.</p> <p>Section 6.0 (generally): The proposed Rules fail to address a situation where a school or district operates a “P-12” program and not a “K-12” program. The new Building-Level Administrator License should be able to cover “P-12.”</p> <p>Section 6.01.4: The requirement of two (2) internships is unnecessary. There should be no more than one (1) of the listed internships required, if any at all.</p> <p>Section 6.01.6: The requirement of at least four (4) years of experience as a classroom teacher, school counselor or library media specialist to receive a Building-Level Administrator License is too onerous, and lacking in evidence that it takes several years of teaching or related experience to become a quality Building-Level Administrator. Sections 6.01.3 and 6.01.5 already place relevant qualifiers on the potential pool of candidates for this level of licensure.</p> <p>Section 9.01.3: This section of the Rules seems sensible, and properly places a focus on the candidate’s unique ability to successfully perform the requirements of the position.</p>
<p>July 16, 2012 Susan Rouse Stonner</p>	<p>As a professional school counselor for the past 16 years, I feel that I must comment on licensure for sbmh in school counseling. In addition to being a school counselor for all these years, I also practiced as a therapist did for a psychiatrist. The roles are totally different. A school counselor has to understand where the students, parents, and teachers are coming from in an educational setting. I have a lot of respect and a good rapport with our mental health counselors, but I strongly feel that a background in education and experience in the classroom are imperative in order for school counselors to develop and implement a comprehensive guidance program for our students. I realize that there is a shortage of school counselors in some parts of the state; however, I attribute that to the fact that we all went through a 48-51 hour masters' program when it would have been much easier and less expensive to get a masters degree in administration or a selected</p>

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	<p>subject area.</p> <p>I have had 12 years experience in the classroom, and those experiences enabled me to be more empathic with the educational system in totality; i.e., dealing with faculty, administration, parents, community, and, most importantly, the main focus....the students.</p> <p>Please consider all the implications before we place NTL people in counseling positions in the schools in the place of professional school counselors.</p>
<p>July 16, 2012 Betty Welch</p>	<p>Being an educator and having experience in the classroom is a critical variable for working with students as a school counselor. School counselors work with students to help them learn more effectively and efficiently based on the various stages of growth. A comprehensive counseling program is an essential part of the school's total educational program. I request the Ancillary Standard License in Clinical Counseling be removed from the list to allow for further research and investigation into this alternative pathway for licensure.</p> <p>The terms clinical counselor and clinical counseling specialist must be defined and/or clarified.</p> <p>Sections 4.01.4.2 and 4.01.4.3. should be combined and limited to specific master's degree programs. There are over 50 master's degree programs just in psychology.</p> <p>If clinical counselors are to be hired with no teaching experience, please establish a support system for these individuals.</p>
<p>July 16, 2012 Amy Bollenbacher</p>	<p>I am a graduate of the University of Arkansas holding a Child Development degree and want to add my vote for the approval of the b-k teacher licensure!</p>
<p>July 16, 2012 Thomas Thornsberry</p>	<p>I AM FOR THE LAW CHANGE. There are many people that are either current counselors or potential counselors that would not be good teachers. To have a law that requires one to teach for two years, limits the number of counselor. WE NEED SCHOOL COUNSELORS. We don't require teachers to be a janitor for two years before they can teach "to get a better understanding of kids and the school system". No, they are required to go through school and training. The same should be true for school counselors. Let the school districts hire the best candidate for the job with a master's in counseling.</p> <p>Furthermore, according to your definition of a school teacher a Speech Language Pathologist should be classified as a teacher. If they are not classified as a teacher there is no need for them to attend 60 hours of continuing education and hold a TEACHERS LICENCE. It is very clear there is a double standard that needs to</p>

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	<p>be corrected.</p> <p>I appreciate the opportunity to express my opinion and believe that you will change the law for two reasons. 1. The great need for qualified, good counselors. 2. Most important. The KIDS IN OUR STATE NEED HELP. I know that you would not want to stand in front of parents and explain to them why their school doesn't have a school counselor.</p>
<p>July 16, 2012 Tahnee Bowen, Arkansas School Counseling Association, Northwest Region</p>	<p>This correspondence addresses concerns regarding the proposed ancillary licensure plan for school counseling. I ask you to consider the education various counselors receive throughout the state. In many programs, perspective clinical counselors sit side by side with perspective school counselors throughout the majority of their training. However, there are some classes with major differences. For example, Arkansas State University (ASU) requires the same background classes; however, their school counselors are required to take the course entitled Program Development, Implementation, and Evaluation in School Counseling [COUN 6073] in order to meet graduation and certification requirements established by the Arkansas Department of Education. This course is vital to the foundation of an effective school counseling program in that it addresses the skills needed for a school counselor when addressing the needs of all students with regard to their academic, personal/social, and career needs. Another example is John Brown University. JBU's school counseling students are required to complete a three credit hour course entitled School Policies and Issues (CNL 8533); yet it is offered as one of many optional electives to clinical counseling students. The course catalogue describes the course as follows: "Studies of the principles and models that are the basis for the organization and administration of counseling services in schools. Content includes construction of needs assessments, crisis response, community referrals and empirically sound techniques used to provide counseling services to school aged children. Based on the Arkansas model, course will emphasize the importance of outcome-based assessments." In addition, all counselors have assessment training. The difference is that school counselors focus on assessments that are specific to the school setting. Lastly, regarding training differences is the practicum and internship. All types of counselors are required to complete these two areas, the majority of clinical counselors' training occurs in a controlled setting with appointments. A school counselor's training occurs in a school environment where there are no appointments and student contact may last 15 minutes, or may extend to 2 hours. The only thing a school counselor can expect is the unexpected. ASU captures the differences through their mission statement: "The mental health counseling program area prepares entry-level professionals who can work with individuals, families, and groups in a variety of community and agency settings to treat mental and emotional disorders and to promote optimum mental health and development. The school counseling program area prepares entry-level school counselors who can effectively develop and implement comprehensive school counseling programs designed to maximize the academic, career, and personal/social potential of all P-12 students so</p>

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	<p>that they may be successful in school and in life.”</p> <p>The 2-year teaching experience is essential to a school counselor’s training. When communicating with a colleague who has procured dual licensure as a LPC and a school counselor, she explained a clinical counselor might have a bachelor’s degree in anything: accounting, computers, etc. I understand that teachers may achieve an alternative certification; however, this will give them the education experience before obtaining a counseling certification. The clinical counseling training will not.</p> <p>Another concern I have is the actual job description of a clinical counselor with an ancillary license. It is my understanding their position requirements is to be determined by superintendents and what they deem is their district needs. I understand that the school based mental health programs has major concerns over funding and consistency. However, this opens another issue. If a school counselor is performing in a clinical counseling role, how are the counselor’s records to be categorized? Unlike special education and cumulative records, which are accessible by those who have direct contact with the student, will the same rules and regulations apply to the access of clinical records? Who has access? What will the policy be concerning requests for records? To whom do the records belong to, the school as the employing agency or the clinical counselor? What kind of caseload can this counselor have? Will they still abide to the 450:1 ratio in a clinical capacity?</p> <p>It is my understanding this proposal is being considered as a solution to the counselor shortage in Arkansas. I present two possible concerns for consideration: 1) If clinical counselors no longer are required the 2 years educational experience, teachers may not choose to pursue a masters in school counseling because many superintendents may opt to utilize their “school counselor” in a clinical capacity, thus making them more economically advantageous to employability. 2) Clinical therapists in private practice or employed by mental health clinics make a much higher salary than school counselors in most instances. What pay scale will they “school counselors” be under if acting in a clinical capacity?</p> <p>I respect the task forces dedication in procuring a solution to both the school counselor shortage and the school based mental health obstacles. It is evident they have done much research and planning in reaching this determination. However, I ask the concerns of be considered before putting ancillary licensing into policy. Will the change be the best solution for the students in Arkansas schools or is this simply putting a temporary Band-Aid on the SBMH concerns?</p>
July 17, 2012 Mary Cameron, Bureau of	1) Rule 2.04. What does “by reciprocity only” modify (i.e. Provisional License or to all licenses listed)?

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Legislative Research	<p>2) Rule 2.08. The terms Psychology Specialist, Speech Language Pathologist or Clinical Counseling Specialist are not defined?</p> <p>3) Rule 2.17. Why was “accredited private school” removed from the definition of “Novice Teacher”?</p> <p>4) Rule 2.24. What type of “counselor” is being referred to?</p> <p>5) Rules 3.03 and 7.05. Both of these rules contain information for obtaining a “Provisional License”. They should probably either be combined or distinguished in some way.</p> <p>6) Rule 4.01. The terms “School Psychology” and “Clinical Counseling” are not defined. There isn’t a consistent term used throughout this rule. The term “Guidance Counseling” is used in Rule 4.01.3. The term “Counseling” is used in Rules 4.01.4.2 and 4.01.4.3. The term “Clinical Counseling” is used in 4.02. The term “Guidance & Counseling” is used in Rule 5.05. The terms “School Psychology Specialist” and “Clinical Counseling Specialist” are used in Rule 6.01.6.2. and in Appendix A. The terms “School Psychology, Psychology, or Counseling” are used in Rule 8.03.4.</p> <p>7) Rule 5.05. The term “classroom teaching experience” is not defined. Would that term encompass public & private schools or working as a substitute teacher, school counselor, or speech pathologist?</p> <p>8) Rule 8.09.1. “Certified Mentor” is not defined. Rule 8.10.3 states that the novice teacher will be assigned a “certified, licensed mentor teacher”. Does this mean a teacher that has a valid teaching license (standard, advanced, etc.??) and who meets the qualifications of 8.10.3.1 through 3.10.3.3, will be considered a “certified mentor” or is there a special program for a teacher to earn a certification in mentoring?</p> <p>9) Rule 8.10. This Rule requires an induction project director for each school that hires a novice teacher or beginning administrator. The induction project director will only be paid if funds are available. Will the funds for the payment to the induction project director come from state foundation funding?</p> <p>10) Rule 10.03.5. Which sections of the Rule is this referring?</p> <p>11) Appendix A. Nothing to denote what “B-K”, “PS”, etc. are.</p>
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	<p>12) Appendix A. The term “non-instructional standard license” is not used in the Rule and is not defined.</p> <p>13) Appendix A. Is the six hours of reading requirement for testing out of elementary K-6 or middle childhood 4-8 contained in the Rule?</p>
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~~ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE ADDITION OF AREAS OF LICENSURE OR
ENDORSEMENT~~

~~September 2009~~

~~1.00 REGULATORY AUTHORITY~~

~~1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Addition of Areas of Licensure or Endorsement.~~

~~1.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-17-402 and 25-15-201 et seq.~~

~~2.00 PURPOSE~~

~~2.01 The purpose of these rules is to identify the policies governing licensure that deal with adding an area of licensure/endorsement to an existing Arkansas teaching license.~~

~~3.00 DEFINITIONS~~ For the purpose of these rules, the following definitions shall apply:

~~3.01 **Additional Licensure Plan (ALP)** shall be the recognized process for allowing a licensed teacher to be employed in an out-of-field teaching position while meeting the program of study competency and assessment requirements for said position.~~

~~3.02 **Approved Performance Based Program of Study** refers to a program approved by the Arkansas Department of Education and based upon Arkansas licensure standards. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills and dispositions for a particular licensure area.~~

~~3.03 **Endorsement** refers to teaching or administrative licensure areas, which require an initial or standard/professional teaching license, prior to the endorsement being added.~~

~~3.04 **Exception Area** refers to the specific areas of licensure, which cannot be issued either as an initial license or by testing only. The exception areas include, but are not limited to, the following: Special Education, Counselor, All Other Added Endorsement Areas, Administrative Licenses, Non-Instructional Student Services, and Professional & Technical Permits. Special Education may be issued as an initial license.~~

~~3.05 **Initial Teaching License** refers to a three-year teaching license, issued by the state, which allows one to teach in Arkansas public schools.~~

~~3.06 **Level and Area of Licensure** **Level** refers to the grade/age level parameters of the teaching license, such as P-4, 4-8, P-8, P-12, 7-12 and PS (post-secondary). **Area** refers to the particular content field, including but not limited~~

to, Early Childhood, Middle Childhood Science/Mathematics, Social Studies, and Family and Consumer Sciences.

3.07 ~~Standard Teaching License~~ refers to a five-year renewable license, issued by the state, which allows one to teach in Arkansas public schools.

3.08 ~~State Board Required Assessments~~ refer to specific performance-based assessments approved by the State Board of Education.

3.09 ~~Content/Standard Teaching Area~~ refer to the specific subject areas listed under Integrated Curriculum Humanities, Integrated Science Curriculum, Integrated Visual and Performance Arts, Integrated Vocational Education, Integrated Physical Education and Health and Special Education as listed in the State Board Approved Levels and Areas of Licensure.

3.10 ~~Provisional License by Reciprocity~~ a one-year teaching license that may or may not be renewed. This license allows a teacher coming from out of state or out of country to be employed as a teacher while completing assessed deficiencies for the Initial or Standard/Professional teaching license.

3.11 ~~Professional Teaching License~~ a standard Arkansas teaching license that is issued upon the request of a teacher who has documented the completion of a Master's Degree and three years of teaching experience or who has documented current National Board Certification.

~~4.00 REQUIREMENTS FOR ADDING AN AREA OF LICENSURE OR ENDORSEMENT~~

4.01 ~~Teachers/administrators shall have a valid Arkansas initial or standard/professional content area teaching license or provisional licensure through reciprocity in order to add an area of licensure or endorsement.~~

4.02 ~~Teachers adding an additional licensure/endorsement area(s) to their Arkansas teaching license by meeting the program of study requirements of an Arkansas college/university or when adding a licensure/endorsement area by reciprocity, shall meet the following requirements regarding degrees and coursework.~~

~~4.02.1 The coursework/degree required for the area(s) that are being added shall have been completed through a college/university that holds regional/national accreditation that is recognized by the U.S. Department of Education or Council for Higher Education Accreditation.~~

~~AND~~

~~4.02.2 All teacher education coursework shall have been completed through a college/university teacher education program that holds national~~

accreditation that is recognized by the U.S. Department of Education, Council for Higher Education Accreditation or that is state approved.

~~4.03 The Additional Licensure Plan (ALP) shall be the recognized process for allowing a licensed teacher to be employed in an out-of-area teaching position while completing the competency and assessment requirements for the new employment position.~~

~~4.03.1 Teachers who hold an initial or standard/professional license are eligible to file an ALP in order to be employed in an out-of-area assignment.~~

~~4.03.2 Teachers who hold a provisional Arkansas teaching license, which was granted through reciprocity as a result of holding an initial/standard out-of-state license, are also eligible to file an ALP in order to be employed in an out-of-area assignment.~~

~~4.04 Teachers working in an out-of-area teaching assignment shall file a completed ALP with their school district and with the Office of Professional Licensure within thirty (30) days of beginning the out-of-field assignment.~~

~~4.04.1 Teachers working under an ALP shall have three (3) years from the beginning of the out-of-area assignment to complete all competency and assessment requirements for the new employment position.~~

~~4.04.2 When a school district requests a waiver to employ a teacher out-of-area and a program of study is required:~~

~~4.04.2.1 The teacher shall successfully complete a minimum of three (3) hours of coursework toward the program of study requirements during the first year employed out-of-area, and a minimum of six (6) hours of coursework each of the following two years, when employed out-of-area, in order for the waiver to be approved for the following year.~~

~~4.04.2.2 The Specialty Area Assessment(s) required to be designated as a highly qualified teacher in the core academic area shall be successfully completed the first year the teacher is employed out-of-area on an approved waiver.~~

~~4.04.2.3 A waiver will not be approved for the following year at such time that the teacher fails to successfully complete the required coursework or testing within the timelines specified above.~~

~~4.04.3 When a school district has requested a waiver for a teacher being employed out-of-area and the additional area can be added by testing out:~~

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- ~~4.04.3.1 The teacher shall have successfully completed the content knowledge portion(s) of the required specialty area assessment (s) required to be highly qualified during the first year employed out of area on an approved waiver.~~
 - ~~4.04.3.2 The remaining part(s) of the specialty area assessment required for licensure in the out of area assignment shall be successfully completed by the end of the third year working under an approved waiver.~~
 - ~~4.04.3.3 Teachers failing to successfully complete the content knowledge portion of the specialty area assessment required to be highly qualified during the first year employed out of area under an approved waiver, shall document a minimum of six (6) hours of coursework in the content area.~~
 - ~~4.04.3.4 Teachers failing to successfully complete either the required assessment to be highly qualified or the six (6) hours of coursework in the content area during the first year working under an approved waiver shall not be approved to be employed out of area under the same ALP the following year.~~
 - ~~4.05 The requirements contained in an individual's ALP are subject to any changes made by the State Board of Education which would necessitate a change in the licensure requirements for that ALP.~~
 - ~~4.06 The Office of Professional Licensure shall add a licensure/endorsement area(s) to a valid Arkansas Initial or Standard/Professional teaching license upon receiving the following:

 - ~~4.06.1 An application requesting the licensure/endorsement area(s);~~
 - ~~4.06.2 Documentation that all program of study requirements (including Arkansas History when required); and~~
 - ~~4.06.3 Evidence that all State Board required assessments have been successfully completed.~~~~
 - ~~4.07 Teachers or administrators may add an additional licensure area (s) by testing out, only when they hold a content/standard/professional licensure area at the same level as the area being added.~~
 - ~~4.07.1 Added endorsements such as reading, library media, counselor, journalism, grade 5-6 endorsements, English as a Second Language, educational examiner, coaching, gifted and talented and administrative areas may not be used as a platform for adding other licensure areas by testing out.~~

- 4.08 ~~Teachers or administrators seeking to add exception areas shall complete an approved performance-based program of study and pass the State Board required assessment(s).~~
- 4.09 ~~Teachers or administrators seeking to add additional areas of licensure outside their level of licensure shall complete an approved performance-based program of study and pass the State Board required assessment(s).~~
- 4.10 ~~To add an area of licensure or endorsement for which there is not a State Board required specialty area assessment, a candidate shall successfully complete an approved performance-based program of study and the State Board required pedagogical assessment.~~
- 4.11 ~~In order to add an area of licensure/endorsement to a license in School Psychology Specialist, Speech Pathology, Adult Education or a Professional Technical Permit area only, the teacher shall complete a teacher preparation program of study to include a practicum/internship and the State Board required specialty area assessment(s), pedagogical assessment and basic skill assessments.~~
- 4.12 ~~Teachers or administrators adding Early Childhood P-4, Middle Childhood Math/Science and Language Arts/Social Studies 4-8 or Secondary Social Studies 7-12 to their valid Arkansas initial or standard teaching license shall have completed a three-credit hour course in Arkansas History in addition to the required testing and program of study when applicable.~~
- 4.13 ~~The Office of Professional Licensure reserves the right to amend and/or rescind an additional area of licensure that is issued in error.~~
- 4.14 ~~Additional areas/levels of licensure or endorsement shall be added to a valid Arkansas initial or standard/professional teaching license upon receiving documentation that all requirements have been met and upon receiving an application requesting the additional licensure area or endorsement.~~
- 4.15 ~~A content/standard area teaching license, as identified in the areas and levels of licensure and approved by the State Board of Education, shall be required in order to add licensure areas, endorsements or areas of educational administration.~~
- 4.16 ~~The Office of Professional Licensure has the authority to assist individual teachers seeking additional licensure areas for which there are no approved programs of study at any of Arkansas' Institute of Higher Education. Examples of such licensure areas to be include but not limited to are: Visual Specialist and Hearing Specialist.~~
- 4.17 ~~Beginning May 1, 2007, teachers that are adding P.E./Wellness/Leisure to a current Arkansas teaching license, shall receive the new licensure code numbers 235 for (P-8) and 236 for (7-12).~~

~~4.17.1 Teachers holding the new licensure code numbers 235 and/or 236 shall not be automatically approved to be employed as a coach in the public schools of Arkansas.~~

~~4.17.2 Teachers holding the new licensure code numbers 235 and/or 236 shall work under the ALP (Additional Licensure Plan) for the coaching endorsement (7-12) when employed as a coach.~~

~~—— 4.18 Teachers adding the endorsement areas of Guidance and Counseling or School Library Media shall document two years of classroom teaching experience in order to add these areas to a current Arkansas teaching license.~~

**~~ARKANSAS DEPARTMENT OF EDUCATION
PROPOSED RULES GOVERNING INITIAL AND
STANDARD/PROFESSIONAL ADMINISTRATOR AND ADMINISTOR—
ARKANSAS CORRECTIONAL SCHOOL LICENSURE
June 2010~~**

~~1.0 REGULATORY AUTHORITY~~

- 1.01 These shall be known as the Arkansas Department of Education Rules Governing Initial and Standard/Professional School Administrator Licensure.
- 1.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ ~~6-11-105, 6-17-402, 25-15-204 and 6-17-424.~~

~~2.0 PURPOSE~~

- 2.01 The purpose of these rules is to establish the requirements and procedures for obtaining an Initial or Standard/Professional Arkansas School Administrator License.

~~3.0 DEFINITIONS~~

~~—————For the purpose of these Rules~~

- 3.01 **~~Administrator License~~**—a license, issued by the state, which allows one to serve as an administrator in an Arkansas school district or other agency or organization requiring an administrator license (grade levels indicated). There are three types of administrator licenses available in Arkansas.
- 3.01.1 **~~Building Level Administrator~~**—a principal, assistant principal, or vice principal. (grade levels P-8 and/or 5-12)
- 3.01.2 **~~Building Level Administrator/ Arkansas Correctional School~~**—a principal, assistant principal, or vice principal. (grade levels 5-12) employed in the Arkansas Correctional Schools
- 3.01.3 **~~Curriculum/Program Administrator~~**—a school leader who is responsible for program development and administration, and/or employment evaluation decisions. Each Curriculum/Program Administrator License is limited to one of the following areas:
- 3.01.3.1 ~~Special Education (P-12)~~
- 3.01.3.2 ~~Gifted and Talented Education (P-12)~~

~~3.01.3.3 Career and Technical Education (grade levels 4-8, 7-12 and/or Post-Secondary)~~

~~3.01.3.4 Content Area Specialist (grade levels P-12)~~

~~3.01.3.4.1 The areas of licensure for Content Area Specialist are listed in the areas and levels of Licensure as approved by the State Board of Education.~~

~~3.01.3.5 Curriculum Specialist (grade levels P-12)~~

~~3.01.4 District Level Administrator—a superintendent, assistant/associate superintendent, or deputy superintendent. (grade level P-12)~~

~~3.02 Administrator Licensure Completion Plan (ALCP)—a plan filed with the office of Professional Licensure, which is designed to assist an individual who has been offered employment in an administrative position prior to completion of state Administrator Licensure requirements. An ALCP may be requested for any one of the three types of Administrator Licenses.~~

~~3.02.1 Administrators on an ALCP must participate in Induction for each year they are employed under an ALCP.~~

~~3.03 Advanced Program of Study—a state-approved administrator preparation curriculum (inclusive of a portfolio and internship) offered at an Arkansas college or university, which is based on the current leadership standards as adopted by the Arkansas State Board of Education. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions required of a District Level Administrator.~~

~~3.04 Area of Licensure—a particular content field as identified in, Areas and Levels of Licensure as approved by the State Board of Education.~~

~~3.05 Level of Licensure—The grade level parameters of an administrator licensure area such as P-8, P-12, 4-8, 5-12, or 7-12.~~

~~3.06 Beginning Administrator—an individual in his/her first one-to-three years as a school administrator who holds an Initial Building Level Administrator License, Initial Curriculum/Program Administrator License or is employed under an ALCP, and is pursuing a Standard Administrator License.~~

3.07 ~~Classroom Teaching Experience~~—Employment as the licensed classroom teacher of record

- 3.07.1 ~~Credit for one (1) year of classroom teaching requires a minimum of fifty percent of each day to be spent as a classroom teacher.~~
- 3.07.2 ~~One (1) year of classroom teaching experience shall equal a minimum of 120 days within a school year.~~
- 3.07.3 ~~Experience as an Educational Examiner, Adult Education, Athletic Director/Coaching, School Administrator, Speech Pathology (with the exception of Curriculum Program Administrators for Special Education) & School Psychology Specialist is not recognized as classroom teaching experience.~~
- 3.07.4 ~~Four (4) years of experience as a school counselor, or school librarian may be counted toward the total of four (4) years of classroom teaching experience for Building Level Administrator and Curriculum / Program Administrator for Curriculum (only).~~

3.08 ~~External Evaluator~~—a member of the portfolio review committee within an Arkansas college or university program of study, who is a practicing school administrator or a former school administrator holding a current administrator license, and not employed within the college or university department offering the program of study.

3.09 ~~Induction~~—a period of no less than one year and no more than three years, when a candidate is employed while holding an Initial Administrator License or those candidates employed under an ALCP, the mentoring support and accelerated professional development associated with the Initial Administrator License. The time of induction (minimum of one year, maximum of three years) concludes with the successful completion of the state-mandated assessment.

3.09.1 ~~Induction consists of:~~

- 3.09.1.1 ~~Completion of the ADE Mentoring Program for Administrators, including attendance at training sessions and working with a mentor while employed as an Administrator~~
- 3.09.1.2 ~~Successful completion of the state-mandated assessment for Administrators~~

- 3.10 **Initial Administrator License**—a license, issued by the state, which allows one to serve as either a beginning Building Level Administrator in a traditional P-12 setting, an Arkansas Correctional School setting, or Curriculum/Program Administrator in an Arkansas school district. This initial license is valid for no less than one, and no more than three years.
- 3.10.1 **Initial Building Level Administrator/ Arkansas Correctional School**—a licensed issued by the state which allows one to serve as a beginning building level administrator in an Arkansas Correctional School setting. This initial license is valid for no less than one, and no more than three years.
- 3.11 **Internship**—a practical administrative and/or curricular experience, within a program of study (based on NCATE standards), which provides the candidate with practice in a traditional P-12 school setting in the specific area of administration being sought. A separate internship is required for every area and level of administration sought.
- 3.12 **Mentor**—a licensed administrator certified in the state adopted mentoring model. Mentors are assigned to assist a beginning administrator by providing support and focused feedback with regard to skills, management, and professional behaviors.
- 3.13 **State Mentoring Program for Administrators**—support and focused feedback provided to a beginning administrator by an experienced licensed administrator that has been trained in the Arkansas mentoring model for administrators.
- 3.14 **Portfolio**—an accumulation of materials and documented experiences reflecting the competencies of the candidate with regard to Arkansas Administrator Licensure Standards as required by program of study. A separate portfolio is required for each area and level of administrator licensure sought. The portfolio will be assessed by the program of study faculty and at least one external evaluator to ensure program quality and integrity.
- 3.15 **Program of Study**—a state approved administrator preparation curriculum (inclusive of a portfolio and internship) offered at an Arkansas college or university, based on the current leadership standards as adopted

by the Arkansas State Board of Education. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions required of a Building Level, Curriculum/Program Administrator, and/or District Administrator.

3.16 **Standard Administrator License**—a renewable license, valid for five years, issued to candidates who have successfully completed all state-mandated licensure requirements for Building Level, Curriculum/Program or District Level Administrator.

3.17 **State-Mandated Licensure Assessments** the required assessment(s) used for the evaluation of administrators who are pursuing Standard administrator licensure.

3.17.1 Successful passing of the state-mandated licensure assessments is defined as meeting the state-adopted cut score for the appropriate licensure assessment.

— **3.18 Professional License**—A standard Arkansas Teaching License that is issued upon the request of a teacher who has documented the completion of a Master's Degree and three years of teaching experience or who has documented current National Board Certification.

3.19 Traditional P-12 Setting—Employment in a public, including the Arkansas Correctional Schools, or private school between P-12 grade levels (or) a setting preapproved by the Arkansas Department of Education.

4.0 REQUIREMENTS FOR OBTAINING AN INITIAL ADMINISTRATOR LICENSE

4.01 There are two types of Initial Arkansas school administrator licenses.

4.01.1 Building Level Administrator

4.01.2 Curriculum/Program Administrator (issued in one of five (5) areas)

4.01.2.1 Special Education

4.01.2.2 Gifted and Talented Education

4.01.2.3 Career and Technical Education

4.01.2.4 Curriculum Specialist

4.01.2.5 Content Area Specialist

4.01.2.5.1 The areas of licensure for Content Area

~~Specialist are listed in the Areas and Levels of Licensure as approved by the State Board of Education~~

~~4.02 To qualify for an Initial Administrator License a candidate shall:~~

~~4.02.1 Hold a current Arkansas Standard Teaching License,~~

~~4.02.1.1 For Curriculum/Program Administrator the license must be in the specialty area where applicable.~~

~~4.02.1.1.1 For Special Education, this includes Speech Language Pathologist (P-12) licenses.~~

~~4.02.2 Have a minimum of four years of classroom teaching experience,~~

~~4.02.2.1 For Building Level, three of the four years of teaching experience shall be classroom teaching experience, or experience as a school counselor or school librarian at the level at which the candidate is seeking licensure.~~

~~4.02.2.2 For Curriculum/Program Administrator, the four years of teaching experience shall be as follows:~~

~~4.02.2.2.1 Special Education—In the area of Special Education. Individuals holding a license in Speech Language Pathology through the ADE shall document a minimum of four (4) years of experience in a traditional P-12 setting.~~

~~4.02.2.2.2 Gifted and Talented—In the area of Gifted and Talented.~~

~~4.02.2.2.3 Career and Technical—In the area of Career and Technical.~~

~~4.02.2.2.4 Content Area Specialist—In the specific content area.~~

~~4.02.2.2.5 Curriculum Specialist—At any level or area as a classroom teacher, school librarian or school counselor.~~

~~4.02.3 Have completed a graduate degree in Educational Leadership from an Arkansas college or university that is regionally accredited and whose approved administrator education programs are NCATE accredited.~~

~~4.02.3.1 The appropriate program of study shall include an~~

~~internship and portfolio. Each area and level of administration granted requires a separate internship and portfolio as well as completion of the state mentoring program.~~

~~4.02.3.1.1 Internships shall be within the grade level of licensure sought and shall be above and/or below the grade levels of teaching experience for the grade level sought.~~

~~4.02.3.1.2 Candidates with teaching experience and internship in a public or private school setting shall receive the Initial Building Level Administrator license and shall be employable in a public or private school setting.~~

~~4.02.3.1.3 Candidates whose teaching experience and/or internship was earned within an Arkansas Correctional School (ACS) setting shall receive the Initial Building Level Administrator/ACS license and shall be employable as a Building Level Administrator only in an Arkansas Correctional School setting. Candidates shall be eligible for the Initial Building Level Administrator license that allows employment in a public or private school setting upon completion of the required teaching experience and/or internship within a public or private school setting.~~

~~4.02.3.2 For candidates holding a graduate degree in an area other than Educational Leadership, the institution of higher education will review their credentials to determine their individual needs. The candidates will complete a graduate level program of study based on their individual needs inclusive of an internship and portfolio based on the current leadership standards as adopted by the Arkansas State Board of Education to obtain an initial license.~~

~~4.02.3.2.1 A Master's Degree in an area other than~~

~~Educational Leadership shall be a Master's Degree in Education or a Master's Degree in a content/added endorsement/area as identified in the Areas and Levels of Licensure as approved by the State Board of Education.~~

- 4.03 ~~The Educational Leadership Chairperson and licensure officer at the college or university where the candidate was enrolled shall provide written evidence of degree or program of study completion.~~
- 4.04 ~~The Initial Administrator License shall be issued when a completed, appropriately signed, Initial License Application has been submitted to the offices of Professional Licensure at the Arkansas Department of Education. The application provides ADE with verification of:~~
- ~~4.04.1 current Arkansas Standard teaching license,~~
 - ~~4.04.2 required teaching experience,~~
 - ~~4.04.3 graduate degree,~~
 - ~~4.04.4 level of preparation, and~~
 - ~~4.04.5 completion of the program of study (inclusive of an internship and portfolio), verified by the Educational Leadership chairperson and licensure officer at the university attended.~~

~~5.0 GENERAL POLICIES AND PROCEDURES RELATING TO AN INITIAL ADMINISTRATOR LICENSE~~

- 5.01 ~~The Initial Arkansas Administrator License:~~
- ~~5.01.1 is valid for no less than one, and no more than three years,~~
 - ~~5.01.2 becomes effective as of date of issue~~
- 5.02 ~~Candidates who hold an Initial Administrator License, but are not employed as a Beginning Administrator for a period of three years, shall meet current program of study and assessment requirements for re-issuance of an Initial Administrator License.~~
- 5.03 ~~The Initial Administrator License shall become null and void and shall not be renewed at such time as the Administrator has been employed as an Administrator for three years and has not successfully completed Induction.~~

- 5.04 ~~Administrators employed under an Initial Administrator License shall participate in Administrator Induction.~~

~~6.0 REQUIREMENTS FOR OBTAINING A STANDARD/PROFESSIONAL ADMINISTRATOR LICENSE~~

- 6.01 ~~There are three routes for obtaining a Standard/Professional Arkansas Administrator License:~~

~~6.01.1 Conversion of an Initial license via Induction~~

~~6.01.2 Completion of the requirements of an ALCP~~

~~6.01.3 Conversion of an out-of-state Standard administrator license through reciprocity~~

- 6.02 ~~There are three types of Standard/Professional Arkansas Administrator Licenses:~~

~~6.02.1 Building Level Administrator~~

~~6.02.2 Curriculum/Program Administrator, issued in one of five areas~~

~~6.02.2.1 Special Education~~

~~6.02.2.2 Gifted and Talented Education~~

~~6.02.2.3 Career and Technical Education~~

~~6.02.2.4 Curriculum Specialist~~

~~6.02.2.5 Content Area Specialist~~

~~6.02.2.5.1 The areas of licensure for Content Area Specialist are listed in the Areas and Levels of Licensure approved by the State Board of Education.~~

~~6.02.3 District Level Administrator~~

- 6.03 ~~The requirements for each of the Standard/Professional Arkansas Administrator Licenses are as follows:~~

~~6.03.1 To qualify for the Standard/Professional Building Level Administrator License the candidate shall:~~

~~6.03.1.1 have been employed as a Building Level Administrator for a minimum of at least 50% of the day, in Arkansas for a minimum of one year~~

~~6.03.1.1 hold a current Arkansas Initial Building Level Administrator License or have completed all ALCP~~

~~requirements,~~

~~6.03.1.2 have completed Induction.~~

~~6.03.1.2.1 For candidates that meet all licensure requirements for both levels of building level administrator, only one induction shall be required to license at both levels.~~

~~6.03.1.3 successfully pass the state-mandated licensure assessment.~~

~~6.03.2 To qualify for the Curriculum/Program Administrator License the candidate shall:~~

~~6.03.2.1 have been employed as a Curriculum/Program Administrator for a minimum of at least 50% of the day, in Arkansas for a minimum of one year in the area of the initial license,~~

~~6.03.2.1 hold a current Arkansas Initial Curriculum/Program Administrator License in the license-specific specialty area or have completed all ALCP requirements.~~

~~6.03.2.2 have completed Induction.~~

~~6.03.2.2.1 A separate induction shall be required for each area of Curriculum / Program Administrator license.~~

~~6.03.2.3 successfully complete the state-mandated licensure assessment.~~

~~6.03.3 To qualify for the District Level Administrator License the candidate shall:~~

~~6.03.3.1 hold a current Standard/Professional Arkansas teaching license.~~

~~6.03.3.2 shall have met the classroom teaching experience requirement for Building Level Administrator and/or Curriculum/Program Administrator~~

~~6.03.3.3 hold a current Standard Building Level or Curriculum/Program Administrator License, with a minimum of one year experience as a Building Level or Curriculum Program Administrator.~~

~~6.03.3.4 have or complete a graduate degree (with a program of study reflective of the standards for District Level Administrator Licensure), or complete an advanced program of study reflective of the standards for District Level Administrator Licensure (both inclusive of an~~

internship and portfolio), from a regionally accredited college or university whose program of study is NCATE accredited,

6.03.3.5 successfully complete the state-mandated licensure assessment.

6.04 The authorized school district representative shall verify employment as an Administrator for a Standard Building Level or Curriculum/Program Administrator License candidate.

6.04.1 The Standard Building Level, Curriculum/Program Administrator, or District Level Administrator License will be issued when a completed, appropriately signed Standard License Application has been submitted to the office of Professional Licensure with verification that all requirements have been met

6.05 The Educational Leadership Chairperson and the Licensure Officer at the college or university where the candidate was enrolled shall verify the graduate degree and advanced program of study completion for Standard District Level Administrator License.

~~7.0 ADMINISTRATOR LICENSURE COMPLETION PLAN (ALCP)~~

7.01 The ALCP is the licensure route for an individual who has been offered employment in an administrative position in an Arkansas school district prior to completion of state Administrator Licensure requirements.

7.02 The ALCP is a plan filed with the office of Professional Licensure, which lists the requirements to be completed for licensure.

7.03 The ALCP is valid for a maximum of three years and is not renewable.

7.04 To qualify for an ALCP candidates shall:

7.04.1 Hold a current Arkansas Standard/Professional teaching license,

7.04.1.1 For Curriculum/Program Administrator the license must be in the specialty area where applicable.

7.04.2 have a minimum of four years of classroom teaching experience,

7.04.2.1 For Building Level, at least three of the four years teaching experience shall be classroom teaching

~~experience, or experience as a counselor or school librarian at the level at which the candidate is seeking the ALCP.~~

~~7.04.2.2 For Curriculum/Program Administrator, the four years of classroom teaching experience shall be as follows:~~

~~7.04.2.2.1 Special Education In the area of Special Education. Individuals holding a license in Speech Language Pathology through the ADE shall document a minimum of four (4) years of experience in a traditional P-12 setting.~~

~~7.04.2.2.2 Gifted and Talented In the area of Gifted and Talented.~~

~~7.04.2.1.3 Career and Technical In the area of Career and Technical.~~

~~7.04.2.1.4 Content Area Specialist In the specific content area.~~

~~————— 7.04.2.2.5 Curriculum Specialist At any level or area as a classroom teacher, school librarian or school counselor.~~

~~7.04.3 be enrolled and participating in the appropriate program of study through a regionally accredited Arkansas college or university whose Educational Leadership Program is NCATE accredited.~~

~~7.04.3.1 When it has been determined that a candidate is no longer attending class and working under an ALCP, the Educational Leadership chair is required to report it to the Office of Professional Licensure.~~

~~7.04.3.2 Candidates employed in an Arkansas public school under an ALCP shall file a waiver request to be employed out of their licensure area and shall make annual yearly progress as defined in section 4.04 through section 4.04.2.3 of the Rules Governing the Addition of Areas of Licensure or Endorsement each year they have been granted a waiver to be employed out of their licensure area.~~

~~—————7.04.3.2.1 The ALCP shall be considered null and void and further waiver requests to work under an ALCP shall be denied at such time as the candidate fails to make annual yearly progress.~~

~~7.04.4 be hired as a Beginning Administrator, in a traditional P-12 school setting, in an Arkansas school district. The position must be in the level/area of the license sought.~~

~~7.04.5 have or complete a graduate degree from a regionally accredited college or university in Arkansas whose Educational Leadership Program is NCATE accredited.~~

~~7.04.5.1 For Building Level and/or Curriculum/Program Administrator, that degree shall be a graduate degree.~~

~~7.04.5.2 For District Level, that degree shall be a graduate degree with a program of study reflective of the standards for District Level Administrator.~~

~~7.04.5.3 For candidates holding a graduate degree in an area other than Educational Leadership, the Institution of Higher Education shall review the candidate's credentials to determine individual needs. These candidates shall complete an individualized graduate level program of study (inclusive of an internship and portfolio) based on the leadership standards as adopted by the Arkansas State Board of Education.~~

~~7.04.5.4 In addition, for District Level, the candidate shall already hold a Standard Building Level or Curriculum/Program Administrator License.~~

~~7.04.5.5 A Master's Degree in an area other than Educational Leadership, shall be a Master's Degree in Education or a Master's Degree in a content/added endorsement/area as identified in the Areas and Levels of Licensure as approved by the State Board of Education.~~

7.05 The ALCP shall be verified by the Educational Leadership Chairperson

~~at the Arkansas college or university where the degree or program of study is offered.~~

~~7.06 The authorized school district representative where the candidate for the ALCP is employed shall verify employment and assure the appointment of the Beginning Administrator mentor.~~

~~7.07 The employing Arkansas school district shall file a completed ALCP with the offices of Professional Licensure within thirty days of hiring the beginning administrator under an ALCP.~~

~~7.08 While employed as a Beginning Building Level or Curriculum Program Administrator under an ALCP the candidate shall:~~

~~7.08.1 be assigned an ADE-certified administrator mentor with experience in the area/grade level being sought.~~

~~7.08.2 complete the Administrator Induction Program including attendance at all ADE training sessions for each year employed under the ALCP,~~

~~7.08.3 complete the program of study (inclusive of portfolio and internship),~~

~~7.08.4 successfully complete the state-mandated licensure assessment.~~

~~7.09 Administrator Induction will continue until all requirements are met (no less than one and no more than three years)~~

~~8.0 BEGINNING ADMINISTRATOR INDUCTION~~

~~8.01 All administrators holding an Initial Building Level Administrator License, an Initial Building Level Administrator/Arkansas Correctional School License, Curriculum/Program Administrator License or an ALCP, and are employed as beginning administrators, shall participate in Induction for no less than one year and no more than three years.~~

~~8.01.1 All Building Level and/or Curriculum/Program Administrators, with less than one-year administrative experience, will be mentored for a minimum of one year.~~

~~8.02 Induction includes:~~

- ~~8.02.1 participation in all Administrator Induction activities~~
 - ~~8.02.1.1 Having an assigned mentor for a minimum of one year~~
 - ~~8.02.1.2 Attending all ADE-sponsored training sessions for Administrators~~
- ~~8.02.2 Successfully completing the state-mandated assessment.~~
- ~~8.03 All Arkansas school districts shall complete and submit the ADE required School District Assurances Form to the Office of Teacher Quality at the Arkansas Department of Education no later than September 15 of each year.~~
- ~~8.04 Arkansas public school districts shall implement, support, and monitor the quality of mentoring as outlined in ADE Beginning Administrator Induction Guidelines.~~
- ~~8.05 All Arkansas School Districts shall:~~
 - ~~8.05.1 assign an ADE-certified administrator mentor with relevant experience to the Beginning Administrator within three weeks of employment of the Beginning Administrator;~~
 - ~~8.05.2 release Beginning Administrators and Mentors from the district to attend the mandatory statewide induction orientation and follow-up meetings held by ADE;~~
 - ~~8.05.3 adhere to mentoring guidelines developed by ADE, including distribution of professional development support funding within the parameters established by ADE;~~
 - ~~8.05.4 file annual reports, including:~~
 - ~~8.05.4.1 Beginning Administrator Mentor Pair Reporting Form submitted to the Office of Teacher Quality no later than September 15 of each year;~~
 - ~~8.05.4.2 Professional Learning Plan for each Beginning Administrator~~
 - ~~8.05.4.3 the end of year budget report to be submitted to the Office of Teacher Quality no later than June 30 of each year.~~
- ~~8.06 Mentoring allocations for the Beginning Administrator shall follow the administrator to a new employment site if the administrator continues in an Arkansas public school.~~
 - ~~8.06.1 If the administrator moves to a non-public school, leaves the profession, or leaves Arkansas, materials bought with state~~

~~mentoring allocations shall remain in the public school district where the administrator was last employed.~~

~~8.07 School districts that do not comply with these rules shall be placed in accredited-cited status for licensure deficiencies. Licensure deficiencies for these purposes are defined as:~~

~~8.07.1 failure to submit and implement an approved district mentoring plan,~~

~~8.07.2 failure to register all Beginning Administrators with the Office of Teacher Quality, and/or~~

~~8.07.3 failure to comply with established guidelines for assignment, support and monitoring of Beginning Administrators and mentors.~~

~~9.0 GENERAL POLICIES PERTAINING TO ALL LICENSES~~

~~9.01 Administrators who need a duplicate license shall submit a completed application form (indicating “duplicate”) and pay applicable fee to the office of Professional Licensure.~~

~~9.01.1 A duplicate license will be issued only for a license that is current.~~

~~9.02 All information and documentation submitted for an Arkansas Administrator License must be accurate, authentic and unaltered.~~

~~9.02.1 Any license issued as a result of a violation of the above-mentioned will be null and void.~~

~~9.03 The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas Administrator License that has been issued in error.~~

~~ARKANSAS DEPARTMENT OF EDUCATION~~
~~RULES GOVERNING INITIAL, STANDARD/ADVANCED LEVEL AND~~
~~PROVISIONAL TEACHER LICENSURE~~
~~July 2010~~

~~1.0 REGULATORY AUTHORITY~~

- ~~1.01~~** These shall be known as the Arkansas Department of Education Rules Governing Initial, Standard/Advanced Level and Provisional Teacher Licensure.
- ~~1.02~~** These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-17-410, 25-15-204, 6-17-411.

~~2.0 PURPOSE~~

- ~~2.01~~** The purpose of these rules is to establish the requirements and procedures for obtaining an Initial, Standard/Advanced Level or Provisional Teaching License.

~~3.0 DEFINITIONS~~

~~————— For the purpose of these Rules the following definitions shall apply.~~

- ~~3.01~~** **~~Area of Licensure~~**—a particular content field as identified in Appendix A, Areas and Levels of Licensure.
- ~~3.02~~** **~~Central Registry~~**—The Child Maltreatment Central Registry established within the Arkansas Department of Human Services, which contains records of cases on all true investigations determination of child maltreatment.
- ~~3.03~~** **~~Content/Standard Teaching Area~~**—refer to the specific subject areas listed under Integrated Curriculum Humanities, Integrated Science Curriculum, Integrated Visual and Performance Arts, Integrated Vocational Education, Integrated Physical Education and Health and Special Education as listed in the State Board Approved Levels and Areas of Licensure.
- ~~3.04~~** **~~Induction~~**—the period of time beginning with a teacher's first employment as the teacher of record in an Arkansas public school, cooperative, or agency that requires an Arkansas teaching license. The novice teacher, operating under an Initial License, is provided mentoring support and accelerated professional development during the Initial license period. It concludes with successful completion of the state mandated performance assessment. Induction shall not be less than one year and no more than three years.
- ~~3.05~~** **~~Initial Licensure~~**—The first teaching license issued to an applicant for teacher licensure. This license may a provisional, initial, or standard teacher license.

- 3.06 **Initial Teaching License**—a three-year teaching license, issued by the state, which allows one to teach in traditional P-12 setting.
- 3.07 **Level of Licensure**—the grade/age level parameter of the teaching license as identified in Appendix A, Areas and Levels of Licensure.
- 3.08 **Mentor**—a licensed teacher with a minimum of three years successful teaching experience who is trained in the state-adopted mentoring model. Mentors are assigned in their districts to assist a novice teacher by providing focused feedback with regard to instructional skills, classroom management, and professional behaviors.
- 3.09 **Mentoring**—the act of a certified mentor providing support and focused feedback to a novice teacher (through the state-adopted mentoring model) with the goal of enhanced instructional skills, competency, and professional development.
- 3.10 **Non-Traditional Licensure Program**—the teacher training program approved and administered by the Arkansas Department of Education, whose participants hold a minimum of a baccalaureate degree and are allowed to teach in an Arkansas school traditional P-12 setting via a Non-Traditional Provisional license.
- 3.11 **Novice Teacher**—any licensed teacher of record with less than one year of public school, or accredited private school, classroom teaching experience, not including student internship or substitute teaching.
- 3.12 **Performance Assessment**—an assessment tool used for evaluation of the classroom performance of a novice teacher, conducted by a trained assessor who utilizes a framework of essential teaching skills in which the novice teacher must demonstrate competency in an authentic classroom setting.
 - 3.12.1 Successful completion of the performance assessment is defined as meeting the state-adopted cut score and the cut score for each of the four Domains.
- 3.13 **Advanced Level License**—A standard Arkansas teaching license, that is issued upon request of a teacher who has documented the completion of a Master's Degree and three years of teaching experience or who has documented current National Board Certification.
- 3.14 **Program of Study**—a state-approved teacher preparation curriculum offered at an Arkansas college or university, based on the *Arkansas Licensure Standards*. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions for a particular licensure area and level.
- 3.15 **Provisional Teaching License**—A temporary one-year teaching license available to candidates who have not met all requirements for the Initial or Standard/Advanced Level Arkansas teaching licenses.

- 3.16 ~~Standard Non-Instructional Student Services License~~—a five-year renewable license, issued by the state, which allows one to practice in Arkansas public schools as a School Psychology Specialist or Speech Language Pathologist.
- 3.17 ~~Standard Teaching License~~—a five-year renewable license, issued by the state, which allows one to teach in Arkansas public schools.
- 3.18 ~~Teacher-of-Record~~—an instructional teacher employed under contract (in a licensed staff position) by a school district or other Arkansas agency or organization requiring an Arkansas teaching license.
- 3.19 ~~Traditional P-12 Setting~~—Employment in a public, including the Arkansas Correctional Schools, or private school between P-12 grade levels (or) a setting pre-approved by the Arkansas Department of Education.

~~4.0 REQUIREMENTS FOR OBTAINING AN INITIAL TEACHING LICENSE~~

- 4.01 ~~There are five routes for obtaining an Initial Arkansas teaching license.~~
 - 4.01.1 ~~Completion of a regionally accredited and NCATE approved, Arkansas college/university teacher preparation program;~~
OR
 - 4.01.2 ~~Completion of a college/university teacher preparation degree program that holds regional/national accreditation recognized by the U.S. Department of Education or Council for Higher Education Accreditation and whose teacher preparation program is accredited by a national accrediting body that is recognized by the U.S. Department of Education, Council for Higher Education Accreditation or that is state approved.~~
OR
 - 4.01.3 ~~Completion of the Arkansas Department of Education Approved Non-Traditional Licensure Program;~~
OR
 - 4.01.4 ~~By Reciprocity~~
OR
 - 4.01.5 ~~Conversion of a Provisional license~~
- 4.02 ~~An Initial Arkansas teaching license shall be issued when the following has been submitted to the office of Professional Licensure:~~
 - 4.02.1 ~~A completed application for Initial licensure.~~
 - 4.02.2 ~~An official score report reflecting current passing scores, as approved by the State Board of Education, on all state required assessments for Initial licensure (the basic skills assessment [all parts], the state required content~~

~~area assessment(s) for the specific licensure area(s) sought, and the state required pedagogical assessment).~~

~~4.02.3 Documentation that the candidate has successfully completed the required background checks by the Arkansas State Police and Federal Bureau of Investigation as required by Ark. Code Ann. § 6-17-410.~~

~~4.02.4 Documentation that the applicant has requested and cleared a child maltreatment central registry check to be conducted by the Department of Human Services as required by law.~~

~~4.02.5 Documentation reflecting completion of a teacher preparation program. This shall be:~~

~~4.02.5.1 Official transcripts reflecting a Bachelor's Degree (or Master's Degree when required) from:~~

~~4.02.5.1.1 A regionally accredited and NCATE approved, Arkansas college/university teacher preparation program~~

~~OR~~

~~4.02.5.1.2 Completion of a college/university teacher preparation degree program that holds regional/national accreditation recognized by the U.S. Department of Education or Council for Higher Education Accreditation and whose teacher preparation program is accredited by a national accrediting body that is recognized by the U.S. Department of Education, Council for Higher Education Accreditation or that is state approved.~~

~~OR~~

~~4.02.5.1.3 Verification from the Arkansas Non-Traditional Licensure Program.~~

~~4.03 The Initial Arkansas Teaching License application must be signed and verified by the Licensure Officer from the Arkansas college or university where the approved teacher preparation program was completed, or by the designated representative of the Non-Traditional Teacher Licensure Program.~~

~~4.04 The Initial Arkansas teaching license shall be issued only for those areas and levels of licensure that have been approved by the State Board of Education (Appendix A, Areas and Levels of Licensure).~~

~~4.05 Candidates may obtain concurrent licensure in more than one licensure/endorsement area.~~

~~4.06 Candidates seeking Initial licensure in Early Childhood Education (P-4), both Middle School integrated areas (4-8) or Secondary Social Studies (7-12), shall complete a~~

~~three-credit-hour course in Arkansas History in addition to the required testing and program of study when applicable.~~

~~4.07 Candidates seeking Initial licensure in Special Education must complete concurrent licensure in a general education area at the same level as the Special Education license.~~

~~4.07.1 If the Special Education level is 4-12, the individual shall have a choice of concurrent licensure in a general education area at the 4-8 or 7-12 levels.~~

~~4.08 Candidates who completed an Arkansas teacher preparation program but never received a Standard teaching license (when it has been **longer than five years** since program completion) shall meet current requirements for an Initial license.~~

~~5.0 GENERAL POLICIES AND PROCEDURES RELATING TO AN INITIAL TEACHING LICENSE~~

5.01 The Initial Arkansas teaching license:

5.01.1 ~~is valid for no less than one and no more than three years;~~

5.01.2 ~~expires three years from the effective date, unless requirements for a Standard teaching license are met; and~~

5.01.3 ~~requires that all Novice Teachers participate in Induction.~~

5.02 ~~Additional areas and levels of licensure may be added to the Initial Arkansas teaching license.~~

5.03 ~~The beginning and expiration dates of an Initial teaching license shall not change upon adding additional licensure areas or advanced degrees.~~

5.04 ~~The grade level and license/teaching area are reflected on the Initial Arkansas Teaching license.~~

5.05 ~~The degree a teaching license is based upon shall be reflected on the Initial Arkansas Teaching license.~~

5.06 ~~Advanced degrees shall not be reflected on the Initial teaching license unless that degree is designated on the official transcript as an education degree or a degree in a content teaching area as approved by the State Board of Education. The degree must be from an institution of higher education holding regional/national accreditation recognized by the U.S. Department of Education, or the Council for Higher Education Accreditation. If the degree is a teacher preparation degree it must be from a program that holds national accreditation recognized by the U.S. Department of Education, the Council for Higher Education Accreditation, or be state approved.~~

5.07 ~~Teachers who hold an Initial Arkansas teaching license shall complete induction while teaching primarily in the general education area of licensure.~~

- ~~5.07.1 Upon successful completion of induction, the candidate shall be awarded a standard license for all general education and endorsement areas reflected on the initial teaching license.~~
- 5.08 Candidates receiving Initial, concurrent licensure in a general education area and the endorsement area of coaching shall complete Induction in the general education area. ~~Coaching shall not be the primary area of teaching during induction.~~
- 5.09 ~~The Initial Arkansas teaching license shall become effective upon date of issue. The Initial Arkansas teaching license shall expire three years from the effective date as reflected on the Initial teaching license.~~
- 5.10 Teachers holding an Initial Arkansas teaching license, who have not been employed as teacher of record for up to three years (and have therefore not successfully completed Induction), may re-apply for the three-year Initial Arkansas teaching license through the Office of Professional Licensure.
- 5.11 ~~A teacher shall have three years while employed as teacher of record to successfully complete Induction (mentoring and Praxis III – performance assessment) and convert the three-year Initial Arkansas teaching license to the Standard/Advanced Level five-year teaching license.~~
- 5.12 Teachers that were employed for three years as teacher of record while holding an Initial Arkansas teaching license and did not successfully complete Induction shall be eligible for a one-time, non-renewable, One-Semester Permit upon meeting the following requirements:
-
- ~~5.12.1 The teacher shall submit an application for the One-Semester Permit.~~
- 5.12.1.1 ~~The Initial Arkansas teaching license shall not have been expired longer than two years at the time of application.~~
- 5.12.1.2 ~~The teacher shall provide verification of having been employed as the teacher of record for three years.~~
- 5.12.1.3 ~~The application shall not be processed when received later than the registration deadline for the state mandated performance assessment for either the Fall or Spring Semester.~~
- 5.12.1.4 ~~The teacher shall be employed as teacher of record.~~
- 5.12.1.5 ~~The teacher shall pay the current fee that covers the cost of the state mandated performance assessment.~~

- ~~5.13 Teachers employed under the One Semester Permit shall not be deemed Highly Qualified for the semester employed.~~
- ~~5.14 The One Semester Permit shall be effective for only the Fall or Spring semester of the school year issued.~~
- ~~5.15 The Standard/Advanced Level teaching license shall be issued to the holder of the One Semester Permit upon verification by the Arkansas Department of Education that the Induction requirements have been completed.~~
- ~~5.16 The Initial Arkansas teaching license shall not be issued for the Non-Instructional Student Services and Professional & Technical areas.~~
- ~~5.17 Beginning May 1, 2007, all teachers licensing in P.E./Wellness/Leisure shall receive the new licensure code numbers 235 for (P-8) and 236 for (7-12).~~
 - ~~5.17.1 Teachers holding the new licensure code numbers 235 and/or 236 shall not be automatically approved to be employed as a coach in the public schools of Arkansas.~~
 - ~~5.17.2 Teachers holding the new licensure code numbers 235 and/or 236 shall work under the ALP (Additional Licensure Plan) for the coaching endorsement (7-12) when employed as a coach.~~

~~6.0 REQUIREMENTS FOR OBTAINING A STANDARD/ADVANCED LEVEL TEACHING LICENSE~~

~~6.01 Requirements for a Standard/Advanced Level teaching license are:~~

- ~~6.01.1 Transcripts reflecting the completion of a Bachelor=s Degree (Master=s Degree when required) from a regionally accredited and NCATE approved, Arkansas college/university teacher preparation program.~~
 - ~~OR~~
 - ~~6.01.1.1 Transcripts reflecting the completion of a Bachelor's Degree (Master's Degree when required) from a college/university holding regional/national accreditation recognized by the U.S. Department of Education or the Council for Higher Education Accreditation and whose teacher preparation program is accredited by a national accrediting body recognized by the U.S. Department of Education, Council for Higher Education Accreditation or that is state approved.~~
- ~~6.01.2 Passing the required basic skills assessment (all parts);~~
- ~~6.01.3 Passing the required content area assessment(s) for the specific licensure area and level sought;~~

~~6.01.4~~ Passing the required pedagogical assessment(s);

~~6.01.5~~ Successful completion of Induction (mentoring and performance assessment); and

~~6.01.6~~ Successful clearance of background checks performed by the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann. § 6-17-410.

~~6.01.7~~ Successful clearance of the child maltreatment central registry check performed by the Arkansas Department of Human Services.

~~6.02~~ Candidates for a Standard/Advanced Level teaching license in the areas of Early Childhood Education (P-4), both Middle School integrated areas (4-8) or Secondary Social Studies (7-12) must have completed a three credit hour course in Arkansas History in addition to the required testing and program of study when applicable.

~~6.03~~ Candidates for a Standard/Advanced Level teaching license in the Non-Instructional Student Service areas of Speech Language Pathologist shall complete the following requirements:

~~6.03.1~~ Completion of a Master's Degree in Speech Pathology from a college/university holding regional/national accreditation recognized by the U.S. Department of Education or the Council for Higher Education Accreditation and whose Speech Pathology program holds national accreditation recognized by the U.S. Department of Education or Council for Higher Education Accreditation.

~~6.03.2~~ Successful completion of the state required specialty area assessment for Speech Pathology.

~~6.03.3~~ Successfully clearing the required State Police, FBI, and Child Maltreatment Central Registry background checks as required by law.

~~6.03.4~~ Candidates for licensure in Speech Pathology shall not be eligible for a provisional teaching license.

~~6.04~~ Candidates for a Standard/Advanced Level teaching licensed in the Non-Instructional Student Services Area of School Psychology Specialist shall meet the following requirements:

~~6.04.1~~ Completion of an advanced degree in School Psychology or completion of an advanced degree in counseling with a graduate level program of study in School Psychology from a college/university holding regional /national

~~accreditation recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.~~

~~6.04.2 The School Psychology program shall hold national accreditation recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.~~

~~6.04.3 Successful completion of the state required specialty area assessment.~~

~~6.04.4 Successfully clearing the required State Police, FBI, and Child Maltreatment Central Registry background checks as required by law.~~

~~6.04.5 Candidates for licensure as a School Psychology Specialist shall not be eligible for a provisional teaching license.~~

~~6.05 A content/standard teaching area may be added to the Speech Pathology or School Psychology specialist teaching license by meeting the following requirements.~~

~~6.05.1 Completion of a program of study to include an internship in the teaching area.~~

~~6.05.2 Successful completion of the required basic skills assessments, the required specialty area assessment(s) & the required pedagogical assessment at the appropriate level of licensure.~~

~~7.0 GENERAL POLICIES AND PROCEDURES RELATING TO A STANDARD/ADVANCED-LEVEL TEACHING LICENSE~~

~~7.01 The standard/advanced level teaching license shall be issued only for those areas and levels of licensure that have been approved by the State Board of Education.~~

~~7.02 The standard/advanced level teaching license shall be a renewable teaching license, valid for a period of five years.~~

~~7.03 The standard/advanced level teaching license shall become effective January 1 of the year it is issued and shall expire December 31 of the fifth year.~~

~~7.04 The standard/advanced level teaching license will reflect all general education and endorsement areas reflected on the Initial teaching license.~~

~~7.05 Additional areas and levels of licensure may be added to the Standard/Advanced Level teaching license.~~

~~7.06 The beginning and expiration dates of a Standard/Advanced Level teaching license shall not change upon adding licensure areas or advanced degrees.~~

- 7.07** ~~The degree a teaching license is based upon shall be reflected on the Standard/Advanced Level teaching license.~~
- 7.08** ~~Advanced degrees shall not be reflected on the Standard/Advanced Level teaching license unless that degree is designated on the official transcript as an education degree, or a degree in a content teaching area as approved by the State Board of Education. The degree must be from an institution of higher education holding regional/national accreditation recognized by the U.S. Department of Education, or the Council for Higher Education Accreditation. If the degree is a teacher preparation degree it must be from a program that holds national accreditation recognized by the U.S. Department of Education, the Council for Higher Education Accreditation or be state approved.~~

8.0 — REQUIREMENTS FOR OBTAINING A PROVISIONAL TEACHING LICENSE

- 8.01** ~~A one-year (1084) non-renewable provisional teaching license shall be available for graduates of an Arkansas teacher preparation program who have not completed the following requirements:~~
- 8.01.1** ~~All required subject-specific and pedagogical assessments, and/or~~
 - 8.01.2** ~~A three-credit-hour Arkansas History course when required.~~
- 8.02** ~~A one-year (1084) non-renewable provisional teaching license shall be issued upon providing the following documentation:~~
- 8.02.1** ~~A completed application reflecting completion of an approved teacher preparation program from an Arkansas college or university;~~
 - 8.02.2** ~~Official transcripts reflecting the completion of a Bachelor's Degree (Master's Degree when required);~~
 - 8.02.3** ~~Successful completion of both parts of the required background checks (Arkansas State Police and Federal Bureau of Investigation);~~
 - 8.02.4** ~~Documentation that the applicant has requested and cleared a child maltreatment central registry check to be conducted by the Department of Human Services as required by law.~~
 - 8.02.5** ~~Score report reflecting successful completion of the state required basic skills assessment (all parts); and~~
 - 8.02.6** ~~Proof of employment on the verification of provisional licensure eligibility form indicating employing school district and hire date.~~

~~9.0 REQUIREMENTS FOR CONVERTING A PROVISIONAL TEACHING LICENSE TO AN INITIAL TEACHING LICENSE~~

- 9.01** ~~The one-year (1084) non-renewable provisional teaching license shall be converted to the three-year Initial teaching license when the following documentation has been submitted:~~
- 9.01.1** ~~A completed application for licensure requesting conversion of the provisional license;~~
 - 9.01.2** ~~Score reports reflecting successful completion of the required assessment(s), and/or~~
 - 9.01.3** ~~Official transcript reflecting the successful completion of a three-credit-hour Arkansas History course when required.~~

~~10.0 RULES PERTAINING TO NOVICE TEACHER INDUCTION~~

- 10.01** ~~All Novice Teachers employed as teacher of record in a traditional P-12 setting shall participate in Induction for no less than one year.~~
- 10.02** ~~Induction includes mentoring, and successful completion of the state-mandated performance assessment.~~
- 10.03** ~~The School District Induction Assurances Form is to be submitted to the Office of Teacher Quality at the Arkansas Department of Education no later than September 15 of each year.~~
- 10.04** ~~All Arkansas public schools or agencies who employ a novice teacher as a licensed teacher of record shall:~~
- 10.04.1** ~~Register all novice teachers in their employ and their mentors with the Office of Teacher Quality using the Induction Pairing Form no later than September 15th of each year;~~
 - 10.04.2** ~~Assign to the novice teacher a mentor teacher who is located in the same building, and who, as much as possible, has a compatible background in content area and level of licensure, is trained and certified in the state adopted mentoring model, and has at least three (3) years of successful teaching experience. Districts shall contact the Induction Program Advisor in the Office of Teacher Quality for consideration of any exceptions to these requirements.~~
 - 10.04.3** ~~Assign the mentor to the novice teacher within three weeks of the novice teacher's first contract day of the school year;~~

- 10.04.4** ~~Assign only one novice teacher per mentor teacher unless preapproved by the ADE to accommodate the additional mentoring responsibility, as approved by the Induction Program Advisor.~~
- 10.04.5** ~~Contact the Induction Program Advisor and provide information on the Induction Project Director that has been appointed by the school district no later than August 1 of each year who will act as the liaison for the program to ADE.~~

 - 10.04.5.1** ~~Project Directors are responsible for coordinating mentor assignments, oversight of mentoring funding appropriations and the district mentoring plan, approval of appropriate professional development expenditures for the novice teacher, and all written and fiscal reporting and communications to the ADE,~~
- 10.04.6** ~~Release mentors, novice teachers, and/or the Induction Project Director from the district to attend any mandatory statewide orientation or informational meetings held by the ADE,~~
- 10.04.7** ~~Notify the ADE, Office of Teacher Quality within 15 days of any personnel changes that might affect annual mentoring budget allocations (such as hiring of a novice teacher midyear, or a novice teacher resigning midyear and being replaced by an experienced teacher for whom mentoring is not appropriate); and~~
- 10.04.8** ~~Submit the End of Year Budget Report Form on line, reflecting Induction expenditures, no later than June 30th each year.~~
- 10.05** ~~For the teacher to be eligible for the Standard/Advanced Level Teaching license, Induction shall be completed by the teacher within three years, while the teacher is employed as teacher of record.~~
- 10.06** ~~Novice teachers become eligible to participate in the state-mandated performance assessment after a minimum of six months employed and mentored as teacher of record.~~

 - 10.06.1** ~~To take the performance assessment candidates shall notify Office of Teacher Quality by following current standard application procedures.~~
- 10.07** ~~All Arkansas School Districts shall implement, support, and monitor the quality of mentoring as outlined in ADE Induction Guidelines.~~

 - 10.07.1** ~~Implementation of the district mentoring plan shall include~~

 - 10.07.1.1** ~~Selecting mentor candidates according to the Arkansas Mentor Qualifications form; and~~

~~10.07.1.2 Providing a trained certified mentor for each novice teacher.~~

~~10.07.2 Support includes:~~

~~10.07.2.1 Providing a minimum of 2 hours every two weeks of released time (on average) during the contract day for the mentor and novice teacher to work together,~~

~~10.07.2.2 Assisting the novice and mentor to schedule focused observations and professional development activities, and~~

~~10.07.2.3 Providing activities for mentors and novice teachers, which engage them in collaborative dialogue, problem solving, and professional development.~~

~~10.07.3 The quality of the District Induction Program is assessed by monitoring.~~

~~10.07.3.1 A trained monitor, sent from the ADE, interviews the Project director and novice teacher-mentor pair.~~

~~10.07.3.2 The required mentoring documentation shall be collected by the district Project Director, and reviewed by the ADE monitor.~~

~~10.07.4 All observation documents shall be collected by the Project Director.~~

~~10.07.4.1 At the end of the school year the Professional Growth Plan and Observation forms would become the sole possession of the novice teacher and shall not be utilized for employment decisions or employment evaluation decisions.~~

~~10.08 Mentoring observational information shall not be utilized in any way for employment decisions unless students are at risk, either physically or emotionally.~~

~~10.09 School districts shall distribute any associated mentoring support funding within the parameters established by the Arkansas Department of Education.~~

~~10.10 Mentor teachers shall perform a minimum of three (3) formal classroom observations per school year for novice teachers and provide feedback focused on increased professional growth.~~

~~10.10.1 All observations, both formal and informal, shall be noted on forms as designated by the Arkansas Department of Education.~~

~~10.11 Materials purchased by the novice with mentoring funding shall follow the novice teacher to a new teaching assignment if the novice teacher continues teaching in an Arkansas public school.~~

~~10.11.1 If the novice teacher chooses to teach in a non-public school, leave the profession of teaching, or teach out of the state of Arkansas, materials bought with state mentoring allocations shall remain in the public school district in which the novice teacher was last employed.~~

~~10.12 Performance Assessment School districts shall:~~

~~10.12.1 Provide released time for the novice teacher to participate in the performance assessment for Standard licensure.~~

~~10.12.2 Provide released time for Assessors from the district to attend mandatory statewide meetings required by the Arkansas Department of Education.~~

~~10.12.3 Provide released time for Assessors from the district to conduct a minimum of two performance assessments per semester.~~

~~10.12.4 Not dictate when the novice teacher takes the performance assessment; and~~

~~10.12.5 Not use the performance assessment results for contract renewal or dismissal purposes.~~

~~10.13 Novice~~

~~10.13.1 A novice teacher applying for the performance assessment must teach in an a traditional Arkansas public or private school in grades P-12~~

~~10.13.2 Teachers in distance learning labs will follow the protocol for distance learning lab observations.~~

~~10.13.3 Novice teachers must teach a class or small group of students without any other licensed teacher present (except the Assessor)~~

~~10.13.4 A novice teacher may have an instructional aide (non licensed teacher) present in the room if he or she is normally scheduled to be present and does not contribute to class discipline.~~

~~10.13.5 Any novice teacher who is unsuccessful in the performance assessment will automatically be assigned a highly trained mentor and will receive mentoring with financial support for another year.~~

~~10.13.6 A novice teacher may re-take the performance assessment each semester until the three year license expires.~~

~~10.13.7~~ Arkansas Department of Education Office of Teacher Quality will fund the first attempt to pass Praxis III assessment. Any remaining attempts will be paid for by the Novice Teacher.

~~10.13.8~~ The novice teacher will receive copies of the assessment summary statements and the Superintendent receives the scores by domain.

~~10.13.9~~ If a novice whose Initial license expires prior to passing the performance assessment, the novice teacher may apply through the Office of Professional Licensure for a one semester permit.

~~10.13.9.1~~ The novice teacher must take the performance assessment within that six month window.

~~10.13.9.2~~ The novice teacher will incur the cost of the performance assessment plus a financial penalty.

~~10.13.9.3~~ If the novice teacher is not successful at the performance assessment within the six months, the novice teacher will not be allowed another opportunity. This results in the permanent loss of licensure.

~~10.14~~ School districts that do not comply with these rules shall be placed in accredited cited status for licensure deficiencies. Licensure deficiencies for these purposes are defined as:

~~10.14.1~~ Failure to register all novice teachers with the Office of Teacher Quality, and/or

~~10.14.2~~ Failure to comply with established guidelines for assignment, support, and monitoring of mentor teachers and novice teachers.

~~10.14.3~~ Failure to submit all appropriate documentation.

~~10.15~~ Project Director's Stipend

~~10.15.1~~ As funds are available school district personnel who serve as Project Directors for the Induction programs will be compensated with a stipend via a sliding scale (currently not to exceed \$1,000) based on the number of novice teachers and beginning administrators in the district.

~~11.00~~ GENERAL POLICIES PERTAINING TO ALL LICENSES

~~11.01 Teachers who need a duplicate Arkansas teaching license must submit a completed application form (indicating “duplicate”) to the office of Professional Licensure and appropriate fee.~~

~~11.01.1 A duplicate license will be issued only for a license that is current.~~

~~11.02 All information and documentation submitted for an Arkansas teaching license must be accurate, authentic, and unaltered.~~

~~11.02.1 Any license issued as a result of a violation of the above-mentioned will be null and void.~~

~~11.03 The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas Teaching License that has been issued in error.~~

~~11.04 Teachers holding a provisional or initial teaching license who have never completed a Child Maltreatment Central Registry check shall do so at the conversion, of their provisional or initial teaching license to the standard teaching license.~~

**ARKANSAS DEPARTMENT OF EDUCATION
RULES AND REGULATIONS GOVERNING THE
LICENSURE OF SPEECH LANGUAGE PATHOLOGISTS
BY THE STATE BOARD OF EDUCATION**

1.00 Regulatory Authority

- 1.01 These regulations shall be known as the Arkansas Department of Education's regulations governing the provision of State Board of Education Licensure for Speech Language Pathologists.
- 1.02 These regulations are enacted pursuant to the State Board of Education's authority under Arkansas Code Annotated 6-17-402 (Supp. 1995).

2.00 Purpose

- 2.01 The purpose of these regulations is to set forth requirements for the provision of State Board of Education for Speech Language Pathologists.

3.00 General Requirements

- 3.01 An individual shall receive a license as a Speech Language Pathologist from the Arkansas Department of Education when the individual meets the following conditions:
 - 3.01.1 The individual has graduated with a Master's Degree from an accredited speech language pathology program and has taken the appropriate National Teacher's Examination (NTE) specialty examination and has scored at or above the cut-off score established by the Arkansas Department of Education.

~~ARKANSAS DEPARTMENT OF EDUCATION~~
~~RULES GOVERNING THE REQUIREMENTS AND PROCEDURES FOR RENEWING~~
~~A STANDARD/PROFESSIONAL ARKANSAS TEACHING LICENSE~~

~~February 2010~~

1.00 PURPOSE

- ~~—1.01—~~ The purpose of these rules is to establish the requirements and
—procedures for renewing a standard/professional Arkansas teaching license.

2.00 REGULATORY AUTHORITY

- ~~2.01~~ These rules are promulgated pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-17-402 et seq., 25-15-201 et seq., and Act 1173 of 2009.

3.00 DEFINITIONS ~~For purposes of these rules, the following terms shall be defined as follows:~~

- 3.01 Automatic Renewal** ~~The process of renewing the standard/professional teaching license for those teachers employed in a public school setting, who were teaching the school year prior to the expiration of their teaching license, and who have cleared at least one background check with Arkansas State Police and FBI, and who have met the requirements for professional development.~~
- 3.02 Central Registry** ~~The child maltreatment central registry established within the Arkansas Department of Human Services, which contains records of cases on all true investigation determinations of child maltreatment.~~
- 3.03 College Level Coursework** ~~Coursework taken from a regionally or nationally accredited college/university that is in the area of licensure (OR) professional education coursework at the current level of licensure (OR) educational technology/computer courses (OR) a combination of the above mentioned (OR) coursework taken to add additional areas to a current teaching license.~~
- 3.04 Educational Setting** ~~The employment setting where one is working as a teacher, librarian, counselor, administrator, educational consultant, or substitute teacher. This may be a public or private school, college/ university, educational co-op, Department of Education, adult education setting, or other agency or organization that employs licensed teachers in an educational setting.~~
- 3.05 Grace Period** ~~That period of time immediately following the expiration of a standard teaching license, not to exceed one calendar year, to meet general renewal requirements without additional penalties or assessments.~~

~~**3.06 Immediate Previous Year**—The spring and fall semester of the current calendar year, (OR) the spring semester of the current calendar year and the prior fall semester.~~

~~**3.07 Initial Teaching License** refers to a three-year teaching license, issued by the state, which allows one to teach in Arkansas public schools.~~

~~**3.08 Standard Teaching License** refers to a five-year renewable license, issued by the state, which allows one to teach in Arkansas public schools.~~

~~**3.09 Teacher**—An individual who holds a standard/professional Arkansas teaching license (including expired and current), inclusive of educational administration, standard teaching areas, approvals, non-instructional student services, adult education, added endorsements and professional and technical licensure areas.~~

~~**3.10 Teaching Experience**—That time period of experience gained while working in an educational setting as a teacher, librarian, counselor, administrator, educational consultant, or substitute teacher.~~

~~**3.11 Professional Development**—A coordinated set of planned, learning activities for teachers that are standards-based and that meet the required Focus Areas for Professional Development and the Approved Professional Development Activities requirements as identified in the Arkansas Department of Education Rules Governing Professional Development (July 2005).~~

~~**3.12 Year of Teaching Experience**—A year of teaching experience shall be a minimum of 120 days per school year or calendar year while employed in an educational setting.~~

~~**3.13 Retired Teacher**—A teacher who has retired and is actively drawing benefits from the Teacher Retirement System.~~

~~**3.14 Professional Teaching License**—A standard Arkansas teaching license that is issued upon the request of a teacher who has documented the completion of a Master's Degree and three years of teaching experience or who has documented current National Board Certification.~~

~~**3.15 Initial Licensure**—The first license issued to an applicant for teacher licensure. The first license issued may be a provisional, initial, or standard teaching license.~~

~~**4.00 GENERAL RENEWAL REQUIREMENTS FOR A STANDARD/PROFESSIONAL ARKANSAS TEACHING LICENSE AND FOR A LICENSE THAT HAS BEEN EXPIRED LESS THAN ONE YEAR AND FOR RETIRED TEACHERS.**~~

~~**4.01** Teachers holding a current, standard/professional Arkansas teaching license may renew that license upon meeting the following general renewal requirements.~~

4.01.1 ~~Teachers not teaching in a public school setting or teachers that have not met requirements for the automatic renewal of their teaching license shall submit an application for the renewal of their teaching license to the Office of Professional Licensure.~~

4.01.2 ~~At the time of application, the teacher shall provide verification of the following requirements.~~

~~4.01.2.1 Teachers shall provide verification of sixty (60) clock hours of professional development annually, beginning with the 2005-2006 school year.~~

~~4.01.2.1.1 Teachers retiring prior to or after July 31, 2007, while holding a valid Arkansas teaching license, shall have professional development waived when:~~

~~4.01.2.1.1.1 The teacher has provided written documentation of having retired from teaching. This documentation shall be provided by the Arkansas Teacher Retirement System.~~

~~4.01.2.1.1.2 A teaching license that was valid at time of retirement has been expired less than one (1) year.~~

~~4.01.2.1.2 A teacher who retires while holding a valid teaching license, and returns to a licensed employment position with the public school district shall complete within the school year of the return to employment, the professional development required for the year in which the teacher returns and for each year thereafter while employed in the licensed position.~~

~~4.01.3 The teacher shall have successfully cleared all background checks as required by law.~~

~~4.01.3.1 Teachers who have successfully cleared the State Police and FBI background checks for licensure shall not be subject to another background check for the renewal of their teaching license.~~

~~4.01.4 The teacher shall also successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services as required by law.~~

~~4.01.4.1 Central registry checks are required for initial licensure and the teacher's first renewal.~~

~~4.01.4.2 Those teachers holding a one year provisional teaching license who have never completed a child maltreatment central registry check shall do so at~~

~~the conversion of their provisional teaching license to the standard teaching license.~~

~~4.01.5 Teachers renewing a standard/professional teaching license shall pay the required fee for renewal.~~

~~4.02 A one year, non-renewable provisional teaching license shall be issued to teachers that have not met general renewal requirements and to teachers whose license has been expired for less than one year, upon meeting the following requirements:~~

~~4.02.1 Submission of a completed licensure application form requesting the provisional license.~~

~~4.02.2 Teachers who have not successfully cleared the required State Police and FBI background checks shall do so.~~

~~4.02.2.1 Teachers who have successfully cleared the required State Police and FBI background checks for licensure, shall not be subject to another background check.~~

~~4.02.3 Teachers who have not requested and successfully clear a child maltreatment central registry check through the Department of Human Services shall do so as required by law.~~

~~4.02.3.1 Central registry checks are required for initial licensure and the teacher's first renewal.~~

~~4.02.3.2 Those teachers holding a one-year provisional teaching license who have never completed a child maltreatment central registry check shall do so at the conversion of their provisional teaching license to the standard teaching license.~~

~~4.02.4 The teacher shall verify employment on the Verification of Eligibility for Provisional Licensure form.~~

~~4.03 The one year, non-renewable provisional teaching license, shall be converted to the five year standard/professional teaching license upon meeting the following requirements~~

~~4.03.1 Submission of a licensure application form requesting the provisional teaching license be converted to the standard teaching license.~~

~~4.03.2 Written verification of completion of sixty (60) hours of professional development that was completed within one year of applying for the renewal of the teaching license, or within the year of provisional licensure if a provisional license was issued for employment.~~

~~_____ 4.03.3 Paying the required fee for renewal.~~

~~_____ 4.03.4 Documentation of having successfully cleared the child maltreatment central registry check when required.~~

~~5.00 REQUIREMENTS FOR THE RENEWAL OF A STANDARD/PROFESSIONAL TEACHING LICENSE THAT HAS BEEN EXPIRED FOR ONE (1) YEAR OR LONGER.~~

~~_____ 5.01 Teachers holding a standard/professional teaching license that has been expired for one (1) year or longer, shall have their license renewed provided they meet the following renewal requirements:~~

~~5.01.1 The teacher shall submit a completed application for the renewal of the teaching license to the Office of Professional Licensure.~~

~~_____ 5.01.2 Teachers shall successfully clear at least one State Police and FBI background check for their teaching license.~~

~~5.01.2.1 Teachers who have successfully cleared the required State Police and FBI background checks for licensure shall not be subject to another background check for the renewal of their teaching license.~~

~~5.01.3 The teacher shall also successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services as required by law.~~

~~5.01.3.1 Central registry checks are required for initial licensure and the teacher's first renewal.~~

~~5.01.3.2 Those teachers holding a one-year provisional teaching license who have never completed a child maltreatment registry check shall do so at the conversion of their provisional teaching license to the standard teaching license.~~

~~_____ 5.01.4 Teachers who have successfully completed a specialty area assessment in at least one licensure/endorsement area shall complete the following requirements:~~

~~_____ 5.01.4.1 Successfully complete the current state required specialty area assessment in at least one licensure/endorsement area.~~

~~_____ OR~~

- ~~5.01.4.1.1~~ Successfully complete six hours of college level coursework from a nationally/regionally accredited college or university.
- ~~5.01.4.2~~ Teachers who have successfully completed the current Praxis II Specialty Area assessment for a licensure/endorsement area shall not be allowed to retake that assessment to meet renewal requirements.
- ~~5.01.5~~ Teachers who have never successfully completed a specialty area assessment in at least one licensure/endorsement area shall successfully complete the current, state required specialty area assessment in at least one of their licensure/endorsement areas and successfully complete the current state required pedagogy assessment at their level of licensure. When the teacher holds licensure at different levels, they may complete the pedagogy assessment at the level of their choice.
- ~~5.01.6~~ Teachers whose license expired after 2005 shall provide verification of sixty (60) clock hours of professional development completed within one year of application for renewal or within the year of provisional licensure if a provisional license is issued for employment.
- ~~5.01.6.1~~ A teacher that was holding a valid Arkansas teaching license prior to or after July 31, 2007, at the time of retirement, but whose license has been expired longer than one (1) year, shall also meet requirements of 5.01.5.
- ~~5.01.7~~ Teachers shall pay the required fee for renewal.
- ~~5.01.8~~ A one year, non-renewable provisional teaching license shall be available for teachers not meeting general renewal requirements, and whose standard/professional Arkansas license has been expired for one year or longer upon meeting the following requirements.
- ~~5.01.8.1~~ The teacher shall submit a completed application for the provisional teaching license to the Office of Professional Licensure.
- ~~5.01.8.2~~ The teacher shall have successfully cleared the State Police and FBI background checks as required by law.
- ~~5.01.8.2.1~~ Teachers who have successfully cleared the required State Police and FBI background checks for licensure shall not be subject to another background check.

~~5.01.8.3~~ The teacher shall also successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services as required by law.

~~5.01.8.3.1~~ Central registry checks are required for initial licensure and the teacher's first renewal.

~~5.08.3.2~~ Those teachers holding a one-year provisional teaching license who have never completed a child maltreatment registry check shall do so at the conversion of their provisional teaching license to the standard teaching license.

~~5.01.8.4~~ The teacher shall verify employment on the Eligibility for Provisional Licensure form.

~~5.02~~ The one-year, non-renewable provisional teaching license shall be converted to the Standard/Professional teaching license upon meeting the following requirements:

~~5.02.1~~ For teachers who have successfully completed a specialty area assessment in at least one licensure/endorsement area:

~~5.02.1.1~~ Submission of a licensure application form requesting the conversion of the provisional teaching license.

AND

~~5.02.1.2~~ Verification of having successfully completed the required specialty area assessment;

OR

~~5.02.1.3~~ Verification of having successfully completed the six (6) hours of college-level coursework;

AND

~~5.02.1.4~~ Verification of having completed sixty (60) hours of professional development within one year of application for renewal or within the year of provisional licensure if a provisional license is issued for employment.

~~5.02.1.5~~ Verification of having paid the required fee for renewal.

~~5.02.2~~ For teachers who have not completed a specialty area assessment in at least one licensure/endorsement area:

~~5.02.2.1~~ Verification of having successfully completed the required specialty area assessment;

AND

~~5.02.2.2 Verification of having successfully completed the required pedagogy assessment at their level of licensure,~~

AND

~~5.02.2.3 Verification of having completed sixty (60) hours of professional development within one year of application for renewal or within the year of provisional licensure if a provisional license is issued for employment.~~

~~5.02.2.4 Verification of having paid the required fee for renewal~~

**~~6.00 POLICIES AND PROCEDURES FOR RENEWAL OF A QUALIFIED
CANDIDATE'S STANDARD/PROFESSIONAL ARKANSAS TEACHING
LICENSE~~**

~~6.01 The Arkansas standard/professional teaching license shall be renewed for a period of five years.~~

~~6.02 The effective date of a renewed teaching license shall be January 1 of the year following the expiration date of the license. See section 6.11.~~

~~6.03 The effective date of a renewed teaching license that has been expired longer than one year shall be January 1 of the year renewed.~~

~~6.04 A one year non-renewable provisional teaching license shall be available for teachers who have not met general renewal requirements, hold an expired teaching license, and are employed in a position by schools, and other agencies and organizations that require a current teacher license. Teachers shall have successfully cleared all background checks as required by law.~~

~~6.04.1 The one year provisional teaching license shall be available to those individuals employed as Teachers, Pathwise Mentors, Pathwise Monitors, Praxis III Assessors, Praxis III Assessor Trainers, Test Investigators, Scholastic Audit consultants, and others as defined by the Arkansas Department of Education.~~

~~6.05 The effective date of a one year, non-renewable, provisional teaching license shall be the hire date as documented by the employer.~~

~~6.06 The expiration date of a one year, non-renewable, provisional teaching license shall be one year from the hire date.~~

- 6.07** ~~The expiration date of a renewed standard/professional teaching license shall be December 31st of the fifth year.~~
- 6.08** ~~Individuals not teaching in a public school setting or individuals that have not met requirements for the automatic renewal of their teaching license shall submit an application for the renewal of their teaching license to the Office of Professional Licensure.~~
- 6.09** ~~Teachers applying for the renewal of their teaching license shall have successfully cleared all background checks as required by law and shall have successfully cleared the child maltreatment central registry check through the Department of Human Services as required by law.~~
- 6.10** ~~There shall be a grace period immediately following the expiration of a standard/professional teaching license, not to exceed one calendar year, to meet general renewal requirements without additional penalties or assessments.~~
- 6.11** ~~Applications for the renewal of a standard/professional Arkansas teaching license may be submitted to the Office of Professional Licensure as early as January 1 of the year of expiration.~~
- 6.12** ~~Coursework used for the renewal of a standard/professional teaching license shall be college level and from a regionally/nationally accredited college/university. The coursework shall be in the licensure area(s) held by the teacher (OR) professional education courses at the level of licensure held by the teacher (OR) basic computer/education technology courses (OR) coursework taken to add additional areas to a standard teaching license.~~
- 6.13** ~~Documentation of experience for renewal purposes shall be provided by a public school superintendent, director of human resources, or director of other agency/organization employing licensed teachers.~~
- 6.14** ~~Documentation of the required professional development for the renewal of a teaching license shall be provided by a public school superintendent, human resources director, or director of other agency/ organization employing licensed teachers.~~
- 6.15** ~~Teachers who did not meet renewal requirements that were established under Arkansas Code § 6-17-601 and 6-17-602 shall meet the renewal requirements that will be required of all teachers and shall be eligible for a one-year provisional teaching license.~~
- 6.16** ~~The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas teaching license that has been issued in error.~~

- ~~6.17 Teachers shall not lose areas or levels of licensure at renewal as a result of transitioning to the new areas and levels of licensure.~~
- ~~6.18 Professional development required for the renewal of a standard/professional teaching license shall not be in addition to professional development required to meet standards for accreditation.~~
- ~~6.19 Teachers shall be able to add partial years of experience during the previous five years to meet the general renewal requirements.~~
- ~~6.20 Professional development shall be required for the renewal of a standard/professional teaching license.~~
- ~~6.21 Teachers shall pay the required fee for the renewal of a standard/professional Arkansas teaching license.~~

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING TEACHER LICENSURE BY RECIPROCITY

June 2012

1.00 REGULATORY AUTHORITY

- 1.01** These rules shall be known as the Arkansas Department of Education Rules Governing Teacher Licensure by Reciprocity.
- 1.02** These regulations are enacted pursuant to the authority of the State Board of Education under Ark Code Ann. §§ 6-11-105, 6-17-402, 6-17-410, 6-17-424, 25-15-204, and Act 1178 of 2011.

2.00 PURPOSE

- 2.01** These rules amend the previous Rules Governing the Certification Laws and Regulations. These rules govern provisional, initial, standard, or advanced licensure through reciprocity.

3.00 DEFINITIONS For the purpose of these Rules, the following terms shall mean:

- 3.01 Additional Licensure Plan (ALP)** the recognized process for allowing a licensed teacher to be employed in an out-of-field teaching position while meeting the program of study requirements and/or assessment requirements for said position.
- 3.02 Advanced License** a Standard Arkansas teaching license that is issued upon the request of a teacher who has documented the completion of a Master's Degree and three years of teaching experience or who has documented current National Board Certification.
- 3.03 Building Level Administrator** a principal, assistant principal or vice principal.
- 3.04 Central Registry** The Child Maltreatment Central Registry established within the Arkansas Department of Human Services which contains records of cases on all true investigation determinations of child maltreatment.
- 3.05 Content/Standard Teaching Area** the specific subject areas listed under Integrated Curriculum Humanities, Integrated Science Curriculum, Integrated Visual and Performance Arts, Integrated Vocational Education, Integrated Physical Education and Health and Special Education as listed in the State Board Approved Levels and Areas of Licensure.
- 3.06 Curriculum/Program Administrator** an individual who is responsible for program development and administration, and/or employment evaluation

decisions. Each Curriculum/Program Administrator license is limited to the following areas:

~~3.06.1~~ — ~~Special Education;~~

~~3.06.2~~ — ~~Gifted & Talented Education;~~

~~3.06.3~~ — ~~Career and Technical Education;~~

~~3.06.4~~ — ~~Content Area Specialist in an area approved by the State Board of Education; or~~

~~3.06.5~~ — ~~Curriculum Program Administrator.~~

~~3.07~~ — ~~**District Level Administrator**— a superintendent, assistant or associate superintendent, or deputy superintendent.~~

~~3.08~~ — ~~**Endorsement**— teaching or administrative licensure areas, which require an initial, standard, or advanced teaching license, prior to the endorsement being added.~~

~~3.09~~ — ~~**Induction**— the period of time beginning with a teacher's or administrator's first employment as the teacher of record or administrator in an Arkansas public school, cooperative, or agency that requires an Arkansas Initial teaching or initial administrator license.~~

~~3.10~~ — ~~**Initial Teaching License**— a three (3)-year teaching license, issued by the State Board of Education, which allows the license holder to teach in Arkansas public schools.~~

~~3.11~~ — ~~**Level and Area of Licensure:**~~

~~———— a.) **Level** of licensure — the grade/age level parameters of the teaching license, such as P-4, 4-8, P-8, P-12, 7-12 and PS (post-secondary).~~

~~———— b.) **Area** of licensure — the particular content field, including but not limited to, Early Childhood, Middle Childhood Science/Mathematics, Social Studies, and Family and Consumer Sciences.~~

~~3.12~~ — ~~**Mentoring**— the act of a certified mentor providing support and focused feedback to a novice teacher/administrator through the state adopted mentoring model as a part of the Induction process.~~

~~3.13~~ — ~~**Novice teacher**— any licensed teacher of record with less than one (1) year of public school, or accredited private school, classroom teaching experience, not including student internship or substitute teaching.~~

- 3.14 ~~Performance Assessment~~**—an assessment tool used for evaluation of the classroom performance of a novice teacher, as part of the Induction process.
- 3.15 ~~Program of Study~~**—a curriculum offered at an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions for a particular licensure area and level.
- 3.16 ~~Provisional License by Reciprocity~~**—one (1) year teaching license that (may be renewable or non-renewable) allows a teacher coming from out of state or out of country to be employed as a teacher while completing all requirements necessary for the Initial, Standard, or Advanced teaching license. Applicants who have participated in, but not completed, an alternate route to licensure in another state are excluded from provisional licensure.
- 3.17 ~~Reciprocity~~**—the recognition of a teaching license from another state or country based on the terms of the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement for Educator Licensure or Arkansas rules governing licensure by reciprocity.
- 3.18 ~~Standard Non-Instructional License~~**—a five (5)-year renewable license, issued by the state, which allows one to practice in Arkansas public schools as a School Psychology Specialist or Speech Language Pathologist.
- 3.19 ~~Standard Teaching License~~**—a five (5)-year renewable license, issued by the State Board of Education, which allows the license holder to teach in Arkansas public schools.
- 3.20 ~~State Board Required Assessments~~**—specific performance—based assessments approved by the State Board of Education.
- 3.21 ~~Teacher of Record~~**—an individual who has been assigned lead responsibility for a student's learning in a subject/course with aligned performance measures.
- 3.22 ~~Teaching experience~~**—experience earned while employed as a licensed teacher, administrator, library media specialist, or counselor for a public or private school, agency or organization in a pre-kindergarten through grade 12 setting.

~~4.00 REQUIREMENTS FOR OBTAINING INITIAL, STANDARD, OR ADVANCED TEACHING LICENSE BY RECIPROCITY~~

~~4.01 Eligibility~~

~~4.01.1~~ Applicants holding a valid or expired, initial or standard teaching license from another state or country.

~~4.01.1.1~~ Applicants licensing in Added Endorsement Areas as identified in the Areas and Levels of Licensure holding or who have held a “content teaching area” of licensure.

~~4.01.1.2~~ Applicants holding a current, valid, standard teaching license or its equivalent issued by another state may choose to qualify for an Arkansas standard or advanced license under Section 12.0 of these Rules in lieu of the requirements of Section 4.0.

~~4.01.2~~ Any applicant that has completed a teacher preparation program from another state or country but did not license.

~~4.02 General Requirements~~

~~4.02.1~~ Teachers licensing through reciprocity with less than one year of teaching experience shall be issued an Initial / Provisional License and participate in the Induction Program (mentoring and the state mandated performance assessment

~~4.02.2~~ Any individual who holds a valid teaching license from another state, and who has not graduated from a college/university holding regional/national accreditation and/or a teacher preparation program that holds a national accreditation approved by the U.S. Department of Education, or that is a state approved preparation program, is not eligible for licensure in Arkansas.

~~4.02.3~~ Specialty area assessments required for out of state teacher licensure may be accepted for Arkansas teacher licensure.

~~4.02.4~~ Required assessments for Arkansas licensure through reciprocity shall be waived upon providing the following documentation:

~~4.02.4.1~~ Valid out-of-state teaching license as a teacher, administrator, library media specialist, counselor or in other compatible licensure areas as identified in the areas and levels of licensure as adopted by the State Board of Education.

4.02.4.2 ~~Three years of teaching experience as documented on school district, agency or organization letterhead.~~

~~_____~~ **OR**

4.02.4.3 ~~Score report reflecting a passing score for the Specialty Area Assessment(s) required for the out-of-state teaching license (OR) written verification from the licensing agency that the required Specialty Area Assessment(s) for licensure were successfully completed.~~

4.02.5 ~~All out of country applicants shall have their credentials evaluated by one of the ADE approved private credential evaluation agencies located in the United States.~~

~~_____~~ **4.02.5.1** ~~The private evaluation agency shall complete a course-by-course evaluation of the applicant's transcript, indicate the applicant's major area of study and document whether the applicant's degree is equivalent to one that would have been completed at an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.~~

~~_____~~ **4.02.5.2** ~~The private evaluation agency shall also document whether the professional preparation for teacher licensure out-of-country and the areas of teacher licensure represented by the out-of-country license are equivalent to a teacher preparation program in the United States that holds national accreditation approved by the US Department of Education, or that is state approved.~~

~~_____~~ **4.02.5.3** ~~This evaluation will determine eligibility for teacher licensure in Arkansas.~~

4.02.6 ~~Applicants from out of state or out of country with an expired license shall take and pass the Praxis II Specialty Area Test(s) for all areas of standard licensure and the Praxis II Principles of Learning and Teaching for the appropriate level of teacher licensure to be eligible for a standard Arkansas teaching license. Applicants with an expired license from out of state or out of country shall be eligible for a provisional license.~~

4.02.7 ~~Out-of-state applicants for teacher licensure whose current license was granted without a specialty area assessment or who cannot~~

~~document at least three years of teaching experience shall take and pass the Praxis II Specialty Area Test for all areas of standard licensure and endorsements and the Praxis II Principles of Learning and Teaching for one of their levels of teacher licensure.~~

~~**4.02.8** All candidates with licensure areas/endorsements from other states with reciprocity agreements through the National Association of State Directors of Teacher Education and Certification (NASDTEC) shall receive the Arkansas equivalent licensure area(s)/endorsements, provided all other licensure requirements have been met.~~

~~**4.02.9** Applicants from out-of-state or out-of-country with a license in special education or a related service area(s), i.e. Visual Specialist or Hearing Specialist, seeking a standard teaching license shall initially meet the standards established for such licensure in Arkansas to receive a standard teaching license. A one year, renewable twice, provisional teaching license shall be available for those applicants not meeting the established standards for special education licensure. The applicant shall meet the standards established for special education licensure within three years of receiving a provisional license to be in keeping with the "highest standards" of the Individuals with Disabilities Education Act Amendments of 1997 pertaining to qualified personnel. The Office of Special Education will assist the Office of Professional Licensure in identifying the course of action for meeting Arkansas standards for licensure in special education or related service area(s). The provisional license shall be converted to a standard or advanced license upon meeting the established standards including the required Praxis II Specialty Area Assessments for Arkansas special education licensure.~~

~~**4.02.10** Teachers and/or administrators being licensed in Early Childhood P-4, Middle Childhood 4-8 or Secondary Social Studies, shall complete a three-hour course in Arkansas History before receiving an initial, standard, or advanced Arkansas teaching license. A one-year, non-renewable provisional teaching license shall be available for those that have not completed the three-hour Arkansas History course.~~

~~**4.02.11** Applicants whose standard teaching area(s) are not recognized by Arkansas shall receive the teaching area and level that most closely parallels their out-of-state or out-of-country licensure area(s).~~

~~**4.02.12** Applicants whose endorsement(s) are not equivalent to an Arkansas endorsement area, shall take the required Praxis II Specialty Area Exam(s) for the Arkansas endorsement area(s) that most closely parallels their out-of-state or out-of-country endorsement area(s) in~~

~~order to add the Arkansas endorsement area(s) to their standard or advanced teaching license. In cases where the endorsement area does not have a subject specific Praxis II Specialty Area Exam, the applicant shall complete the prescribed program of study for the endorsement area and Praxis II Exam assigned to that endorsement area.~~

~~**4.02.13** Standard and advanced teaching licenses will become effective January 1 of the year the license is issued and shall expire December 31 of the last year the license is valid. A standard or advanced teaching license shall be valid for five years.~~

~~**4.02.14** Candidates who completed an out-of-state teacher preparation program but never licensed, shall meet the following requirements for their Initial Arkansas teaching license.~~

~~**4.02.14.1** Submit an application for teacher licensure.~~

~~**4.02.14.2** Submit documentation of having completed a teacher preparation program that holds national accreditation recognized by the U.S. Department of Education, or that is state approved.~~

~~**4.02.14.3** Submit an official transcript(s) reflecting the completion of a Bachelor's Degree (Master's Degree when required), from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.~~

~~**4.02.14.4** Document successful passing of the state required basic skills assessment(s), specialty area assessment(s) for each licensure/endorsement area, and pedagogical assessment for one of their levels of licensure.~~

~~**4.02.14.5** Successfully clear a background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann. § 6-17-410.~~

~~**4.02.14.6** Successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services.~~

~~**4.02.14.7** Successfully complete the three-hour, college level, Arkansas History course when required.~~

~~4.02.14.8~~ The initial teaching license shall be converted to the five-year standard Arkansas teaching license upon successful completion of Induction (mentoring and Praxis III-Performance Assessment).

~~4.02.15~~ Only the areas of licensure and/or endorsement listed on an out-of-state or out-of-country license shall be recognized for licensure through reciprocity.

~~4.02.16~~ Candidates from out of state that have completed a teacher education program and hold an initial or provisional teaching license shall meet the following requirements for their Arkansas three-year initial teaching license.

~~4.02.16.1~~ Submit an application for teacher license.

~~4.02.16.2~~ Submit an official transcript reflecting the completion of a teacher preparation program with a minimum of a bachelor's degree (Master's degree when required), from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation, or that is state approved. The specific program, as well as the institution shall meet these criteria.

~~4.02.16.3~~ Submit an official transcript reflecting the completion of a Bachelor's Degree (Master's Degree when required), from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

~~4.02.16.4~~ Document testing that was required for the out-of-state initial teaching license. When it cannot be documented that the applicant has met the requirements of Section 4.02.4 of these Rules, the applicant shall successfully complete the state required basic skills assessments(s), specialty area assessment(s) for each licensure/endorsement area and pedagogical assessment at one of their levels of licensure.

~~4.02.16.5~~ Successfully clear a background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann 6-17-410.

- 4.02.16.6** Successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services.
- 4.02.16.7** Candidates shall provide a copy of their out of state teaching license to the Office of Professional Licensure.
- 4.02.16.8** Candidates receiving the Initial Arkansas teaching license shall complete Induction (mentoring and Praxis III Performance Assessment).
- 4.02.16.9** Candidates shall successfully complete the three-hour, college level, Arkansas History course when required.
- 4.02.16.10** The initial teaching license shall be converted to the five-year, standard or advanced Arkansas teaching license upon the successful completion of mentoring and the Praxis III — Performance Assessment.
- 4.02.17** The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas teaching license that has been issued in error.
- 4.02.18** Candidates from out of state that have completed a teacher preparation program and hold a standard teaching license shall meet the following requirements for their five-year, standard or advanced Arkansas teaching license.
 - 4.02.18.1** Submit an application for teacher licensure.
 - 4.02.18.2** Submit an official transcript reflecting the completion of a Bachelor's Degree (Master's Degree when required), from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.
 - 4.02.18.3** Successfully clear a background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann 6-17-410.
 - 4.02.18.4** Successfully clear a child maltreatment central registry check to be conducted by Department of Human Services.
 - 4.02.18.5** Provide verification of three years of teaching experience or verification of having successfully passed

~~a specialty area assessment(s) required for the out-of-state teaching license.~~

~~**4.02.18.6** Candidates that cannot verify experience or testing shall successfully pass the state required specialty area assessment(s) for each licensure/endorsement area and pedagogical assessment at one of their levels of licensure.~~

~~**4.02.18.7** Candidates shall provide a copy of their out-of-state teaching license.~~

~~**4.02.18.8** Candidates shall pass the three-hour Arkansas History course when required.~~

~~**4.02.19** Candidates from out-of-state that have completed a teacher preparation program and hold either an expired initial or expired standard teaching license, shall complete the following requirements for their initial, standard, or advanced teaching license.~~

~~**4.02.19.1** Submit an application for teacher licensure.~~

~~**4.02.19.2** Submit an official transcript reflecting the completion of a Bachelor's Degree (Master's Degree when required), from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.~~

~~**4.02.19.3** Successfully clear a background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann 6-17-410.~~

~~**4.02.19.4** Successfully clear a child maltreatment central registry check to be conducted by Department of Human Services.~~

~~**4.02.19.5** Submit a copy of their expired out-of-state teaching license.~~

~~**4.02.19.6** Successfully pass the state required specialty area assessment for each licensure/endorsement area, and the state required pedagogical assessment for one of their levels of licensure.~~

- ~~4.02.19.7~~ Candidates shall successfully pass a three-hour, Arkansas history course when required.
- ~~4.02.19.8~~ Candidates receiving the initial Arkansas teaching license shall complete Induction (mentoring and Praxis III Performance Assessment).
- ~~4.02.19.9~~ The initial license shall be converted to the five-year, standard or advanced Arkansas teaching license upon the successful completion of mentoring and the Praxis III Performance.
- ~~4.02.19.10~~ Candidates holding an expired teaching license shall be eligible for a provisional teaching license.
- ~~4.02.20~~ Candidates who completed an out-of-country teacher preparation program shall meet the following requirements for their initial, Arkansas teaching license.
 - ~~4.02.20.1~~ Submit an application for teacher licensure.
 - ~~4.02.20.2~~ Document successful passing of the state required basic skills assessment, specialty area assessment(s) for each licensure/endorsement area, and pedagogical assessment at one of their levels of licensure.
 - ~~4.02.20.3~~ Successfully clear a background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann § 6-17-410.
 - ~~4.02.20.4~~ Successfully clear a child maltreatment central registry check to be conducted by Department of Human Services.
 - ~~4.02.20.5~~ Meet the requirements of section 4.02.6 of these rules.
 - ~~4.02.20.6~~ Successfully pass the three-hour college-level Arkansas History course when required.
 - ~~4.02.20.7~~ The initial teaching license shall be converted to the five-year, standard or advanced Arkansas teaching license upon successful completion of Induction (Mentoring and Praxis III Performance Assessment).
- ~~4.02.21~~ Candidates adding additional licensure/endorsement areas by reciprocity to a current Arkansas teaching license, shall meet the

~~requirements of the Rules Governing the Addition of Areas of Licensure or Endorsement.~~

~~**4.02.22** Candidates choosing not to transfer all licensure/endorsement areas by reciprocity when licensing initially in Arkansas, shall meet the requirements of the Rules Governing the Addition of Areas of Licensure or Endorsement if/when the candidate chooses to add those licensure/endorsement areas at a later date.~~

~~**4.02.23** All candidates for licensure by reciprocity shall clear the required State Police and Federal Bureau of Investigation background checks regardless of previous background checks already completed.~~

~~**4.02.24** All candidates for licensure by reciprocity shall clear a child maltreatment central registry check to be conducted by the Department of Human Services.~~

~~**4.02.25** Teachers licensing in P.E./Wellness/Leisure by reciprocity shall be given the licensure code numbers of 227 and/or 228 upon documentation of one year or more of prior coaching experience or eligibility to be employed as a coach.~~

~~**4.02.25.1** A coaching endorsement will not be added automatically to license with these codes, but the teacher will be allowed to coach.~~

~~**4.02.26** When prior coaching experience or eligibility to be employed as a coach cannot be documented, the new licensure code numbers for P.E./Wellness/Leisure of 235 and/or 236 shall be assigned.~~

~~**4.02.26.1** Teachers holding the new licensure code numbers of 235 and/or 236 shall not be automatically approved to be employed as a coach in the public schools of Arkansas.~~

~~**4.02.26.2** Teachers holding the new licensure code of 235 and/or 236, employed as coaches shall work under the ALP (Additional Licensure Plan) for the coaching endorsement (7-12).~~

~~**4.02.27** Individuals licensing as a Speech Language Pathologist shall meet the following requirements.~~

~~4.02.27.1 Document completion of a Master's Degree in Speech Language Pathology from a regionally accredited college/university.~~

~~4.02.27.2 Document successful passing of the required specialty area assessment.~~

~~4.02.27.3 Successfully clear the required State Police and FBI background checks.~~

~~4.02.27.4 Successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services.~~

~~4.02.28 Individuals licensing as a School Psychology Specialist shall meet the following requirements.~~

~~4.02.28.1 Document completion of an advanced degree in School Psychology from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation; or~~

~~4.02.28.2 Document completion of a Master's Degree in Counseling/Psychology with a graduate level program of study in School Psychology from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.~~

~~4.02.28.3 Document successful passing of the required Specialty area assessment.~~

~~4.02.28.4 Successfully clear the required State Police and FBI background checks.~~

~~4.02.28.5 Successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services.~~

~~4.02.29 The Office of Professional Licensure reserves the right to license individuals by Reciprocity that have met their state's degree/program of study requirements and testing requirement but have not fulfilled other ancillary requirements for licensure.~~

~~5.00 REQUIREMENTS FOR OBTAINING A PROVISIONAL TEACHING LICENSE BY RECIPROCITY~~

~~5.01 A one year non-renewable provisional teaching license shall be issued to:~~

~~5.01.1 Out of state or out of country applicants who:~~

~~5.01.1.1 Have completed a teacher preparation but have not licensed or,~~

~~5.01.1.2 Hold a provisional, initial, or standard teaching license and,~~

~~5.01.1.3 Have been required to take Arkansas History or State-required licensure assessments.~~

~~5.02 The one year non-renewable provisional teaching license shall be issued upon providing the following documentation, to the Office of Professional Licensure.~~

~~5.02.1 A completed licensure application form~~

~~5.02.2 Written documentation of transcript evaluation by a State approved, independent Evaluation agency located in the United States that meets the requirements of Section 4.02.6 of these rules.~~

~~5.02.3 Successfully clear the Arkansas State Police and Federal Bureau of Investigation background checks required by Ark. Code Ann. § 6-17-410.~~

~~5.02.4 Successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services~~

~~5.02.5 Official transcripts~~

~~5.02.6 Copy of out of state or out of country teaching license.~~

~~5.02.7 Proof of employment on the Verification of Provisional Licensure Eligibility Form that reflects the employing school district and hire date.~~

~~5.03 Eligibility for a one-year renewable (two times) provisional teaching license:~~

~~5.03.1 Out of state or out of country applicants who~~

~~5.03.1.1 Completed a teacher preparation program but have not licensed or,~~

5.03.1.2 Holds an initial, provisional, or standard teaching license and,

5.03.1.3 Holds licensure/endorsement area (s) that are not equivalent with Arkansas licensure/endorsement areas and,

5.03.2 Completion of one third of the program of study (coursework) shall be completed before renewing the provisional license for each of the two renewals allowed.

5.03.3 Completion of the program of study (coursework and testing) is required to convert the provisional to a standard or advanced Arkansas license.

~~**5.04** The one year renewable (two times) provisional teaching license shall be issued upon providing the following documentation.~~

~~**5.04.1** A complete licensure application form.~~

~~**5.04.2** Written documentation of transcript evaluation by a state approved, independent evaluation agency located in the United States that meets the requirements of Section 4.02.6 of these rules.~~

~~**5.04.3** Successfully clearing the State required Arkansas State Police and Federal Bureau of Investigation background checks.~~

~~**5.04.4** Successful clearance of a child maltreatment central registry check to be conducted by the Department of Human Services~~

~~**5.04.5** Official transcripts reflecting completion of one third of required coursework with no less than six hours per year.~~

~~**5.04.6** Copy of out of state or out of country teaching license.~~

~~**5.04.7** Proof of employment on the Verification of Provisional Licensure Eligibility Form that reflects the employing school district and hire date.~~

~~**5.05** Applicants wishing to renew the provisional teaching license shall submit the following.~~

~~**5.05.1** A completed application form~~

~~**5.05.2** Proof of employment on the Verification of Provisional Licensure Eligibility that reflects the employing school district and hire date.~~

5.05.3 Verification of having completed the required coursework the preceding year.

~~5.06~~ A provisional teaching license shall become effective for one year from the date the teacher/administrator is hired.

~~5.07~~ A provisional license shall not be issued to any person possessing a valid Arkansas initial, standard, or advanced teaching license.

~~6.00 REQUIREMENTS FOR CONVERTING A PROVISIONAL TEACHING LICENSE TO AN INITIAL, STANDARD, OR ADVANCED TEACHING LICENSE BY RECIPROCITY~~

~~6.01~~ The one-year non-renewable provisional teaching license shall be converted to the three-year Initial or five-year Standard or Advanced teaching license when the following documentation has been submitted to the Office of Professional Licensure.

~~6.01.1~~ A completed application for licensure requesting the conversion of the provisional teaching license.

~~6.01.2~~ Score reports reflecting successful completion of the state required basic skills assessment (all parts), specialty area assessment(s) and pedagogical assessment when required.

~~6.01.3~~ Official transcript(s) reflecting the successful completion of a three (3)-hour Arkansas History course when required.

~~6.02~~ The one-year renewable provisional teaching license shall be converted to the three-year initial or five-year standard or advanced teaching license when the following documentation has been submitted to the Office of Professional Licensure.

~~6.02.1~~ A completed application for licensure requesting conversion of the provisional to the three-year initial or five-year standard or advanced teaching license.

~~6.02.2~~ Official transcript reflecting successful completion of a three (3)-hour Arkansas History course when required.

~~6.02.3~~ Score report reflecting successful completion of state required content assessment(s), pedagogical assessment and basic skills assessments (all parts) when required.

~~6.02.4 Official transcript and documentation of successful completion of program of study (coursework) when required.~~

~~**7.00 REQUIREMENTS FOR CONVERTING AN INITIAL TEACHING LICENSE TO A STANDARD OR ADVANCED TEACHING LICENSE.**~~

~~**7.01** The three year initial teaching license shall be converted to the five year standard or advanced teaching license upon providing the following documentation.~~

~~**7.01.1** Verification of the successful completion of Induction (Mentoring and the Praxis III Performance Assessment).~~

~~**8.00 REQUIREMENTS FOR OBTAINING AN INITIAL BUILDING LEVEL OR CURRICULUM PROGRAM ADMINISTRATOR LICENSE BY RECIPROCITY**~~

~~**8.01 ELIGIBILITY**~~

~~**8.01.1** The applicant shall hold or have previously held a standard "teaching area" of licensure in another state or country.~~

~~**8.01.2** The applicant shall hold a valid Initial Administrator license or its equivalent in another state or country.~~

~~**8.01.2.1** There are two Initial Administrator licenses.~~

~~**8.01.2.1.1** Building Level Administrator,~~

~~AND~~

~~**8.01.2.1.2** Curriculum Program Administrator~~

~~**8.01.3** Applicants shall have completed a graduate degree from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.~~

~~**8.01.4** If the graduate degree is not in Educational Leadership, the applicant shall have completed in addition to the degree a graduate level Educational Leadership program of study at an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.~~

~~8.01.5~~ The applicant seeking licensure as an Initial Building Level Administrator shall have a minimum of four years of teaching experience.

~~8.01.5.1~~ Four (4) years of experience as a school counselor or library media specialist may be counted toward the total of four (4) years of classroom teaching experience for Building Level Administrator only.

~~8.01.6~~ The applicant seeking licensure as an Initial Curriculum Program Administrator shall have a minimum of four years of teaching experience.

~~8.01.7~~ Applicants for licensure as an Initial Curriculum Program Administrator shall also hold Arkansas licensure in the specialty area where applicable.

~~8.01.7.1~~ If the specialty area is an added endorsement area gained without a program of study, it will not serve as a platform for gaining the Curriculum Program Administrator License.

~~9.00 CONVERTING THE INITIAL BUILDING LEVEL ADMINISTRATOR LICENSE TO A STANDARD BUILDING LEVEL ADMINISTRATOR LICENSE~~

~~9.01~~ The Initial Building Level Administrator License shall be converted to a Standard Building Administrator license when:

~~9.01.1~~ A minimum of one year work experience as a Building Level Administrator is verified.

~~9.01.2~~ The applicant has completed one year of the state mentoring program for Building Level Administrators.

~~9.01.3~~ The applicant has passed and submitted a score report for the School Leaders Licensure Assessment.

~~9.02~~ If experience and/or testing and/or mentoring were completed out of state, and/or verified, they shall be waived in Arkansas.

~~10.00 CONVERTING THE INITIAL CURRICULUM PROGRAM ADMINISTRATOR LICENSE TO A STANDARD CURRICULUM PROGRAM ADMINISTRATOR LICENSE~~

~~10.00~~ The Initial Curriculum Program Administrator license shall be converted to a Standard Curriculum Program Administrator license when:

~~10.00.1 A minimum of one-year work experience as a Curriculum Program Administrator is verified.~~

~~10.00.2 The applicant has completed one year of the state mentoring program for Curriculum Program Administrator.~~

~~10.00.3 The applicant has passed and submitted a score report for the School Leaders Licensure Assessment.~~

~~10.02 If experience and/or testing and/or mentoring were completed out of state, and/or verified, they shall be waived in Arkansas.~~

~~11.00 REQUIREMENTS FOR ADDING ADDITIONAL AREAS OF LICENSURE/ENDORSEMENT BY RECIPROCITY~~

~~11.01 Applicants shall submit a completed application requesting the addition of the area(s) of licensure or endorsement.~~

~~11.02 Applicants seeking to add content teaching areas, adult education, added endorsement areas, non-instructional student services areas, and professional and technical areas to an Arkansas license by reciprocity shall meet the requirements of the Rules Governing the Addition of Areas of Licensure or Endorsement and/or rules governing a particular licensure/endorsement area.~~

~~11.03 Arkansas required Praxis Assessment(s) shall be waived upon providing documentation of having completed the specialty area assessment required for the out of state licensure area.~~

~~11.03.1 When testing was not required for the out of state teaching license, or the licensure area being added by reciprocity is incompatible with the equivalent Arkansas licensure/endorsement area, the applicant shall successfully complete the required Arkansas Praxis Assessment(s).~~

~~11.04 A Master's Degree in an area other than Education Leadership shall be a Master's Degree in Education or a Master's Degree in a content/added endorsement area as identified in the areas and levels of licensure as approved by the State Board of Education.~~

~~12.00 ACT 1178 OF 2011 STANDARD LICENSE RECIPROCITY~~

~~12.01 A teacher holding a current, valid, standard teaching license or its equivalent from another state may apply for and receive an Arkansas five-year Standard or Advanced Teaching License upon meeting the following requirements:~~

- ~~12.01.1 Provide a copy of the out-of-state teaching license to the Office of Professional Licensure;~~
- ~~12.01.2 Submit proof that the applicant is in good standing with the licensing state, and that the applicant has been in good standing with the licensing state during the most recent two (2) years of the applicant's teaching experience, if any;~~
 - ~~12.01.2.1 For the purpose of this section, "good standing" is defined as holding a current, unrestricted, non-probationary, non-provisional license to teach in the licensing state, with no ethics or similar proceedings pending against the license;~~
- ~~12.01.3 Successfully pass a criminal background check and Child Maltreatment Central Registry check;~~
- ~~12.01.4 Submit higher education transcripts evidencing the award of at least a bachelor's degree by an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation;~~
- ~~12.01.5 Submit reports evidencing all test scores required for licensing in the licensing state;~~
 - ~~12.01.5.1 This requirement to submit test scores may be waived by submitting documentation of three (3) years of teaching experience as documented on school district, agency, or organization letterhead;~~
- ~~12.01.6 Submit documentation of one (1) of the following:~~
 - ~~12.01.6.1 Completion of a program of teacher education at an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation; or~~
 - ~~12.01.6.2 Completion of a program of teacher education accredited by the National Council for Accreditation of Teacher Education (NCATE), Teacher Education Accreditation Council (TEAC), or Council for Accreditation of Educator Preparation (CAEP); or~~

~~12.01.6.3~~ Certification from the National Board of Professional Teaching Standards; and

~~12.01.7~~ Pay applicable licensure fees as established by the State Board of Education pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C).

~~12.02~~ An applicant seeking licensure in Early Childhood P-4, Middle Childhood 4-8 or Secondary Social Studies, shall successfully complete three (3) college credit hours in *Arkansas History* at an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation before receiving an Arkansas five-year Standard or Advanced Teaching License.

~~12.02.1~~ A one-year, non-renewable provisional teaching license shall be available for an applicant who has not completed the three-hour *Arkansas History* course.

~~12.03~~ An applicant whose standard teaching area(s) are not recognized by Arkansas shall receive the teaching area and level that most closely parallels their out-of-state licensure area(s).

~~12.03.1~~ If none of the Applicant's standard teaching area(s) parallel an Arkansas teaching area, the Office of Professional Licensure shall issue a license reflecting the same area reflected on the out-of-state license, with a notation that the identified license area is by reciprocity and is not an approved Arkansas teaching area.

~~12.04~~ Standard or advanced teaching licenses will become effective January 1 of the year the license is issued and shall expire December 31 of the last year the license is valid. A standard or advanced teaching license shall be valid for five years.

~~12.05~~ The areas of licensure and/or endorsement listed on an out-of-state license shall be recognized for licensure through reciprocity.

~~12.06~~ The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas teaching license that has been issued in error.

~~ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING PARENTAL NOTIFICATION OF AN ASSIGNMENT
OF A NON LICENSED TEACHER TO TEACH A CLASS FOR MORE THAN
THIRTY (30) CONSECUTIVE DAYS AND FOR GRANTING WAIVERS~~

~~September 2007~~

~~1.00—REGULATORY AUTHORITY~~

- ~~1.01 These rules shall be known as the Arkansas Department of Education (ADE) Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More Than Thirty (30) Consecutive School Days During a School Year and for Granting Waivers.~~
- ~~1.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-17-309 and 25-15-201 et seq.~~

~~2.00—PURPOSE~~

- ~~2.01 The purpose of these Rules is to establish the procedure whereby a school district may obtain a waiver from the Arkansas Department of Education for teachers who will be teaching outside of the grade level or subject area they are licensed to teach for more than thirty (30) consecutive school days in the same class during a school year.~~

~~3.00—DEFINITIONS—For the purpose of these rules, the following definitions shall apply:~~

- ~~3.01 **Licensed teacher** is defined as any teacher who holds a current _____ standard, initial or provisional teaching license issued by the Arkansas _____ Department of Education.~~
- ~~3.02 **Not licensed to teach the grade level** is defined as any teacher assigned to a grade level for which the teacher does not have the appropriate license or approval for that grade level.~~
- ~~3.03 **Not licensed to teach the subject area** is defined as any teacher assigned to teach a subject for which the teacher does not have the appropriate license or approval to teach.~~
- ~~3.04 **Teacher** is defined to mean any person employed by a school district on a full-time or part-time employment basis, that are assigned a teaching position with a class of students and for which a teaching license is required. Teacher shall also include counselors, library media specialist and school administrators.~~

- 3.05 ~~**Undue Hardship** is defined as the inability of a school district to employ a qualified teacher who is licensed at the grade level or for the subject area assigned.~~
- 3.06 ~~**Waiver** is defined as an approval granted by the Arkansas Department of Education allowing a school district to employ a licensed teacher in a subject or grade level for which they are not licensed for longer than thirty consecutive days during a school year.~~
- 4.00 ~~EMPLOYMENT OF TEACHERS WHO ARE NOT LICENSED TO TEACH THE GRADE LEVEL OR SUBJECT AREA OF THE CLASS ASSIGNED~~
- 4.01 ~~School districts shall aggressively seek to employ teachers who are licensed and highly qualified (when required) for the grade level and subject areas assigned.~~
- 4.02 ~~When a school district cannot employ a qualified teacher licensed at the grade level or for the subject being assigned, the school district shall actively recruit a licensed teacher who will work towards becoming licensed and highly qualified (when required) for the grade level assigned or for the specific subject assigned to teach.~~
- 4.03 ~~The licensure requirements of Ark. Code Ann. § 6-17-309 (Act 1623 of 2001) shall not apply to non-degreed vocational-technical teachers and those persons approved by the Department of Education to teach the grade level or subject area of the class in the Department of Education's distance learning program.~~
- 4.04 ~~Teachers with letters of provisional eligibility (six-month or one-year) and teachers presenting other letters verifying their eligibility for a provisional, initial or standard license that are employed by a school district will be considered licensed teachers and will not require a waiver as long as they are teaching at the grade level or the specific subject for which they are licensed.~~
- 5.00 ~~APPROVAL PROCEDURES AND REPORTING OF WAIVERS~~
- 5.01 ~~Superintendents may apply for a waiver from the Arkansas Department of Education if the requirement imposes an undue hardship on the school district.~~
- 5.02 ~~A waiver application shall be submitted to the Assistant Commissioner for Human Resources/Licensure as soon as an undue hardship is determined by the superintendent. All applications for waivers shall be reviewed by the Arkansas Department of Education. The application shall include:~~

- ~~A. A listing of all teachers including Social Security numbers, current licensure area(s), out of area and out of grade level teaching assignment, whether the assignment requires the teacher to be Highly Qualified or not, completed Additional Licensure Plan (ALP) and all school years, employed out of area, or grade level.~~
 - ~~B. A justification for the waiver documenting the effort of the district to find a fully licensed and Highly Qualified teacher. Districts will not have to verify re-advertising for the second and third years for a position, as long as the teacher has made adequate yearly progress on the ALP.~~
 - ~~C. The school written plan with timelines for completion of the program of study and/or specialty area assessment for becoming licensed and Highly Qualified when required.~~
 - ~~D. For teachers who taught on a waiver in this subject area last year or in previous years, the district shall provide evidence of progress made by this teacher to become licensed and Highly Qualified (when required).~~
 - ~~E. Districts shall apply for a waiver each year that a teacher is teaching/working out of area for a maximum of three (3) years.~~
 - ~~F. The superintendent of any school district that obtains a waiver shall send written notice of the assignment of a non-licensed teacher to the parent or guardian of each student in that classroom no later than thirty (30) school days after the date of the assignment.~~
 - ~~G. The superintendent is exempt from sending out parental notifications of the assignment of a non-licensed school counselor, librarian, or other individuals employed in positions requiring licensure as a building level administrator, district level administrator, or curriculum program administrator.~~
- 5.03 Upon approval of a waiver request, the Arkansas Department of Education shall issue a letter of waiver to the school district in care of the superintendent of the school district.
- 5.04 The final decision regarding the granting of the waiver shall rest with the Arkansas State Board of Education.

~~ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING WAIVERS FOR SUBSTITUTE TEACHERS
September 2007~~

~~1.00 — REGULATORY AUTHORITY~~

~~1.01 — These rules shall be known as the Arkansas Department of Education (ADE) Rules Governing Waivers for Substitute Teachers.~~

~~1.02 — These rules are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-15-1004, 6-17-402, 25-15-201 et seq. and Acts 46 and 57 of 2007.~~

~~2.00 — PURPOSE~~

~~2.01 — The purposes of these rules are to improve instruction by ensuring that no class of students receives instructions from a substitute teacher(s) for more than thirty (30) consecutive school days in the same class during the year unless that teacher has a bachelor's degree awarded by an accredited college or university or has been licensed to teach by the State of Arkansas, and to establish the procedures for requesting from the State Board of Education, or its designee, a waiver for substitute teachers.~~

~~3.00 — DEFINITIONS — For the purpose of these Rules, the following definitions shall apply:~~

~~3.01 — **Department** means the Arkansas Department of Education.~~

~~3.02 — **Licensed teacher** means any school district employee who is licensed by the ADE Professional Licensure Office.~~

~~3.03 — **Substitute teacher** is defined as the person who takes the place of the contracted licensed teacher on a short-term or long-term basis. Any person serving as a substitute teacher shall be a high school graduate or hold a Graduate Equivalent Degree (G.E.D.).~~

~~3.04 — **Undue Hardship Situations** means those events which would cause the school district to believe it could not attain compliance with these rules and thus apply to the Arkansas State Board of Education for a waiver.~~

~~4.00 — EMPLOYMENT OF SUBSTITUTE TEACHERS~~

~~4.01 — Since it is sometimes necessary to utilize the services of substitute personnel, school districts should select competent individuals who can be entrusted with the instructional responsibilities of the school. As much~~

~~care should be given to the recruitment, selection and utilization of those who will be used as substitutes as is given to licensed personnel.~~

~~4.02 — A person serving as a substitute teacher shall be a high school graduate or hold a Graduate Equivalent Degree (G.E.D.).~~

~~4.03 — Substitute teachers assigned to the same class for more than thirty (30) consecutive days during a school year must hold a bachelor's degree awarded by an accredited college or university or be licensed to teach by the State of Arkansas.~~

~~————— 4.03.1 The school district shall request a waiver to employ a substitute teacher(s) whenever a class of students will be receiving instructions from a substitute teacher or teachers for longer than thirty (30) consecutive days unless the substitute is fully licensed in Arkansas for areas in which the substitute is employed.~~

~~————— 4.03.1.1 School districts shall not avoid a waiver request by terminating the services of a substitute teacher(s) prior to the thirty first (31st) day of instruction.~~

~~4.04 — A substitute teacher or teachers possessing a bachelor's degree shall continue to teach the class from at least the thirty first (31st) consecutive day after the regular teacher is absent from the class until the return of the regular teacher to that class.~~

~~4.05 — This provision shall not apply to non-degreed vocational technical teachers.~~

~~5.00 — APPROVAL PROCEDURES AND REPORTING OF WAIVERS~~

~~5.01 — Superintendents may apply for a waiver from the Arkansas State Board of Education if the requirements set fourth in Section 4.00 of these rules impose an undue hardship on a school or district.~~

~~5.02 — A written application for waivers shall be submitted to the Department's Assistant Commissioner for Human Resources/Licensure, as soon as an undue hardship is determined by the superintendent. The application letter shall include:~~

~~5.02.1 A justification of need for the waiver;~~

~~5.02.2 Documentation that a currently licensed personnel and/or personnel with a bachelor's degree is not available to be employed;~~

~~5.02.3 Instructional area that will be assigned to the substitute teacher; and~~

~~5.02.4 The length of time the substitute will be employed.~~

- ~~5.03~~ — ~~Waivers for use of a substitute teacher(s) for longer than thirty (30) days may be granted for only one semester but may be renewed for a second semester. Such waivers are to be submitted immediately once the substitute(s) have been in the classroom for thirty-one (31) days.~~
- ~~5.04~~ — ~~Applications for waivers shall be reviewed by the Department and presented to the Arkansas State Board of Education for its decision.~~
- ~~5.05~~ — ~~The final decision regarding the granting of the waiver will rest with the Arkansas State Board of Education.~~
- ~~5.06~~ — ~~Any school district granted a waiver will be reported in the Department's annual school district report card.~~

~~Common Core System~~

~~1.00 Common Core System~~

~~1.01 These regulations shall be known as the Arkansas Department of Education Regulations Governing the Common Core System.~~

~~1.02 The State Board of Education enacted these regulations pursuant to its authority under Arkansas Code 6-15-1001.~~

~~2.00 Purpose of Regulations~~

~~2.01 The purpose of these regulations is to insure that all students in Arkansas public schools receive instruction and demonstrate proficiency in a common rigorous core of learning as defined by the Arkansas State Board of Education.~~

~~2.02 The purpose of these regulations is to define the common core system required for graduation from Arkansas public schools.~~

~~3.00 Definitions~~

~~3.01 Career Focus: an area of emphasis based on student career interests~~

~~4.00 Common Core System Requirements for Graduation from High School~~

~~4.01 All students shall successfully complete the following requirements to be eligible for graduation from a public school in Arkansas:~~

~~A. COMMON CORE 15 UNITS~~

~~English 4 units~~

~~Oral Communication 1/2 unit~~

~~Social Studies 3 units (1 unit of world history, 1 unit of U.S. history, 1/2 unit of civics or government)~~

~~Mathematics 3 units (1 unit of algebra or its equivalent* and 1 unit of geometry or its equivalent.* All math units must build on the base of algebra and geometry knowledge and skills.)~~

~~Science 3 units (at least 1 unit of biology or its equivalent and 1 unit of a physical science)~~

~~Physical Education 1/2 unit~~

~~Health and Safety 1/2 unit~~

~~Fine Arts 1/2 unit~~

~~*A two-year algebra equivalent or a two-year geometry equivalent may be counted as two units of the three-unit requirement~~

~~B. CAREER FOCUS~~

~~All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.~~

~~C. OTHER ELECTIVES AS DEFINED BY LOCAL DISTRICTS~~

~~Local school districts may require additional units for graduation beyond the 15 common core and the career focus units. These may be in academic and/or technical areas. All common core, career focus and elective units must total at least 21.~~

5.00 Content Standards and Curriculum

~~5.01 For students to achieve proficiency in the common core required for high school graduation, a rigorous common core curriculum shall be established in kindergarten through grade 8 to establish the learning foundation needed for success in a challenging high school curriculum. The Arkansas Curriculum Frameworks shall define the content standards and student learning expectations in the core curriculum, K-12.~~

~~5.02 Students will achieve competency at the local level in the use of computer science and other technologies. Computer science and other technologies shall be tools for learning within the core curriculum system, K-12.~~

~~5.03 State assessment of the common core required by law shall be based on the content standards and student learning expectations in the Arkansas Curriculum Frameworks. Instruction at the local district shall insure that content coverage and levels of rigor prepare students to perform at established acceptable levels on state assessments.~~

6.00 Effective Date for Graduation Requirements

~~The first graduating class who must meet the graduation requirements established in these rules and regulations is the graduating class of the year 2002.~~

7.00 Authority of Rules and Regulations

~~These Rules and Regulations shall replace any other regulatory document on the core curriculum.~~

**ARKANSAS DEPARTMENT OF EDUCATION
PROPOSED REVISIONS TO THE RULES AND REGULATIONS
GOVERNING SPECIAL EDUCATION EXPENDITURE REQUIREMENTS**

5.00 SPECIAL EDUCATION

**5.01 CALCULATING THE MINIMUM EXPENDITURE REQUIREMENT FOR
SPECIAL EDUCATION**

~~5.01.1 The minimum budgeted expenditure per capita on behalf of special education students must be equal to the expenditure requirement for the most recent fiscal year for which information is available, consistent with maintenance of effort requirements under the federal Individuals with Disabilities Education Act (IDEA).~~

5.02 ELIGIBLE EXPENDITURES

**5.02.1 MEETING THE MINIMUM EXPENDITURE REQUIREMENT ON BEHALF
OF STUDENTS WITH DISABILITIES**

~~5.02.1.1 Any expense incurred by a local education agency as a result of providing special education and related services to eligible individuals with disabilities may be budgeted and counted as meeting the expenditure requirement.~~

~~5.02.1.2 Maintenance and operating costs of a district may be charged as special education expenses on a pro-rated basis consistent with the instructions for completing the consolidated state and federal application for the use of funds under the IDEA.~~

~~5.02.1.3 Costs for building and/or upgrading facilities for special education services may be charged as special education expenses on a pro-rated basis consistent with the instructions for completing the consolidated state and federal application for the use of funds under the IDEA.~~

~~5.02.1.4 A local education agency may count for purposes of meeting the minimum expenditure any expenditures for services/supports which *benefit* students with disabilities including, but not necessarily limited to, the following:~~

~~A. Broad-based staff development activities which provide staff with skills and knowledge that will improve instruction for all children.~~

~~B. Instructional materials and supplies, including technology, which will enhance the learning environment and improve instruction for all children.~~

- ~~C. Trained instructional paraprofessionals to increase the ability of the teacher to address the diverse learning and behavioral needs of all students within the classroom or other instructional setting.~~
- ~~D. Specialized staff, such as school psychology specialists and licensed social workers, to increase access to specialized services that may be needed to meet the diverse learning and behavioral needs of all students within a building or district.~~
- ~~E. Specialized services for students with diverse learning and behavioral needs who may not be identified as eligible students under the IDEA.~~
- ~~F. Special Education and related services to eligible students with disabilities, ages 3 to 5 (or kindergarten), may be counted to meet the minimum expenditure requirement.~~
- ~~G. Pre-referral interventions for students not yet identified as eligible students with disabilities under the IDEA.~~
- ~~H. Services for students who are qualified under Section 504 of the Rehabilitation Act of 1973, but who are not eligible under the IDEA.~~
- ~~I. Services and support for students exiting special education services who are no longer receiving services in accordance with an IEP.~~

~~5.03 WAIVER OF STATE AND LOCAL EXPENDITURES FOR COMPLIANCE WITH FEDERAL NONSUPPLANT~~

~~5.03.1 Local education agency applications for federal funds under the IDEA must meet the nonsupplanting requirements in the amendments to the Individuals with Disabilities Education Act (IDEA, 1997).~~

~~5.03.2 Section 613(a)(2)(B) of the 1997 IDEA states: a local educational agency may reduce the level of expenditures where such reduction is attributable to:~~

- ~~A) the voluntary departure, by retirement or otherwise, or departure for just cause, of special education personnel;~~
- ~~B) decrease in the enrollment of children with disabilities;~~
- ~~C) the termination of the obligation of the agency, consistent with this part, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the State educational agency, because the child:~~
 - ~~(i) has left the jurisdiction of the agency;~~

~~(II) has reached the age at which the obligation of the agency to provide a free appropriate public education to the child has terminated; or~~

~~(III) no longer needs such program of special education; or~~

~~D) the termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.~~

~~5.03.3 To qualify for an allowance under 5.03.2(D) a district must incur the cost within a single year rather than amortize the cost against the district's required expenditure as is currently provided within the consolidated application for the use of state and federal funds for special education.~~

Arkansas Department of Education
Rules Governing the Development of a
Uniform Budget and Accounting System
June 14, 2004

1.00 — Regulatory Authority

- 1.01 — These rules shall be known as the Arkansas Department of Education Rules Governing the Development of a Uniform Budget and Accounting System.
- 1.02 — These rules are enacted pursuant to the Arkansas State Board of Education's authority under A.C.A. §6-11-105, §6-20-2203 and Act 61 of the Second Extraordinary Session of 2003.

2.00 — Purpose

- 2.01 — The purpose of these rules is to set forth the process and procedures for establishing and implementing a uniform budget and accounting system for all public school districts and education service cooperatives.

3.00 — Definitions

For purposes of this rule, the following terms shall mean:

- 3.01 — Financial Accounting Handbook — The financial coding and chart of accounts as required by A.C.A. §6-20-2203.
- 3.02 — Arkansas Revisions — The Arkansas financial accounting system developed in compliance with the United States Department of Education, Office of Educational Research and Improvement's Financial Accounting: Classification and Standard Terminology for Local and State School Systems and as required by A.C.A. §6-20-2203.
- 3.03 — Federal Handbook IIR² — the United States Department of Education, Office of Educational Research and Improvement's Financial Accounting: Classification and Standard Terminology for Local and State School Systems.
- 3.04 — Handbook IIR² — is the vernacular of the Arkansas Financial Handbook.

~~3.05 Valid Comparisons—comparisons deemed to be relevant to the subject material in substance and scope.~~

~~3.06 Uniform Budget and Accounting System—a financial chart of accounts consistent with Handbook IIR² and required state and federal reporting for all public school districts, educational cooperatives, and open enrollment charter schools.~~

~~4.00 Process and Procedures for Establishing and Implementing a Uniform Budget and Accounting System~~

~~4.01 The Department shall establish a review committee in cooperation with representatives of the Arkansas Association of School Administrators, the Arkansas School Business Officials, the Arkansas Education Association, the education service cooperatives, and the Legislative Joint Auditing Committee.~~

~~4.02 The review Committee shall establish criteria for evaluating the categories and expenditures identified in Section 5.03 of this Rule.~~

~~4.03 The Review Committee shall make recommendations on a financial handbook for educational cooperatives that outlines appropriate format and codes for expenditures specific to educational cooperatives.~~

~~4.04 The Review Committee shall make recommendations on the development of an annual expenditures report to be submitted to the State Board of Education, the Governor, and Senate and House Interim Committee on Education concerning school and district expenditures as required by law.~~

~~4.05 By December 31, 2004 the Review Committee will submit to the State Board a timeline for implementation of a Uniform Budget and Accounting System.~~

~~4.06 The Review Committee shall ensure all recommendations comply with the requirements of this Rule.~~

~~5.00 Uniform Budget and Accounting System~~

~~5.01 The State Board of Education shall adopt the uniform budget and accounting system.~~

~~5.02 The definitions contained in the Federal Handbook IIR² shall be used for districts and cooperatives so that valid comparisons can be made.~~

~~5.03 The State Board of Education shall adopt by rule the “Arkansas Revisions” to the Federal Handbook IIR².~~

~~5.03.1 These rules shall be developed in cooperation with Arkansas Association of School Administrators, Arkansas Association of School Business Officials, Arkansas Education Association, and Legislative Audit.~~

~~5.03.2 Arkansas Revisions shall include:~~

- ~~(1) Categories to allow reports on separate functions and programs.~~
- ~~(2) Categories of expenditures that each district shall report on for its annual school performance report.~~
- ~~(3) Expenditures shall include total expenditures, instructional, administrative, extracurricular, capitol and debt service expenditures.~~
- ~~(4) Categories of both school and district expenditures on separate functions and programs.~~
- ~~(5) Categories of expenditures that each educational cooperative shall report on its required annual report.~~

~~5.04 A financial handbook shall be developed by the State Board of Education for educational cooperatives that outlines appropriate format and codes for expenditures for educational cooperatives.~~

~~5.05 The Department of Education shall have the authority to analyze and inspect the financial records of any school, school district, or educational cooperative to verify expenditures.~~

~~5.06 By November 1 of each year, the Department shall submit a report to the State Board of Education, the Governor, and Senate and House Interim Committee on Education concerning school and district expenditures as required by law.~~

~~5.07 All rules and revisions shall be adopted and published prior to the start of the fiscal year for which they are applicable.~~

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE CODE OF ETHICS FOR ARKANSAS EDUCATORS
May 14, 2012

1.00 Title

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Code of Ethics for Arkansas Educators.

2.00 Regulatory Authority

- 2.01 These rules are promulgated pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-17-401, 6-17-410, 6-17-422, 6-17-425, 6-17-426, 6-17-428, and 25-15-201 et seq.
- 2.02 All rules, procedures, hearings and appeals relating to the Code of Ethics complaints shall be promulgated and implemented under the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et seq.

3.00 Purpose

- 3.01 The purpose of the Rules Governing the Code of Ethics for Arkansas Educators (Code) is to define standards of ethical conduct and to outline procedures for receiving complaints, authorizing and conducting investigations, and recommending enforcement of the Code of Ethics.
- 3.02 The professional, ethical educator contributes to the development and maintenance of a supportive student-centered learning community that values and promotes human dignity, fairness, care, the greater good and individual rights. These values are the ethical premises for the standards of professional behavior and ethical decision-making established in this *Code of Ethics for Arkansas Educators*. By establishing standards of ethical conduct, this code promotes the health, safety, and general welfare of students and educators and ensures the citizens of Arkansas a degree of accountability within the education profession.

4.00 Applicability

- 4.01 The valid Arkansas teaching license of any person shall be subject to the conditions, requirements, and mandates of the code of ethics, procedures, and recommendations for enforcement.

5.00 Definitions

- 5.01 **An Authorized Ethics Complaint Investigation** is an ethics complaint that has been: (1) verified by the Chief Investigator of the Professional Licensure Standards Board as being submitted by an identifiable person; and (2) authorized for investigation based upon reasonable belief by the Ethics Subcommittee of the PLSB that if the allegation is true, it would constitute a violation of the Code as set forth in

these rules committed by an Arkansas educator after September 1, 2008. The Ethics Subcommittee of the PLSB shall investigate an ethics complaint that it determines is credible. (Ark. Code Ann. § 6-17-428)

- 5.02 **Code of Ethics or Code** means the code of ethics for educators established by the Professional Licensure Standards Board under Ark. Code. Ann. § 6-17-422.
- 5.03 **Conviction** includes a plea of guilty or a plea of *nolo contendere*, or a finding or verdict of guilty, regardless of whether an appeal of the conviction has been sought, or a criminal conviction has been sealed or expunged; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.
- 5.04 **Denial** is the refusal to grant a teaching license to an applicant for a teaching license.
- 5.05 **Dispositions** are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.
- 5.06 **Educator** means a person holding a valid Arkansas teacher's or administrator's license issued by the State Board of Education.
- 5.07 **Ethics Complaint** means a document that states facts constituting an alleged ethics violation of the code of ethics and is signed under penalty of perjury by the person filing the ethics complaint. An ethics complaint may also be a finding made in an audit report forwarded to the ADE by the Arkansas Joint Legislative Auditing Committee under Ark. Code Ann. § 6-17-426.
- 5.08 **Ethics Subcommittee** means the subcommittee established by the Professional Licensure Standards Board to receive and investigate ethics complaints, enforce the Code of Ethics, including making recommendations to the State Board of Education for a written warning, a written reprimand, or the placement of conditions or restrictions on the activities of the educator or the revocation, suspension, or probation or nonrenewal of a license. The Ethics Subcommittee may issue a Private Letter of Caution. The Ethics Subcommittee may also dismiss an ethics complaint if it finds there is no ethics violation.
- 5.09 **Ethics Violation** is an act or omission on the part of an educator, when the educator knew, or reasonably should have known, that such acts or omissions were in violation of the Code of Ethics as set forth in these rules. An ethics violation does not include a reasonable mistake made in good faith, or acts or omissions taken in accordance with the reasonable instructions of a supervisor or, an act or omission under circumstances in which the educator had a reasonable belief that failure to

follow the instructions of a supervisor would result in an adverse job action against the educator.

- 5.10 **Filed** means the document has been stamped with a date acknowledging when the document arrived at the offices of the PLSB staff.
- 5.11 **Private Letter of Caution** is a non-punitive communication from the Ethics Subcommittee to an educator in response to an ethics complaint against the educator. Private Letters of Caution may be provided to an educator by the Ethics Subcommittee of the PLSB in lieu of recommending other discipline. Private Letters of Caution do not make any factual findings but inform the educator that the conduct alleged in the complaint or its investigation falls within the broad range of the Code of Ethics but that the circumstances and mitigating factors do not warrant disciplinary action. Private Letters of Caution remain in the files retained by the PLSB staff, but are not placed in an educator's licensure file at the ADE. A Private Letter of Caution is not submitted to the State Board of Education for approval and it does not constitute a sanction for the purposes of the Code of Ethics for Arkansas Educators. As a result, Private Letters of Caution cannot be basis for a request for an evidentiary hearing before the Ethics Subcommittee or the State Board of Education..
- 5.12 **Monitoring Conditions or Restrictions** may include any actions or alternative sanctions allowed under the Administrative Procedures Act, including at a minimum a semi-annual appraisal of the educator's conduct by the PLSB staff through contact with the educator and his or her employer or other appropriate persons. Such conditions or restrictions may include, but are not limited to requiring that an educator submit a new criminal background check or submit other requested information such as current employment, compliance with recommended counseling, treatment, education or training. The Subcommittee may recommend to the length of the monitoring period to the State Board of Education.
- 5.13 **Preponderance of Evidence** is the greater weight of the relevant evidence; superior evidentiary weight that, though not sufficient to free the mind wholly from all reasonable doubt, is still sufficient to include a fair and impartial mind to one side of the issue rather than the other. It is determined by considering all of the relevant evidence and deciding which evidence is more credible. A preponderance of the evidence is not necessarily determined by the greater number of witnesses or documents presented. If, on any allegation against an educator, it cannot be determined whether the allegation is more likely true than not true, the allegation cannot be considered to have been proved.
- 5.14 **Probation** is the placing of conditions, requirements or circumstances on the status of a teaching license for a period of time established by the State Board. Generally, an educator whose license is under probation must sufficiently satisfy such conditions, requirements or circumstances in order to maintain or be reinstated to the original non-probationary teaching license status.

- 5.15 **Public Information** for the purpose of these rules is information coming from news media or public record.
- 5.16 **Reasonable belief** is a belief based upon knowledge of facts and circumstances that are reasonably trustworthy, and that would justify a reasonable person's belief that: (1) a violation of the Code as set forth in these rules has been committed; and (2) that the named educator committed such a violation. A reasonable belief is not based upon mere suspicion or conjecture.
- 5.17 **Received** means the date the ethics complaint was presented to the Subcommittee for authorization of an investigation.
- 5.18 **Relevant evidence** (or material evidence) is evidence having any tendency to make the existence of any fact that is of consequence to the determination of the matter more probable or less probable than it would be without the evidence.
- 5.19 **Reprimand** is a written admonishment from the State Board to the named educator for his or her conduct. The written reprimand cautions that further unethical conduct will lead to a more severe action and is associated with a monetary fine of the educator. In the absence of further unethical conduct, a reprimand will remain in the licensure file of the educator for a period of two (2) years from the date the reprimand is imposed by the State Board. The reprimand will remain permanently in the files retained by PLSB staff.
- 5.20 **Revocation** is the permanent invalidation of any teaching or administrator's license held by the educator.
- 5.21 **School-sponsored activity** is any event or activity sponsored by the school or school system which includes but is not limited to athletic events, booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum (i.e., foreign language trips, etc.) whether on school-campus or not.
- 5.22 **Student** is any individual enrolled in the state's public or Private schools from pre-kindergarten through grade 12.
- 5.23 **Supervisor** under these rules mean an administrator authorized by the district or school board to administer professional employee discipline up to and including recommending termination or nonrenewal.
- 5.24 **Suspension** is the temporary invalidation of any teaching license for a period of time specified by the State Board.
- 5.25 **Teaching License** refers to any teaching, service, or leadership certificate, license, or permit issued by the State Board.
- 5.26 **Warning** is a written communication from the State Board to the named educator that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action. In the absence of further unethical

conduct, a warning will remain in the licensure file of the educator for a period of two (2) years from the date the warning is imposed by the State Board. The warning will remain permanently in the files retained by PLSB staff.

6.00 The Code of Ethics for Arkansas Educators

The Standards of Ethical Conduct are set forth as follows:

- 6.01 **Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.**
- 6.02 **Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice.**
- 6.03 **Standard 3: An educator honestly fulfills reporting obligations associated with professional practices.**
- 6.04 **Standard 4: An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.**
- 6.05 **Standard 5: An educator maintains integrity regarding the acceptance of any gratuity, gift, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator's position for personal gain.**
- 6.06 **Standard 6: An educator keeps in confidence information about students and colleagues obtained in the course of professional service, including secure standardized test materials and results, unless disclosure serves a professional purpose or is allowed by law.**
- 6.07 **Standard 7: An educator refrains from using, possessing and/or being under the influence of alcohol, tobacco, or unauthorized drugs or substances while on school premises or at school-sponsored activities involving students.**

7.00 Recommended Disciplinary Action

- 7.01 The PLSB Ethics Subcommittee is authorized to recommend to the State Board probation, suspension, revocation or nonrenewal of a teaching license or the issuance of a reprimand or warning. The PLSB Ethics Subcommittee is also authorized to recommend the placement of conditions or restrictions on the activities of the educator that would assist the educator via training, coursework or rehabilitative treatment. (All costs would be paid by the educator.) The State Board may direct the ADE to monitor progress toward the completion of any corrective action. Any of the following shall be considered cause for recommendation of disciplinary action against the holder of a license:

- a. An initial determination by the Ethics Subcommittee that there is a reasonable belief that a violation of the Code of Ethics as set forth in these rules has occurred.
 - b. Following an evidentiary hearing before the Ethics Subcommittee, the Subcommittee finds, by a preponderance of the evidence, that there is a reasonable belief that an educator violated the Code of Ethics as set forth in these rules.
 - c. A failure to comply with the payment of any imposed fines, fees, or other conditions or restrictions imposed by the State Board of Education.
 - d. Audit reports forwarded to the ADE by the Arkansas Legislative Joint Auditing Committee pursuant to Ark. Code Ann. § 6-17-426.
 - e. Disciplinary action against a teaching license/certificate in another state on grounds inconsistent with ethical conduct specified in Section 6.00 or as stated in this section.
- 7.02 An individual whose license has been revoked, denied or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher, official and/or judge of a school-sponsored activity or be employed in any other position during the period of his or her revocation, suspension or denial for a violation of the Arkansas Code of Ethics for Educators.
- 7.03 Suspensions and revocations are reported by the ADE to national officials, including the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse.
- 7.04 In lieu of imposing a disciplinary action as set forth above, the PLSB Ethics Subcommittee may provide the accused educator with a Private Letter of Caution.
- 8.00 Procedures for the Investigative Process and Final Determination of Alleged Ethics Violations**
- 8.01 In considering and investigating complaints brought before it, the Subcommittee shall follow the procedures set forth in *Appendix A* to these rules, which are hereby fully incorporated into these rules as if fully set forth herein.
- 9.00 Fines and Fees**
- 9.01 The State Board, for violations of the Code in all areas and as authorized by Ark. Code Ann. §§ 6-17-422(h)(3)(c) and 6-17-428:
- a. May impose fines up the amounts listed in *Appendix B* to these rules, which is attached and is hereby fully incorporated into these rules as if fully set forth herein.
 - b. May impose fees for action taken pertaining to an educator's license as set forth in the attachment *Appendix B*.

- c. Shall use the revenue collected by the State Board of Education from the fees and fines imposed per *Appendix B* of these Rules for the operation of the Professional Licensure Standards Board.
- d. Failure to pay fines and fees may result in the Subcommittee recommending that the State Board suspend the educator's license pursuant to Ark. Code Ann. § 25-15-217. The Department will not renew a license until all fines and fees have been paid.

10.00 Disclosure of Records

- 10.01 When the State Board has disciplined an educator for violation of the Code of Ethics by placing the educator on probation, suspension, or non-renewing, or revoking the educator's license, these actions will be reported by the Office of Professional Licensure and may be posted in its electronic database such that the records are viewable to school districts and other authorized personnel. In addition, these actions may be reported to other national education organizations or agencies such as the NASTDEC clearinghouse.
- 10.02 When the State Board has issued a warning or reprimand for violation of the Code of Ethics, these will be reported to the Office of Professional Licensure but are not posted in its electronic database. The Office of Professional Licensure will report reprimands or warnings if requested.
- 10.03 Records of the PLSB Ethics Subcommittee shall be retained in accordance with the Arkansas General Records Retention Schedule.
- 10.04 In accordance with Ark. Code Ann. § 6-17-428, all records and all hearings, meetings, and deliberations of the Professional Licensure Standards Board and its Ethics Subcommittee relating to an ethics complaint are confidential and exempt from the Freedom of Information Act of 1967, Ark. Code Ann. § 25-19-101 et seq.
- 10.05 In accordance with Ark. Code Ann. § 25-15-208, disclosure shall not be required of the research or records, correspondence, reports, or memoranda to the extent that they contain the opinions, theories, or conclusions of the attorney for the agency or members of his or her staff or other state agents.

Procedures for the Investigative Process and Final Recommendation for Disposition of an Ethics Complaint

1. Applicability of the Administrative Procedure Act

All rules, procedures, hearings and appeals relating to the Code of Ethics shall be promulgated and implemented under the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

2. Freedom of Information Act (FOIA):

All records, hearings, meetings, and deliberations of the PLSB relating to an ethics complaint against an administrator or teacher are confidential and exempt from the Freedom of Information Act. All records pertaining to an ethics complaint are open for inspection and copying by the person against whom the complaint is lodged. The person against whom the complaint is lodged and his or her representative are entitled to be present during all hearings. A hearing before the State Board to consider the possible revocation, suspension, or other sanction of an administrator's or a teacher's license based on a recommendation of the PLSB for enforcement of an alleged ethics violation, including without limitation an informal disposition by the State Board of an ethics complaint by stipulation, settlement, consent order, or default is open to the public. All records on which the State Board relies during such a hearing to make its decision are subject to public disclosure under the Freedom of Information Act.

3. Allegations:

Any person or party wishing to submit an allegation must use the appropriate allegation of violation form as developed by the PLSB. It may be filed with the PLSB through the Department of Education, a public school district, or a public school superintendent. If an allegation form is filed with a public school district or a public school superintendent, the public school district or superintendent must forward all signed allegations directly to the Department of Education. Failure to forward an allegation of violation form may be considered a violation of the Code of Ethics.

4. Allegations Received by the PLSB Ethics Subcommittee:

An allegation will become a complaint once it has been: (1) verified by the Chief Investigator of the PLSB as being submitted by an identifiable person; and (2) is credible and if true, would constitute a violation of the Code as set forth in these rules, committed by an Arkansas educator after September 1, 2008. An allegation shall be processed as follows:

- i. Initial Review: The Chief Investigator of the PLSB will thoroughly review the allegation and verify that the allegation has been submitted by an identifiable person and was signed under penalty of perjury.
- ii. Authority to Investigate: The Ethics Subcommittee will determine whether to grant authority to the PLSB investigative staff to investigate the allegation. Authority to investigate the allegation will be based upon a reasonable belief that the allegation, if

true, constitutes a violation of the Code as set forth in these rules and was committed by the alleged educator after September 1, 2008. Any member of the Ethics Subcommittee of the PLSB who works with or for the educator against whom the allegation is submitted shall recuse himself/herself from any discussion, hearing, or deliberations concerning the accused educator. The Subcommittee is not limited to the standard alleged on the form but may consider all of the evidence submitted with the allegation in determining which, if any, standard may have been violated

- a) Authority to Investigate Denied: If the Ethics Subcommittee votes not to authorize investigation, the allegation shall be dismissed and the matter shall be closed without further action against the educator.
- b) Authority to Investigate Granted: If the Ethics Subcommittee votes to authorize investigation of the allegation, the allegation becomes an authorized ethics complaint. The PLSB staff shall notify the named educator in writing concerning the initiation of the investigation and provide the educator with a copy of the complaint within ten (10) calendar days of authorization. The PLSB staff shall provide to the educator under investigation 1) written notice of the investigation and nature of the alleged ethics violation and, 2) a copy of the documents and evidence concerning the facts alleged in the ethics complaint, provisions of Ark. Code Ann. § 6-17-428 or other state statutory law applicable to an ethics violation and the applicable rules in effect at the time the ethics complaint is filed.
- c) Automatic Investigation: The following will automatically go to the Ethics Sub-Committee of the PLSB for the opening of an investigation:
 - (1) Public information that an educator may have committed a violation the Code of Ethics. In the event that PLSB staff or PLSB Subcommittee members discover public information that an educator may have committed a violation of the Code of Ethics, the PLSB staff or any member of the Subcommittee may request that the Subcommittee Chair file an allegation form with the Department. If the Subcommittee votes that the Chair should file an allegation form, the Chair will recuse herself or himself from any further consideration of the newly filed complaint. If necessary, the PLSB may appoint a board member to the Subcommittee for the limited purpose of resolving the newly filed complaint.
 - (2) Audit reports forwarded to the ADE by the Arkansas Joint Auditing Committee pursuant to Ark. Code Ann. § 6-17-426.
- iii. Requesting additional authority to investigate: If, in the course of an authorized investigation, PLSB staff discovers credible information that the named educator has committed additional violations of the Code, the PLSB staff may request additional authority to investigate from the Subcommittee. In the event that PLSB staff discovers credible information that another educator has violated the Code of Ethics, the PLSB staff may request that the Subcommittee Chair file an allegation form with

the Department. If the Subcommittee votes that the Chair should file an allegation form, the Chair will recuse herself or himself from any further consideration of the newly filed complaint. If necessary, the PLSB may appoint a board member to the Subcommittee for the limited purpose of resolving the newly filed complaint.

- iv Completion of the Investigation: The Ethics Subcommittee shall complete its investigation of an ethics complaint and take action within one hundred fifty (150) days of authorizing the investigation. Upon completion of the investigation and final report of investigation, the PLSB staff will send the final report of investigation to the accused educator or his/her attorney via certified and regular mail. The educator shall be provided with:

- (1) A copy of the documents and evidence concerning the investigation of the ethics complaint and,
- (2) Written notice that the Ethics Subcommittee will consider taking action against the named educator and,
- (3) A copy of Ark. Code Ann. § 6-17-428 or other state statutory law applicable to the ethics violation authorized for investigation, and
- (4) A copy of the rules in effect at the time the ethics complaint is filed.
- (5) The named educator or his/her attorney will be allowed thirty (30) calendar days from receipt of the notice, documentation, and evidence from the Ethics Subcommittee or its staff to submit any further response in writing. At the conclusion of the thirty (30) calendar days or upon receiving the written response from the educator, the PLSB staff will send the final report of investigation and educator's response to the members of the Ethics Subcommittee.

- v. Initial Recommendation of the Ethics Subcommittee: At the next scheduled meeting of the Ethics Subcommittee, the Subcommittee shall review the results of the investigation including the PLSB staff's final report of investigation and any written response from the educator who is the subject of the ethics complaint. Following such a review, if the Ethics Subcommittee finds that a reasonable belief exists that the educator violated the Code as set forth in these rules, the Subcommittee shall issue an initial decision and may recommend any appropriate action as set forth in Appendix B. The initial recommendation shall be considered a proposal for decision under Ark. Code Ann. § 25-15-210 and shall contain a statement of the reasons for the decision and each issue of fact or law necessary for the decision.

- a) Notification of the Educator: The PLSB staff will notify the named educator in writing of the recommendation of the Ethics Subcommittee. The named educator may accept in writing the recommendation of the Ethics Subcommittee of the PLSB or request in writing an evidentiary hearing before the Ethics Subcommittee. The PLSB staff will inform the educator that following an evidentiary hearing, the Ethics Subcommittee may find that no reasonable belief that a violation of the Code exists, or could find that a

reasonable belief that violation of the Code exists and recommend any appropriate action as set forth in Appendix B.

- b) Private Letter of Caution: The Ethics Sub-Committee of the PLSB may also issue a Private Letter of Caution in lieu of recommending an action set forth in Appendix B.
- vi. Waiver of Evidentiary Hearing: If an educator fails to respond to notification of the initial recommendation of the Ethics Subcommittee within thirty (30) days, the initial recommendation will become a final recommendation without an evidentiary hearing and will be forwarded to the State Board for consideration.
- vii. If the educator accepts the Subcommittee's recommendation or waives a response, the PLSB staff shall notify the educator that the final recommendation will be submitted to the State Board as part of its consent agenda.

5. Waiver or Request of a Subcommittee Evidentiary Hearing

- i. If the educator requests a hearing, an evidentiary hearing will be held before the Ethics Subcommittee within one hundred eighty (180) days of receiving the complaint as is defined in these rules. Either party may request additional time. Such a request shall be in writing and shall set forth the reason(s) for which additional time is needed. The time limitations may be waived when reasonable under the circumstances, including without limitation, inclement weather, state or national emergencies, or other unforeseeable events by the:
 - a. Educator if the time limitation is imposed upon the Ethics Subcommittee; or
 - b. Ethics Subcommittee if the time limitation is imposed upon the educator; or
 - c. A written stipulation between the educator and the PLSB staff attorney with the approval of the Subcommittee.
- ii. Within ten (10) calendar days following the findings and recommendation of the Ethics Subcommittee, the PLSB staff will notify the educator in writing of the Subcommittee's evidentiary hearing findings and recommendations. The educator may accept the evidentiary recommendation or object and request a hearing before review by the State Board pursuant to Section 9 of this Appendix. The evidentiary hearing recommendation shall be considered a proposal for decision under Ark. Code Ann. § 25-15-210 and shall contain a statement of the reasons for the decision and each issue of fact or law necessary for the decision.
- iii. Waiver of State Board Evidentiary Hearing Review: If an educator fails to respond to notification of the Subcommittee's evidentiary hearing recommendation within fourteen (14) days, the evidentiary hearing recommendation will become a final recommendation and will be forwarded to the State Board.

6. Motions

- a. An educator or his or her representative who has requested an evidentiary hearing may file a motion by serving it on the attorney for the PLSB who shall record the date it is

received and promptly transmit the motion(s) to the Subcommittee for its consideration at the next available Subcommittee meeting.

- b. Filing a motion that requests that the Subcommittee take action prior to the requested or scheduled evidentiary hearing tolls the time limits set out in these rules and Ark. Code Ann. § 6-17-428.
- c. Requests regarding procedural matters, including requests for additional time for the hearing or for continuation of a hearing or proposed stipulated settlements, may be considered on the motions or papers submitted. The PLSB attorney and the educator may enter a stipulation to dispose of any procedural or substantive matters at any time subject to final approval by the Subcommittee.

7. Evidentiary Hearing Procedures of the PLSB Ethics Subcommittee

- i. The educator and the PLSB may be represented by representatives of their choosing.
- ii. The educator shall be notified in writing of the date, time and location of the Ethics Subcommittee meeting at which his/her case will be considered. The notice will also state a deadline by which the educator must submit items to the Subcommittee for consideration. Items submitted may be rejected if not timely. Educators and PLSB staff are encouraged to submit all documentary evidence by the deadline so that the Subcommittee will be prepared to expeditiously address the case at the evidentiary hearing.
- iii. A representative of the PLSB and the educator (or his/her attorney) shall have up to twenty-five (25) minutes each to present their cases to the Subcommittee. The chairperson of the Subcommittee may grant additional time to either or both parties, if necessary.
- iv. Each party will have the opportunity, should it so choose, to make an opening statement. The statement shall be no longer than five (5) minutes in length. The chairperson of the Subcommittee may grant additional time to either or both parties, if necessary.
- v. The representative of the PLSB shall present its case (and opening statement, if it so chooses) to the Subcommittee first.
- vi. Any written documents, photographs or any other items of evidence may be presented to the hearing Subcommittee with the permission of the chairperson. The items of evidence shall be marked as either "PLSB Exhibit Number 1(et seq.)" or "Educator's Exhibit Number 1 (et seq.)" After an item of evidence has been allowed to be presented to the Sub-committee by the chairperson, the introducing party shall give one (1) copy to the court reporter for the record and one (1) copy to the chairperson.

- vii. After one party has questioned a witness, the other party shall have the same opportunity.
- viii. Members of the hearing Subcommittee shall also have the opportunity to ask questions of any witness or any party at any time.
- ix. While the scope of each party's presentation ultimately lies within the chairperson's discretion, case presentation should be arranged in such a way as to avoid redundant testimony.
- x. After the educator has presented his/her case, the chairperson may allow each party to present limited rebuttal testimony.
- xi. After the rebuttal evidence has been presented, the educator shall have up to five (5) minutes to present a closing statement, if desired. The chairperson of the Subcommittee may grant additional time if necessary.
- xii. After the educator has made a closing statement, or waived the opportunity for the same, the representative of the PLSB shall have up to five (5) minutes to make his/her closing statement, if desired. The chairperson of the Subcommittee may grant additional time if necessary.
- xiii. After closing statements have been made (or the opportunity to make them has been waived), the hearing Subcommittee may orally announce its decision. Alternatively, the hearing Subcommittee may take the case under advisement and render a written decision at a later time.
- xiv. During an evidentiary hearing, the "preponderance of the evidence" standard shall be used by the Ethics Subcommittee to determine whether a violation of the Code occurred. If the Ethics Subcommittee finds that a violation occurred, it may issue a recommendation for appropriate sanction to the Arkansas State Board of Education. The representative of the PLSB will have the burden of proving each fact of consequence to the determination by a preponderance of the evidence. The Ethics Sub may also issue a non-punitive Private Letter of Caution Letter.
- xv. A written decision reflecting the hearing Subcommittee's final findings and recommendation shall be promptly prepared by the PLSB staff attorney for the chairperson's signature. A copy of the findings and recommendation s shall be transmitted in a timely manner to the educator. The evidentiary hearing recommendation shall be considered a proposal for decision under Ark. Code Ann. § 25-15-210 and shall contain a statement of the reasons for the decision and each issue of fact or law necessary for the decision.
- xvi. The educator shall have fourteen (14) days from the receipt of the final findings and recommendation to object and request a State Board hearing Review pursuant to Section 9 of this Appendix. Should the educator not request a hearing review before by the State Board within the above-referenced fourteen (14) day time period, the findings and recommendations of the Subcommittee shall become final.

8. Subpoena Power:

- i. At the request of a party to a proceeding pending before the PLSB or the Ethics Subcommittee or the State Board of Education, the Chair of the PLSB or the Ethics Subcommittee or the State Board of Education may, as appropriate, issue a subpoena and bring before the PLSB, the Ethics Subcommittee or the State Board as a witness any person in this state. The PLSB, the Ethics Subcommittee or the State Board may, on their own motion, issue a subpoena at any time.
- ii. A party requesting a subpoena must make the request in writing to either the PLSB staff attorney or the State Board attorney, as appropriate. Requests for subpoenas made to the PLSB shall be delivered to the Office of the PLSB Attorney no later than ten (10) calendar days prior to the PLSB hearing for which the subpoena is requested. Requests for subpoenas made to the State Board shall be delivered to the Office of General Counsel of the ADE no later than ten (10) calendar days prior to the State Board hearing for which the subpoena is requested.
- iii. The subpoena shall:
 - a) Be in the name of either the PLSB, the Ethics Subcommittee, or the State Board;
 - b) State the name of the proceeding; and
 - c) Command each person to whom it is directed to give testimony at the time and place specified in the subpoena in one (1) of the following ways:
 - (i) In person;
 - (ii) Before a certified court reporter under oath at the place of the witness' residence or employment;
 - (iii) By video-taped deposition at the place of the witness' residence or employment; or
 - (iv) By live video communications from the witness' residence, place of employment, or a nearby facility capable of providing video transmission to the board that has subpoenaed the witness.
 - d) The manner of providing testimony under the subpoena shall be conducted by video conference testimony unless another manner is agreed upon by the board or commission and the person who is the subject of the subpoena.
- iv. The subpoena may require the witness to bring with him or her any book, writing, or other thing under his or her control that he or she is bound by law to produce in evidence.

- v. Service of the subpoena shall be in the manner as provided by law or rule for the service of subpoenas in civil cases.
- vi. A witness who has been served by subpoena and who appears in person to testify at the trial or case pending before the PLSB, the Ethics Subcommittee or the State Board shall be reimbursed for travel and attendance as provided by law.
- vii. If a witness is served with a subpoena and fails to provide testimony in obedience to the subpoena, the PLSB, the Ethics Subcommittee or the State Board may apply to the circuit court of the county in which the PLSB, the Ethics Subcommittee or the State Board is holding the proceeding for an order causing the arrest of the witness and directing that the witness be brought before the court.
- viii. The court will have the power to punish the disobedient witness for contempt as provided by the Arkansas Rules of Civil Procedure.
- ix. A witness who has been served with a subpoena may challenge the validity of the subpoena in the circuit court of the county in which the witness resides or is employed.

9. ~~Hearing Procedures of the Arkansas State Board of Education~~

- ~~i. The agenda item will be introduced by staff of the PLSB or the ADE, as appropriate.~~
- ~~ii. The representative of the PLSB staff will present an opening statement.~~
- ~~iii. The educator or the educator's representative will present an opening statement.~~
- ~~iv. The representative of the PLSB staff will present its case in chief.~~
- ~~v. The educator or the educator's representative will present its case in chief.~~
- ~~vi. The representative of the PLSB staff will present a closing argument.~~
- ~~vii. The educator or the educator's representative will present a closing argument.~~
- ~~vii. The State Board will discuss the matter. During the discussion phase, any member of the State Board may question any party, any party's representative, any witness, or any other person whose testimony may be found useful by the State Board in determining an appropriate resolution of the case.~~
- ~~viii. The State Board will vote on whether to accept, reject, or modify the recommendation of the PLSB. The State Board may vote to approve no sanction at all, the same sanction recommended by the PLSB, a lesser sanction than that recommended by the PLSB, or a more severe sanction than that recommended by the PLSB. Any vote of the State Board must be by a majority of the quorum present.~~
- ~~ix. Other Procedures Applicable to the State Board Hearing~~

- a) ~~———— The Chair of the State Board shall serve as presiding officer for the hearing.~~
- b) ~~———— All members of the State Board shall conduct themselves in an impartial manner and may at any time withdraw from the proceedings if they deem themselves disqualified.~~
- c) ~~———— The representative of the PLSB staff will have the burden of proving each fact of consequence to the determination by a preponderance of the evidence.~~
- ~~———— d) Irrelevant, immaterial, and unduly repetitious evidence shall be excluded.~~
- e) ~~———— No less than ten days prior to the public hearing, the educator must submit all documents and other exhibits that they wish the Board to consider at the hearing. Documents should be clearly identified; e.g., PLSB Ex and the PLSB Exhibit 1, Educator Exhibit 1. It should be noted that all records upon which the State Board relies at a hearing to make its decision under Ark. Code Ann. § 6-17-428(o)(2) are subject to public disclosure under the Arkansas Freedom of Information Act of 1967, Ark. Code Ann. §25-19-101 et seq. As a result, the exhibits must be redacted to protect the privacy of students and minors and to protect other sensitive personal data.~~
- ~~———— e) Any other oral or documentary evidence, not privileged, may be received if it is of a type commonly relied upon by reasonably prudent people in the conduct of their affairs.~~
- f) ~~———— Objections to evidentiary offers may be made and shall be noted of record. When a hearing will be expedited and the interests of the parties will not be substantially prejudiced, any part of the evidence may be received in written form.~~
- g) ~~———— Parties shall have the right to conduct such cross examination as may be required for a full and true disclosure of the facts.~~
- h) ~~———— Official notice may be taken of judicially cognizable facts and of generally recognized technical or scientific facts within the agency's specialized knowledge. Parties must be notified of material so noticed, including any staff memoranda or data, and shall be afforded a reasonable opportunity to show the contrary.~~

9. State Board Review

- a. When an educator objects to the Subcommittee's evidentiary hearing findings and recommendation, the educator may request a review by the State Board of Education by notifying the attorney for the PLSB in writing within fourteen (14) days.
- b. Within ten (10) days of requesting a review, the educator will have an opportunity to file written exceptions and briefs regarding the Subcommittee's evidentiary hearing findings and recommendation.

- c. The PLSB attorney may file a written response to the educator's exceptions and brief within ten (10) days of receipt of the educator's exceptions and brief.
- d. The PLSB attorney shall prepare a redacted copy of the Ethics Subcommittee hearing transcript and hearing exhibits to be filed with State Board of Education.
- e. The PLSB's findings and recommendations, the educator's exceptions and brief, and the PLSB's response, and the redacted transcript will be submitted to the State Board of Education at the next available meeting date.
- f. Either the PLSB or the educator may request oral argument. If oral argument is requested, the PLSB attorney shall introduce the item on the agenda, then the educator will then have ten (10) minutes to present an oral argument in opposition to the findings and recommendations. The PLSB's attorney will then have (10) minutes for oral argument in support of the findings and recommendations. Upon good cause shown, the Chairperson of the State Board may grant either party additional time for oral argument.
- g. After consideration of the findings and recommendations, the records, exceptions, briefs, and arguments, the State Board of Education shall issue a final decision or order in writing or stated on the record. The final decision shall include findings of fact and conclusions of law, separately stated. The educator shall be served personally or by mail with a copy of the final decision or order.

LIST OF ACTIONS & APPLICABLE FINES

Action Taken	Maximum Fine Amount
Complaint is not substantiated – No action taken; Case closed.	\$0
Educators who violate testing procedures of the state and for whom the Ethics Sub-Committee of the PLSB believes the violation does not rise to the level of an ethics violation may be recommended for additional training in the approved testing procedures by the state.	All expenses paid by the educator.
Compliance with conditions or restrictions or recommended treatment or rehabilitation with periodic monitoring.	All expenses paid by the educator.
Private Letter of Caution	\$0
Written Warning	\$0
Written Reprimand	\$50
Probation of License	\$75
Suspension of License	\$100
Permanent Revocation of License	\$0

LIST OF APPLICABLE FEES

License Issued	New or Renewal	Fee Amount
One-Year Provisional Teacher's License	New	\$0.00
	Renewal	\$0.00
Three-Year Initial Teacher's License	New	\$0.00
Five-Year Standard or Advanced Teacher's License	New	\$100.00
	Renewal	\$100.00
Five-Year Vocational Permit	New	\$100.00
	Renewal	\$100.00
One-Year Professional Teaching Permit	New	\$35.00
Lifetime Teacher's License (Must be 62 years of age.)	New	\$0.00
Adding Area or Level to Existing License	Not Applicable	\$0.00
Adding Degrees to Existing License (If not occurring at the time of renewal)	Not Applicable	\$0.00
Duplicate License	Not Applicable	\$50.00

Explanations and Guidelines to Clarify the Intent of The Code of Ethics

The purpose of Appendix C is to provide greater clarity and intent of each ethical standard listed in Section 6.00 of this rule. Therefore, Appendix C is not designed to supersede the required standard of ethical conduct but rather to provide some rationale of the intent and purpose and thus the proper application of each ethical standard of conduct. It is recognized that Appendix C is a general application of the intent and purpose of each ethical standard and is considered a guide and not all inclusive of each and every interpretation and application of the Code as required in Section 6.00.

Moreover, it is recognized that unless specifically stated in a standard of conduct listed in Section 6.00 of these rules or specifically required in Appendix C's interpretation of a particular standard of conduct, the alleged unethical conduct by a licensed educator may be considered by the Professional Licensure Standards Board regardless of the mental intent related to the alleged unethical action or omission. However, the Professional Licensure Standards Board may consider the mental intent or capacity of the licensed educator, along with other relevant factors, when determining whether a violation exists and what, if any, disciplinary action to recommend to the Arkansas State Board of Education for alleged violations of this Code of Ethics.

Furthermore, it is recognized that the Code of Ethics is designed as a model of minimum standards for maintaining the public's respect for, and support of, those holding a license issued by the State Board of Education. It is not intended to regulate the employer/employee or contract relationship between any public school district and its educators. The Code is an overarching and superior set of standards and rules intended to establish and contribute to the development and maintenance of a supportive student-centered learning community that values and promotes human dignity, fairness, care, the greater good, and individual rights.

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

This standard goes to the core of a professional educator's expected conduct and relationship with all students and transcends criminal behavior or other actions which violate law. The professional relationship with students is such behavior and action which promotes at all times the mental, emotional, and physical health and safety of students. An educator should show respect for and not demean, embarrass, or harass students absent some reasonable educational or disciplinary purpose and never as prohibited by law. A professional relationship is one where the educator maintains a position of educator/student authority with students even while expressing concern, empathy, and encouragement for students. In that position of authority, an educator may nurture the student's intellectual, physical, emotional, social and civic potential. An educator may display concern and compassion for a student's personal problems and, when appropriate, refer the student for school counseling or other help.

Standard 2 An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice.

This standard addresses the professional educator's obligation to implement best practices and maintain competence in skills and knowledge. An educator has many dispositions that are required in the course of instruction such as ensuring that students have access to varying points of view and that instruction reflects current subject matter.

Standard 3 An educator honestly fulfills reporting obligations associated with professional practices.

This standard covers those situations where there is an intentional or knowing attempt to deceive or mislead an educational entity. Honest errors or mistakes or inaccuracies are not intended to be encompassed by this standard. To uphold this standard an educator should be honest when reporting data and information to the Arkansas Department of Education, the Arkansas Bureau of Legislative Audit, the Arkansas State Board of Education, and other state and federal governmental agencies. Honestly reporting grades is also a part of this standard. It is also important that an educator honor this standard when giving information to recommend an individual for employment promotion or licensure as well as when reporting professional qualifications, criminal history, college credits and degrees, awards, and employment history. Similarly the failure to timely submit information covers those situations where there is a knowing failure to submit or provide information. The State Board of Education may take direct action to revoke, suspend, or place on probation an educator whose conduct violates Ark. Code Ann. § 6-17-410(d)(1)(A)(vii) and (viii) without submission of an ethics complaint. It is important to note that noncompliance with mandated child abuse reporting laws also falls with this standard.

Standard 4 An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.

An educator must be a good steward of public funds, personnel and property dedicated to school related purposes. The use and accounting for these resources under the educator's control must comply with state and federal laws that regulate the use of public funds and property. The use of such resources for personal gain, other than incidental personal benefit for which there is no public education purpose would not be in keeping with the intent of this standard.

Standard 5 An educator maintains integrity regarding acceptance of any gratuity, gifts, compensation or favor that might impair or appear to influence professional decision or actions and shall refrain from using the educator's position for personal gain.

The standard is intended to prohibit that conduct which is solely for personal gain and creates an appearance of a conflict of interest in the role as an educator. The standard of conduct called for by this section involves an examination of the total circumstances surrounding the gratuity, gift, compensation, or favor. Factors to consider include the value of the gratuity, gift or favor, the reasonableness of any compensation; the timing of the gratuity, gift, compensation, or favor; and the relationship between the educator and the person from whom the gratuity, gift, compensation, or favor comes. Pursuant to Ark. Code Ann. § 6-24-113 an educator may accept awards and grants as provided for therein. Ark. Code Ann. § 6-24-112 contains some specific prohibited transactions involving gratuities or offers of employment. The second part of this standard requires that the educator does not use the position for personal gain.

Standard 6 An educator keeps in confidence information about students and colleagues obtained in the course of professional service, including secure standardized test materials and results, unless disclosure serves a professional purpose or is allowed or required by law.

At times educators are entitled to and/or for professional reasons need access to certain student records, other educators' records, and standardized testing materials. Much of this information is confidential, and the educator should maintain that confidence unless the disclosure serves some legitimate educational purpose as allowed or required by law. The Federal Education Rights and Privacy Act (FERPA) addresses the confidentiality of certain student records. Such federal and state laws permit disclosure of some student information and restrict the disclosure of other student information. Educators should respect and comply with these and other similar confidentiality laws. Confidential student information may include student academic and disciplinary records, health and medical information, family status and/or income, assessment/testing results, and Social Security information. When standardized tests are administered, educators should maintain the confidentiality of those parts of the standardized test materials that are to remain confidential such as actual test items and test booklets in accordance with state law, regulation, and testing policy. Supervisors may be entitled to access to other educators' personnel records and should maintain the confidentiality of those records. Educators should be reminded that this standard is in addition to conduct prohibited under Ark. Code Ann. §§ 6-15-438, 6-17-410(d)(1)(A)(iii) and the Arkansas Department of Education Rules Governing Testing Improprieties. The State Board may take direct action against an educator to revoke, suspend, or place on probation, the license of an educator whose conduct violates this section without the filing of an ethics complaint.

Standard 7 An educator refrains from using, possessing and/or being under the influence of alcohol, tobacco, or unauthorized drugs or substances while on school premises or at school-sponsored activities involving students.

This standard sets forth the expectation of the professional educator concerning using, possessing, or being under the influence of the listed substances while on school premises or at school-sponsored activities involving students or being in violation of state law governing the using, possessing or being under the influence of alcohol, tobacco, or unauthorized/illegal drugs while on school property or at school-sponsored activities involving students.

Public Comments – (Proposed Amendments to PLSB Rules Governing the Code of Ethics for Arkansas Educators)

Date	Respondent	Comment	ADE Response
06/27/2012	BLR	In Rules 4(v), 5(ii), and 7(xv), the ADE has left off the requirement in A.C.A. 25-15-210(a) that the proposal for decision must be prepared by the person who conducted the hearing. In fact, in Rule 7(xv), it states that the PLSB staff attorney will prepare the decision for the chairperson's signature.	Comment considered: An ADE attorney conducts the State Board hearing on behalf of the PLSB.
	BLR	In Rule 9(a) should the term "proposal for decision" also be used?	Comment considered: This refers to the decision coming from the PLSB Ethics Subcommittee to the State Board of Education. The Ethics Subcommittee evidentiary hearing findings and recommendation are only recommendations to the State Board of Education. See Ark. Code Ann. § 6-17-422(c)(1)(B)(i).
	BLR	In Rule 9(g), there is no mention of the following requirements in A.C.A. 25-15-210(b): a. When the findings of fact are set forth in statutory law, that they must be accompanied by a concise and explicit statement of the underlying facts supporting the findings; b. The requirement that if the proposed findings of fact are submitted by a party, the decision must include a ruling on each proposed finding; and	Comments considered: (a) There Code of Ethics for Arkansas Educators is set for in regulation rather than statute. As a result, findings of fact could not be set forth in statutory language alone. Nonetheless, the ADE is aware that due process requires that the a final written decision be prepared in sufficient detail to supply a reviewing court with the factual, statutory, and regulatory basis for its decision. (b) Ark. Code Ann.§ 25-15-210(b)(2) states "If, in accordance with agency rules, a party submitted proposed findings of fact..." There is no agency requirement that a party submit proposed findings of fact. (c)
		In Rule 9(g), there is no mention of the following requirements in A.C.A. 25-15-210(b): c. The requirement that the parties be served either personally or by mail with a copy of the decision or order.	Comment Accepted. Rule 9(g) is amended to include that the educator shall be served either personally or by mail with a copy of the final decision or order.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE
POSITIVE YOUTH DEVELOPMENT GRANT PROGRAM

1.00 REGULATORY AUTHORITY AND PURPOSE

- 1.01 These Rules shall be known as the Arkansas Department of Education Rules Governing the Positive Youth Development Grant Program.
- 1.02 The State Board of Education, with the advice and assistance of the Division of Child Care and Early Childhood Education of the Department of Human Services, enacts these Rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-5-901 et seq. and 25-15-201 et seq.
- 1.03 It is the purpose of these Rules to establish and implement the Positive Youth Development Grant Program Act for children and youth five (5) through nineteen (19) years of age.

2.00 DEFINITIONS

- 2.01 "Department" means the Arkansas Department of Education;
- 2.02 "Division" means the Division of Child Care and Early Childhood Education of the Arkansas Department of Human Services;
- 2.03 "Grant" means a Positive Youth Development Grant;
- 2.04 "Positive youth development program" means a developmentally appropriate learning experience that helps children and youth five (5) through nineteen (19) years of age develop educational, social, emotional, and physical skills during out-of-school time; and
- 2.05 "Program" means a positive youth development program that is license-exempt or approved by the Department as complying with the Out-of-School Time Licensing Standards as adopted by the Division.

Source: Ark. Code Ann. § 6-5-902.

3.00 PROGRAM APPLICATIONS AND AWARDS

- 3.01 The following entities are eligible to apply for a three (3) year Positive Youth Development Grant:

3.01.1 A public school district;

3.01.2 A youth development program licensed by the Division pursuant to its Minimum Licensing Requirements for Out-of-School Time Programs;

3.01.3 A youth development program exempt from licensing pursuant to the Division's Minimum Licensing Requirements for Out-of-School Time Programs; or

3.01.4 An applicant that partners with a public school district, licensed youth development program, or license-exempt youth development program.

3.02 An entity may apply for a Positive Youth Development Grant by submitting to the Department, no later than March 1:

3.02.1 A completed application form identifying:

3.02.1.1 The legal name and tax or corporate status of the applicant entity;

3.02.1.2 Appropriate contact information;

3.02.1.3 The total grant award amount sought;

3.02.1.4 The number and location of sites at which programs will be offered;

3.02.1.5 A program description, including without limitation proposed curriculum and schedules;

3.02.1.6 Staffing and instructor qualifications;

3.02.1.7 The eligibility criteria to be used by the program to identify and admit eligible children and youth, to include without limitation a schedule of the fees, if any, to be charged to children who do not meet the income criteria of Section 5.01 of these Rules; and

3.02.1.8 The outcome measures proposed to be utilized to evaluate the success of the program, including a description of how the evaluation data will be obtained and processed;

3.02.2 Documentation of the program's compliance with or exemption from the Division's Minimum Licensing Requirements for Out-of-School Time Programs;

3.02.3 Documentation of strong community engagement and collaboration between schools, public institutions, private agencies, business, faith-based, and other community-based organizations working together to utilize the unique skills and resources to create a community learning environment;

3.02.3.1 Examples of engagement and collaboration include without limitation the sharing of in-kind space, staff, equipment, supplies, or other resources; the provision of matching funds; and the use of binding memorandums of understanding;

3.02.4 Budget or financial documentation demonstrating the applicant's ability or inability to provide matching funds, of cash or appropriate in-kind services, in the ratio of twenty-eighty (20:80);

3.02.5 A Statement of Assurance signed by an authorized representative guaranteeing the entity's compliance with state and federal law, these Rules, and the Division's Minimum Licensing Requirements for Out-of-School Time Programs.

3.03 The Division may waive the required matching funds if:

3.03.1 The applicant operates or will operate the program within the geographic boundaries of an Arkansas public school district that contains at least one (1) school classified by the Department as being:

3.03.1.1 In school improvement pursuant to Ark. Code Ann. § 6-15-425; or

3.03.1.2 A Needs Improvement (Focus) or Needs Improvement (Priority) school under Department rules adopted pursuant to regulatory flexibility from the provisions of the Elementary and Secondary Education Act granted by the United States Department of Education; and

3.03.2 The Division determines that the applicant is unable to provide the matching funds, after exhausting all potential funding sources.

3.04 Preference will be given to applications that:

3.04.1 Are developed collaboratively by public and nonpublic schools and private community-based programs;

3.04.2 Contain accountability systems and measurable outcomes under guidelines to be developed by the Department in consultation with the Division;

- 3.04.3 Detail funds received from all public sources for existing programs, the types of existing programs, and the types of students served by existing programs; and
- 3.04.4 Increase access to comprehensive positive youth development programs during the school year and summer.
- 3.04.5 The Department may also give preference to applications that include participation in Better Beginnings, the quality rating improvement system in Arkansas.
- 3.05 Preference may also be given to applications that propose to operate in communities with the greatest need for programs, as measured by:
- 3.05.1 The percentage of children and youth living in poverty within the boundaries of the public school district in which the program will operate; and
- 3.05.2 The availability of existing after-school or summer programs within the community.
- 3.06 The Department, in collaboration with the Division, will evaluate each application and notify each applicant, no later than May 1, whether or not it deems the application to be qualified.
- 3.07 Qualification of an application does not guarantee funding to an applicant; funding will be governed by the distribution criteria set forth in these Rules.
- 3.08 A program is not required to be affiliated with a public school district to be eligible to receive funding under these Rules.
- 3.09 All applications submitted by sectarian or sectarian-affiliated programs will be reviewed to assure that approval of funding will not result in a violation of the First Amendment to the United States Constitution.

Source: Ark. Code Ann. § 6-5-904(a)-(c) and 6-5-905(b) & (d).

4.00 PROGRAM FUNDING AND EXPENDITURES

- 4.01 If the number of qualified applicants exceeds the amount of funding appropriated and available, the Department, after consultation with the Arkansas Early Childhood Commission, shall determine funding distribution.
- 4.02 Priority for funding shall be given to programs in communities where:

- 4.02.1 Fifty percent (50%) or more of the students in the resident public school district are eligible for free or reduced-price meals under federal law or regulations governing the United States Department of Agriculture's National School Lunch Program or School Breakfast Program; and
- 4.02.2 The resident public school district has been classified by the Department as being:
 - 4.02.2.1 In school improvement or academic distress pursuant to Ark. Code Ann. § 6-15-425; or
 - 4.02.2.2 A Needs Improvement school district under Department rules adopted pursuant to regulatory flexibility from the provisions of the Elementary and Secondary Education Act granted by the United States Department of Education.
- 4.03 Grants shall be a three (3) year award to be distributed annually, as determined by the Division.
- 4.04 Grants may be renewed for positive youth development programs that:
 - 4.04.1 Timely submit an application for program approval pursuant to Section 3.00 of these Rules; and
 - 4.04.2 Meet adequate performance levels to be developed and published by the Department.
- 4.05 Grant funds may be used for:
 - 4.05.1 Services that include children and youth with disabilities in programs that also serve nondisabled children and youth;
 - 4.05.2 Services that include children and youth where English is a second language;
 - 4.05.3 Technical assistance and planning to assist communities seeking to establish quality youth development programs by building community collaboration and partnerships; and
 - 4.05.4 A variety of activities including:
 - 4.05.4.1 Academic supports and skill-building activities that link program content to the frameworks promulgated by the department;

- 4.05.4.2 Activities that improve the health and wellness of children and youth, including physical activities, nutrition and health education, and safety;
- 4.05.4.3 Art, theater, and music programs developed in collaboration with local arts or cultural programs;
- 4.05.4.4 Activities that address cultural diversity and inclusion;
- 4.05.4.5 Service learning or community service experiences;
- 4.05.4.6 Workforce development activities that link academic curriculum to actual work experiences;
- 4.05.4.7 Leadership development, mentoring, and other services to disconnected youth;
- 4.05.4.8 Enrichment activities not otherwise provided during the school day;
- 4.05.4.9 Family and community engagement; and
- 4.05.4.10 Other research-based activities as approved by the Division in consultation with the Department.

4.06 No grant funds may be used to support religious services, instruction or programming at any time. No grant funds may be used to impermissibly aid a religiously based or affiliated entity in discharging its religious mission.

Source: Ark. Code Ann. § 6-5-904(d)-(f).

5.00 Participant Eligibility and Funding

5.01 Children and youth five (5) through nineteen (19) years of age who are members of a family with a gross family income not exceeding two hundred percent (200%) of the federal poverty guidelines are eligible to attend a positive youth development program without cost if there is:

5.01.1 A positive youth development program available in the community where the child resides; and

5.01.2 Available space for the child to attend the program.

5.02 Children and youth five (5) through nineteen (19) years of age who do not meet the income criteria of Section 5.01 may be admitted pursuant to enrollment

criteria approved by the Department and Division, and may be charged fees pursuant to a fee schedule approved by the Department and Division.

5.03 Public school districts may, subject to federal law or regulation, provide notice of the availability of positive youth development programs to the families of children eligible for free or reduced-price meals under federal law or regulations governing the United States Department of Agriculture's National School Lunch Program or School Breakfast Program.

5.04 Participation in a positive youth development program shall be voluntary for:

5.04.1 Public school districts; and

5.04.2 Parents or guardians of children and youth five (5) through nineteen (19) years of age.

5.05 Positive youth development programs must admit eligible students without regard to race, gender, national origin, ancestry, color, disability, creed, political affiliation, or religion.

Source: Ark. Code Ann. 6-5-903(b) & 6-5-905.

6.00 Responsibilities of the Division

6.01 The Division shall be responsible for evaluating the impacts of the Positive Youth Development Grant Program and the outcomes of students participating in funded programs. The key elements for quality programs as recommended by the 2008 Governor's Task Force on Best Practices for Afterschool and Summer Programs and the Arkansas Standards for Quality Programs will be used as the primary frameworks to support and evaluate the development of quality programs.

6.01.1 Outcome measures shall include without limitation:

6.01.1.1 Student achievement and academic skills;

6.01.1.2 School engagement;

6.01.1.3 Social, emotional, and behavioral development;

6.01.1.4 Health and wellness; and

6.01.1.5 Reduced contact with the judicial system.

6.01.2 Any evaluation or measurement utilizing any student's education records shall be conducted in accordance with the privacy restrictions of the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

6.01.3 Student data will be obtained utilizing the state longitudinal data system as directed by the Department.

6.02 The Division shall provide grant recipients with technical assistance, evaluation, program monitoring, and professional development.

6.03 The Division may retain up to four percent (4%) of the amount appropriated for the Positive Youth Development Grant Program for this purpose.

6.04 A minimum of one (1) time each year the Division shall report its findings and recommendations concerning the Positive Youth Development Grant Program and technical assistance provided to the Governor, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, the House Committee on Education, and the Senate Committee on Education.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING ALLEGED TESTING IMPROPRIETIES

1.00 REGULATORY AUTHORITY

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing Alleged Testing Improproprieties.
- 1.02 These rules are enacted pursuant to the Arkansas State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-15-401 et seq., 6-17-410 and 25-15-201 et seq.

2.00 PURPOSE

The purpose of these rules is to identify a procedure for investigating and addressing complaints regarding alleged testing improprieties.

3.00 DEFINITION

- 3.01 "Conduct that violates the security or confidential integrity of a test or instrument" or "testing impropriety" means any departure from either the requirements established by the Commissioner of Education for the administration of the assessment or from the procedures specified in the applicable test administration materials, and may include, without limitation, the following acts or omissions:
- 3.01.1 Viewing secure assessment materials;
- 3.01.2 Duplicating secure assessment materials;
- 3.01.3 Disclosing the contents of any portion of secure assessment materials;
- 3.01.4 Providing, suggesting, or indicating to an examinee a response or answer to any secure assessment items;
- 3.01.5 Aiding or assisting an examinee with a response or answer to any secure assessment item;
- 3.01.6 Changing or altering any response or answer of an examinee to a secure assessment item;
- 3.01.7 Failing to follow the specified testing procedures or to proctor students;
- 3.01.8 Failing to administer the assessment on the designated testing dates;

3.01.9 Encouraging or assisting an individual to engage in conduct described in Section 3.01 or in Ark. Code Ann. § 6-15-438;

3.01.10 Failing to report to the appropriate authority that an individual has engaged in conduct set forth in Section 3.01 or in Ark. Code Ann. § 6-15-438;

3.01.11 Failing to follow the specified procedures and required criteria for alternate assessments; or

3.01.12 Failing to return the secured test booklets to the testing company in a timely manner.

4.00 GENERAL REQUIREMENTS

4.01 Violation of the security or confidential integrity of any test or assessment is prohibited.

4.02 Procedures for maintaining the security and confidential integrity of all testing and assessment instruments and procedures shall be specified in the appropriate test or assessment administration instructions.

4.03 The State Board of Education shall sanction a person who engages in conduct prohibited by these rules or by Ark. Code Ann. § 6-15-438.

4.04 Additionally, the State Board of Education may sanction a school district or school, or both, in which conduct prohibited by these rules or by Ark. Code Ann. § 6-15-438 occurs.

4.05 Sanctions imposed by the State Board of Education may include, without limitation, one (1) or more of the following:

4.05.1 Revocation, suspension, or probation of an individual's license;

4.05.2 Issuance of a letter of reprimand to a licensed individual to be placed in his or her state professional licensure file;

4.05.3 Additional training or professional development to be completed by a licensed individual within the time specified;

4.05.4 Additional professional development to be administered by the school district or public charter school to all licensed school district personnel involved in test administration within the time specified;

4.05.5 Issuance of a letter of warning to the school district or public charter school; and

4.05.6 Establishment of a school district or public charter school plan containing strict test security guidelines that will implement procedures to ensure the security and confidential integrity of all assessment instruments.

4.06 Professional development required pursuant to these rules as a result of violating test security or confidentiality may be in addition to professional development required for licensure.

5.00 REPORTING OF ALLEGED TESTING IMPROPRIETIES

5.01 Any organization or individual, to include employees of a public school and/or public school district, may file a written, signed report of alleged testing improprieties with the Department of Education.

5.01.1 Public schools and/or public school districts may file such a report by completing Form A (Attached).

5.01.2 Any other organizations or individuals may file such a report by completing Form B (Attached).

5.01.3 All reports should be filed immediately. All reports shall be filed not later than fourteen (14) days after the reporting party became aware of the alleged testing impropriety.

5.02 Written reports must be submitted to:

Office of Student Assessment
ATTN: Testing Impropriety
Arkansas Department of Education
Four Capitol Mall
Little Rock, Arkansas 72201

5.03 Written reports must include:

5.03.1 A statement that conduct violating the security or confidential integrity of a test or instrument has occurred;

5.03.2 Specific facts upon which the statement is based, including without limitation:

5.03.2.1 When the alleged violation occurred;

5.03.2.2 Where the alleged violation occurred;

5.03.2.3 How the alleged violation occurred, including specific statements of fact describing the acts or omissions alleged to constitute a violation;

5.03.2.4 Names of individuals who allegedly committed the violation, if known;

5.03.2.5 Names of individuals who possess information concerning the alleged violation; and

5.03.3 The signature of the individual filing the complaint. The Office of Student Assessment shall not process anonymous reports.

5.04 While testing is ongoing, nothing in these rules prohibits a public school or public school district from contacting the Office Student Assessment via telephone in an effort to immediately correct an alleged testing impropriety in a manner that would safeguard the validity and security of the ongoing test. The Office Student Assessment is hereby authorized to assist public schools or public school districts in this manner.

6.00 PROCESSING A REPORT OF ALLEGED TESTING IMPROPRIETIES

6.01 The Office of Student Assessment of the Department of Education shall receive and review reports of alleged testing improprieties filed pursuant to these rules.

6.02 The Director of the Office of Student Assessment, or his or her designee, shall conduct an initial review of each report and determine whether the report should be processed according to these rules or forwarded to the Professional Licensure Standards Board for disposition. Accordingly, the Director of the Office of Student Assessment, or his or her designee, may:

6.02.1 Forward reports involving alleged testing improprieties committed by a licensed administrator or teacher that involve a potential violation of the Code of Ethics for Arkansas Educators to the Professional Licensure Standards Board for processing under the procedures of the Professional Licensure Standards Board by completing the Professional Licensure Standards Board complaint form and attaching the report thereto;

6.02.2 For alleged testing improprieties that do not involve potential violations of the Code of Ethics for Arkansas Educators pursuant to Section 6.02.1 of these rules, the Office of Student Assessment may recommend to the State Board of Education the imposition of the sanctions set forth in Sections 4.05.1 through 4.05.6 of these rules; or

6.02.3 Informally and administratively dispose of an alleged testing impropriety if the impropriety can be fully corrected during the testing process without adversely impacting the validity and security of the ongoing test.

6.03 Alleged testing irregularities concerning licensed administrators and teachers referred to the Professional Licensure Standards Board by the Office of Student Assessment will be processed by the Professional Licensure Standards Board in accordance with the procedures adopted by the Professional Licensure Standards Board and the State Board of Education.

6.04 All other alleged testing irregularities shall be processed in the following manner:

6.04.1 Within twenty-one (21) days of receiving a report of an alleged testing impropriety, the Office of Student Assessment shall forward the report to the superintendent of the public school district or open-enrollment public charter school and to any licensed administrator or teacher who is alleged to have committed a violation pursuant to these rules (“accused licensee”).

6.04.2 Within forty-five (45) days of receiving a report of an alleged testing impropriety from the Office of Student Assessment, the superintendent of the public school district or open-enrollment public charter school, or accused licensee, shall respond, in writing, to the Office of Student Assessment, indicating the following:

6.04.2.1 Whether the school district or open-enrollment public charter school investigated the report. If the school district or open-enrollment public charter school investigated the report, a copy of the report of investigation shall be attached to the response;

6.04.2.2 Whether the report is founded or unfounded in whole or in part; and

6.04.2.3 If founded in whole or in part, the actions taken by the public school district or open-enrollment public charter school in response to the report.

6.04.3 If the Office of Student Assessment requires additional information from the public school district, open-enrollment public charter school, or accused licensee, the Office of Student Assessment may request, in writing, such additional information from the public school district, open-enrollment public charter school, or accused licensee. The request for additional information must specifically list the additional information requested and must be provided to the superintendent of the public school district or open-enrollment public charter school, or accused licensee.

6.04.4 The public school district, open-enrollment public charter school, or accused licensee, shall respond to the request for additional information within thirty (30) days of receiving the request from the Office of Student Assessment or indicate its refusal to respond.

6.04.5 Within sixty (60) days of receiving all required information from the public school district, open-enrollment public charter school, or accused licensee, the Office of Student Assessment shall notify, in writing, the superintendent of the public school district, open-enrollment public charter school, or accused licensee, of its recommended disposition. The recommended disposition from the Office of Student Assessment may state the following:

6.04.5.1 The complaint is unfounded and the case should be closed;

6.04.5.2 The complaint is founded but no further corrective action is necessary; or

6.04.5.3 The complaint is founded and the Office of Student Assessment recommends one or more of the following to the State Board of Education:

6.04.5.3.1 That the State Board of Education should revoke, suspend or place on probation an individual's license;

6.04.5.3.2 That the State Board of Education should issue a letter of reprimand to a licensed individual to be placed in his or her state professional licensure file;

6.04.5.3.3 That the State Board of Education require a licensed individual to complete additional training or professional development within the time specified;

6.04.5.3.4 That the State Board of Education require the public school district or open-enrollment public charter school to administer additional professional development to all licensed personnel involved in test administration within the time specified;

6.04.5.3.5 That the State Board of Education issue a letter of warning to the public school district or open-enrollment public charter school;

6.04.5.3.6 That the State Board of Education require a public school district or open-enrollment public charter school to establish a plan that contains strict test security guidelines that will implement procedures to ensure the security and confidentiality of all assessment instruments; or

6.04.5.3.7 A combination of the above.

6.04.6 Within thirty (30) days of receiving the recommended disposition of the Office of Student Assessment, the superintendent of the public school district or open-enrollment public charter school, or accused licensee, shall notify, in writing, the Office of Student Assessment whether the public school district, open-enrollment public charter school, or accused licensee agrees with the recommended disposition or wishes to appeal the recommended disposition to the State Board of Education.

6.04.6.1 Failure of a public school district, open-enrollment public charter school, or accused licensee to respond to the Office of Student Assessment's recommended disposition within thirty (30) days shall constitute a waiver of the right to appeal such recommended disposition.

6.04.6.2 Requests for appeal of the recommended disposition to the State Board of Education shall include a brief statement of the reasons why the recommended disposition should not be adopted.

6.04.7 If a public school district, open-enrollment public charter school, or accused licensee does not appeal the recommended disposition of the Office of Student Assessment, or does not file such an appeal within thirty (30) days, the recommendation of the Office of Student Assessment shall become final.

6.04.8 If a public school district, open-enrollment public charter school, or accused licensee appeals the recommended disposition of the Office of Student Assessment, the State Board of Education shall hear the appeal within sixty (60) days of receipt of the notice of appeal. Through mutual agreement, the public school district, open-enrollment public charter school, or accused licensee and the Office of Student Assessment may extend the date of the hearing for an additional thirty (30) days.

6.04.9 Upon written request by an accused licensee, the public school district or open-enrollment public charter school may respond to all inquiries and

allegations on behalf of the accused licensee and may represent the accused licensee at all hearings before the State Board of Education.

7.00 STATE BOARD HEARING PROCEDURES

7.01 The following procedures shall apply to State Board of Education hearings:

7.01.1 Each party will have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the representative of the Department of Education. The Chairperson of the State Board of Education may, only for good cause shown and upon the request of either party, allow either party additional time to present their opening statements.

7.01.2 Each party will be given thirty (30) minutes to present their cases, beginning with the representative of the Department of Education. The Chairperson of the State Board of Education may, only for good cause shown and upon the request of either party, allow either party additional time to present their cases.

7.01.3 Every witness giving oral testimony must be sworn under oath by the court reporter and shall be subject to direct examination, cross examination, and questioning by the State Board of Education.

7.01.4 For the purposes of the record, documents offered during the hearing by the Department of Education shall be clearly marked in sequential, numeric order (1, 2, 3).

7.01.5 For the purposes of the record, documents offered during the hearing by the appealing public school district, open-enrollment public charter school or accused licensee shall be clearly marked in sequential, alphabetic letters (A, B, C).

7.01.6 The Department of Education shall have the burden of proving, by a preponderance of the evidence, that the alleged violation(s) occurred and that the recommended disposition from the Office of Student Assessment be adopted.

7.02 The State Board of Education may:

7.02.7.1 Adopt the recommended disposition of the Office of Student Assessment;

7.02.7.2 Modify the recommended disposition of the Office of Student Assessment in accordance with Sections 4.05.1 through 4.05.6 of these rules; or

7.02.7.3 Grant the appeal of the public school district, open-enrollment public charter school or accused licensee.

7.03 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board of Education shall provide a written decision to the Department of Education and each appealing party within fourteen (14) days of the hearing.

FORM A
Testing Impropriety Report Form
For School District Reporting
Attach all supporting documents to this document

District Name:
School Name:
LEA #:
District Test Coordinator:
Campus Test Coordinator:
Principal's Name:
Test Administrator Name:
Date of Alleged Impropriety:
Name of Person Completing Form:
Phone Number and E-Mail Address of Person Completing Form:
Signature of Individual Completing Form:

Complete the Appropriate Information Below

Assessment

Administration

Grade

What are the names of the individuals involved in the alleged impropriety?

Description of alleged impropriety (Please see required components on Page 2; Use additional sheets if necessary):

Description of district action taken regarding alleged impropriety:

Description of district procedures that will be implemented to prevent incident/irregularity from occurring again:

Received by:

Date Received:



**ARKANSAS
DEPARTMENT
OF EDUCATION**

Melody Morgan
Director, Student Assessment
Four Capitol Mall Room 305B
Little Rock, AR 72201-1071
Phone (501) 682-4558
Fax (501) 682-4886

Required Components of Testing Impropriety Reporting

- ☐ When did the alleged violation occur?
- ☐ Where did the alleged violation occur?
- ☐ How did the alleged violation occur? (Include specific statements of fact describing the acts or omissions alleged to constitute a violation)
- ☐ What are the names of individuals who allegedly committed the violation, if known?
- ☐ What are the names of individuals who possess information concerning the alleged violation?
- ☐ Are all supporting documents attached to this form?
- ☐ Did the individual who filed this complaint sign on Page 1?

Optional Components of Testing Impropriety Reporting

- ☐ What actions, if any, has the school or school district taken in response to the alleged impropriety?
- ☐ Was a report of investigation completed by the school or school district? (If so, please attach the report and all statements).

FORM B
Testing Impropriety Report Form
For Individual Reporting
Attach all supporting documents to this document

District Name:

School Name:

Principal's Name:

Date of Alleged Impropriety:

Name of Individual Completing Report:

Phone Number and E-Mail Address of Person Completing Form:

Signature of Individual Completing Form:

Complete the Appropriate Information Below

Assessment

Administration

Grade

What are the names of the individuals involved in the alleged impropriety?

Description of alleged impropriety (Please see required components on Page 2; Use additional sheets if necessary):

Received by:

Date Received:



**ARKANSAS
DEPARTMENT
OF EDUCATION**

Melody Morgan
Director, Student Assessment
Four Capitol Mall Room 305B
Little Rock, AR 72201-1071
Phone (501) 682-4558
Fax (501) 682-4886

Required Components of Testing Impropriety Reporting

- ☐ When did the alleged violation occur?
- ☐ Where did the alleged violation occur?
- ☐ How did the alleged violation occur? (Include specific statements of fact describing the acts or omissions alleged to constitute a violation)
- ☐ What are the names of individuals who allegedly committed the violation, if known?
- ☐ What are the names of individuals who possess information concerning the alleged violation?
- ☐ Are all supporting documents attached to this form?
- ☐ Did the individual who filed this complaint sign on Page 1?

Governing the Investigation of Alleged Testing Improprieties

~~1.0 REGULATORY AUTHORITY:~~

~~1.01 These regulations shall be known as the Arkansas Department of Education Regulations Governing the Investigation of Alleged Testing Improprieties.~~

~~1.02 These regulations are enacted pursuant to the State Board of Education's Authority under Arkansas Code Annotated 6-11-105 (Supp. 1989) and 6-15-401 et seq. (1987).~~

~~2.00 PURPOSE:~~

~~2.01 The purpose of these regulations is to identify a procedure for investigating complaints regarding alleged testing improprieties.~~

~~3.00 DEFINITIONS:~~

~~4.00 FILING A COMPLAINT:~~

~~4.01 An organization or individual may file a written, signed complaint with the Arkansas Department of Education.~~

~~4.02 The complaint must include:~~

- ~~a. a statement that a violation of the Testing Security Guidelines has occurred;~~
- ~~b. the facts on which the statement is based; and~~
- ~~c. the signature of the individual filing the complaint.~~

~~5.00 PROCESSING A COMPLAINT:~~

~~5.01 Preliminary Arkansas Department of Education Actions~~

~~5.01.1 Complaints received consistent with the scope of this policy shall be referred to the Attorney's office for subsequent investigation and recommendation within sixty (60) calendar days or less after receipt of the complaint, except that an extension of the time limit may be granted if it is determined by the Attorney's Office that exceptional circumstances exist with respect to a particular complaint.~~

~~5.01.2 Within ten (10) working days of receipt of a complaint, the Attorney's office shall have arranged for a team to conduct an investigation of the allegations. The complainant and district under investigation shall be notified in writing of the team assigned and general investigation process.~~

~~5.02 Team Composition and Charge~~

~~The team shall include no fewer than three (3) nor more than five (5) persons from any Division of the Arkansas Department of Education, or any other person who is deemed necessary to expedite the investigation and resolve the issue(s) of complaint. The team shall be charged with making a full investigation of the alleged violations.~~

~~5.03 Team Expenses~~

~~The costs of travel and other reasonable expenses accrued by team members in the course of the investigation shall be reimbursed in accordance with the established rates for Arkansas Department of Education employees.~~

~~6.00 CONDUCTING THE INVESTIGATION~~

~~6.01 Time Limit~~

~~The investigation shall be completed and a written report of the findings and any corrective actions issued within sixty (60) calendar days of receipt of the complaint. Should an extension of the time be necessary, the parties to the investigation shall be notified in writing of that fact with a projected date for issuance of a report.~~

~~6.02 Fact-finding Activities~~

~~6.02.1 The investigation team shall interview the complainant at a site away from any local school district's buildings.~~

~~6.02.2 The complainant shall be allowed to make a full statement of the complaint at the initial interview. Once the complainant has completed his/her statement, team members may further inquire by asking direct questions.~~

~~6.02.3 If the team believes cause exists to conduct further investigation, the team may proceed accordingly with additional interviews.~~

~~6.02.4 Interviews~~

~~a. A minimum of three (3) team members shall be present in each interview. Sufficient notes shall be made or machine recorded to accurately reflect the substance of the interview. A court reporter may be retained if deemed necessary by the Attorney's Office.~~

~~b. Interviews shall be conducted with any persons whom the team determines may be able to provide information to expedite the investigation and/or resolve the issues(s) of the complaint. Such individuals may include, but are not limited to, the complainant, all certified personnel of the district, parents, students, any local school board, and any other individual who may have knowledge regarding the complaint.~~

~~6.02.5 The team will not disclose the identity of the complainant while investigating and conducting interviews. However, the team is not responsible if subsequent interviewees discover the identity of the complainant by means other than through the investigative team.~~

~~7.00 THE REPORT:~~

~~7.01 Content~~

~~At the close of the investigation, a report shall be prepared by the team leader in cooperation with the other members and submitted to the Attorney's Office. The report shall include:~~

~~a. a summary of the substance of the allegations in the complaint and the name of the individual, group, or agency making the complaint;~~

- ~~b. a summary of the activities conducted by the investigating team;~~
- ~~c. a summary of the findings of fact and conclusions of the team regarding the allegations.~~

~~7.02 Dissemination~~

~~A copy of the report shall be forwarded to the complainant and party investigated within sixty (60) calendar days of receipt of the complaint by the Arkansas Department of Education, or by the terms of extension of the time limit if one was granted. A copy will be placed on file in the record maintained by the Arkansas Department of Education.~~

~~8.00 RECOMMENDED ACTION:~~

~~8.01 The Attorney's office shall prepare preliminary recommendations, based upon the investigative team's report, to be made to the Director.~~

~~8.02 The Director will review the investigative team's report and the Attorney's office recommendation and decide what course of action, if any, should be taken. The Director will report the recommended action to the State Board.~~

~~8.03 The Director may refer the testing impropriety to the Coordinator of Teacher Education and Licensure to investigate possible action against an individuals(s') certificate~~