

SOUTH CENTRAL SERVICE COOPERATIVE



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PHONE: 870-836-1600

ANNUAL REPORT



22-23

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DIRECTOR'S REMARKS

Contemplating our motto, "Our today is their tomorrow," helps us to keep our focus on the students. Our work, here at South Central Service Cooperative, is about serving – serving teachers, administrators, classified employees like paraprofessionals, bus drivers, etc. By serving and by keeping our focus on the children, we deliver the types of services that are driven by our co-op's mission and more importantly by our stakeholders' needs.

The mission of South Central Service Cooperative is to empower our schools and communities to meet their educational goals by striving toward strong academics, innovative strategies, and knowledge of skills necessary to impact effective citizenship and economic productivity. The central focus of SCSC's mission is students. It is our intent to keep students at the forefront of every service that we provide to our stakeholders.

To inform our public, the staff at SCSC researched and composed this annual report of services delivered to regional schools during 2022-23. This report will document services and products delivered by each department; it will also provide extensive financial information. The purpose of this report is to inform the Arkansas State Board of Education, participating school personnel, local district board members, area legislators, Department of Elementary and Secondary personnel, the Governor and her staff, and other interested parties about the services of the SCSC. We trust that by providing this information, we will make people aware of services that they may not use because of a lack of awareness of their availability. We also hope that those who utilize these services on a regular basis will be made aware of the depth of offerings, so they can utilize all that is available and also give us feedback on strengths and areas of concern.

The SCSC area includes 11 school districts, 37 schools in four counties; this equates to approximately 1,683 public school teachers and administrators and 14,540 students. Some services are provided to several private schools, home schools, etc. in the area in keeping with federal rules and regulations concerning federal funds also generated by those students.

The law that established the fifteen cooperatives in 1985 and that sustains them in 2023 requires that each cooperative include at least one post-secondary institution.

Arkansas Code Annotated (A.C.A.) § 6-13-1015 (a) and (b) guides use on the type of relationships that we must foster with the postsecondary institutions in our service areas.

Currently, we have an active partnership with Southern Arkansas University in Magnolia and Southern Arkansas University Tech in East Camden. We work closely with SAU's Education Renewal Zone; likewise, we also partner with SAU, SAU Tech and SouthArk's Colleges of Education.

Other partnerships include the Arkansas STEM Coalition, Arkansas State University, area preschool programs and state educational cooperatives.

The staff members of SCSC have carefully prepared this report in compliance with A.C.A. § 6-13-1020 which requires, “In an annual meeting of the board of directors, . . . the education service cooperatives shall report to their constituent school districts on the year’s operation.” This document represents a wide range of services and activities. Included below is a list of services jointly shared by our member districts and by some districts outside the SCSC boundaries; districts outside our co-op purchase their share of the services.

- Arkansas Better Chance Preschools (Total of 11)
- APSCN Student Support
- APSCN Financial Support
- CPR and AED Training and Materials Supply Service
- ECH Special Education Consortium
- ELDT Transportation Consortium
- Facilities Coordinator and Facilities Planning Services Consortium
- Gifted & Talented Coordinator
- Homeless 2 Consortium
- Library Media Services & Materials
- Literacy Specialists
- Math Specialists
- Science Specialist
- Math, Science, Technology Consortium
- Professional Development Consortium
- Medicaid in the Schools
- School Community Health Nurse
- Community Health Promotion Specialist
- School Vision Equipment Repair Assistance
- Teacher Center/Print Shop
- Technology Coordinator & Services
- Technology Training Center
- WorkForce Education Coordinator & Services

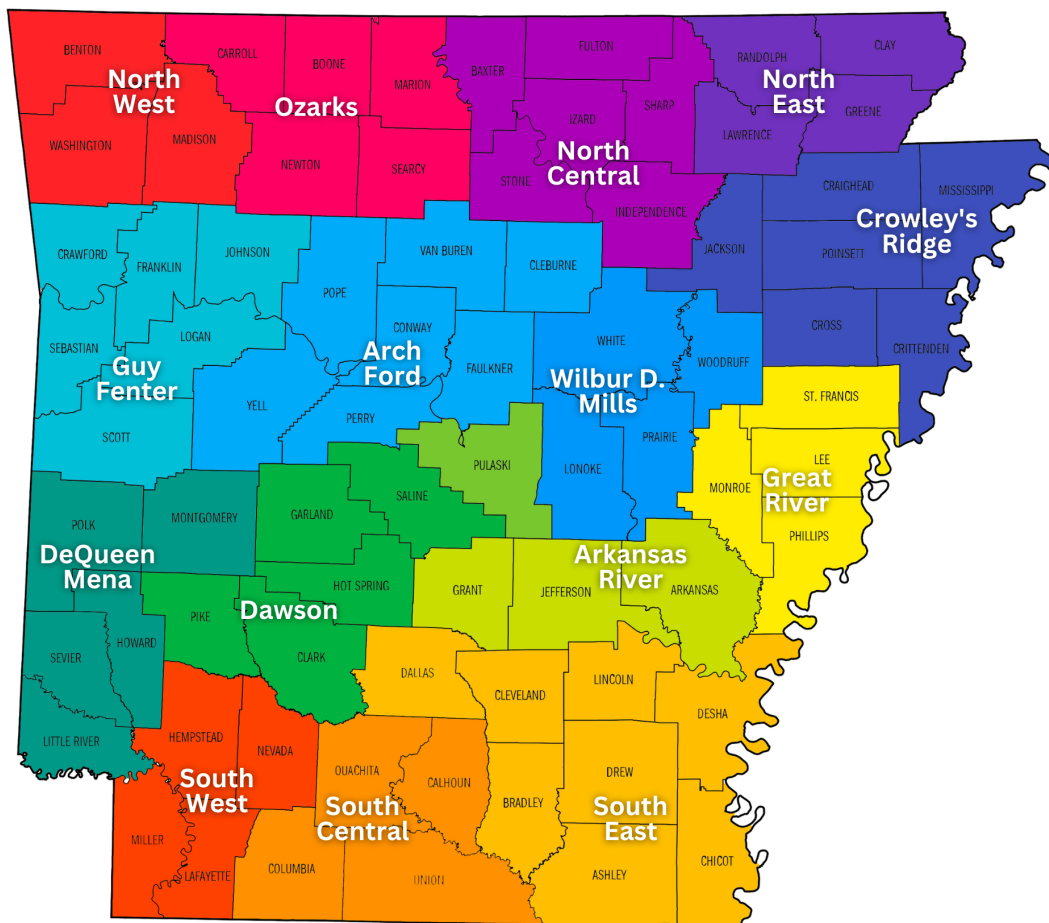
SCSC is investing people, time, and money so our schools and students will be successful in these efforts. As our mission guides us, the staff at SCSC will strive to be service-oriented, student-centered, and proactive.

MISSION STATEMENT

"Our today is their tomorrow!"

The mission of South Central Service Cooperative is to empower our schools and communities to meet their educational goals by striving toward strong academics, innovative strategies, and knowledge of skills necessary to impact effective citizenship and economic productivity.

State Map of Cooperatives

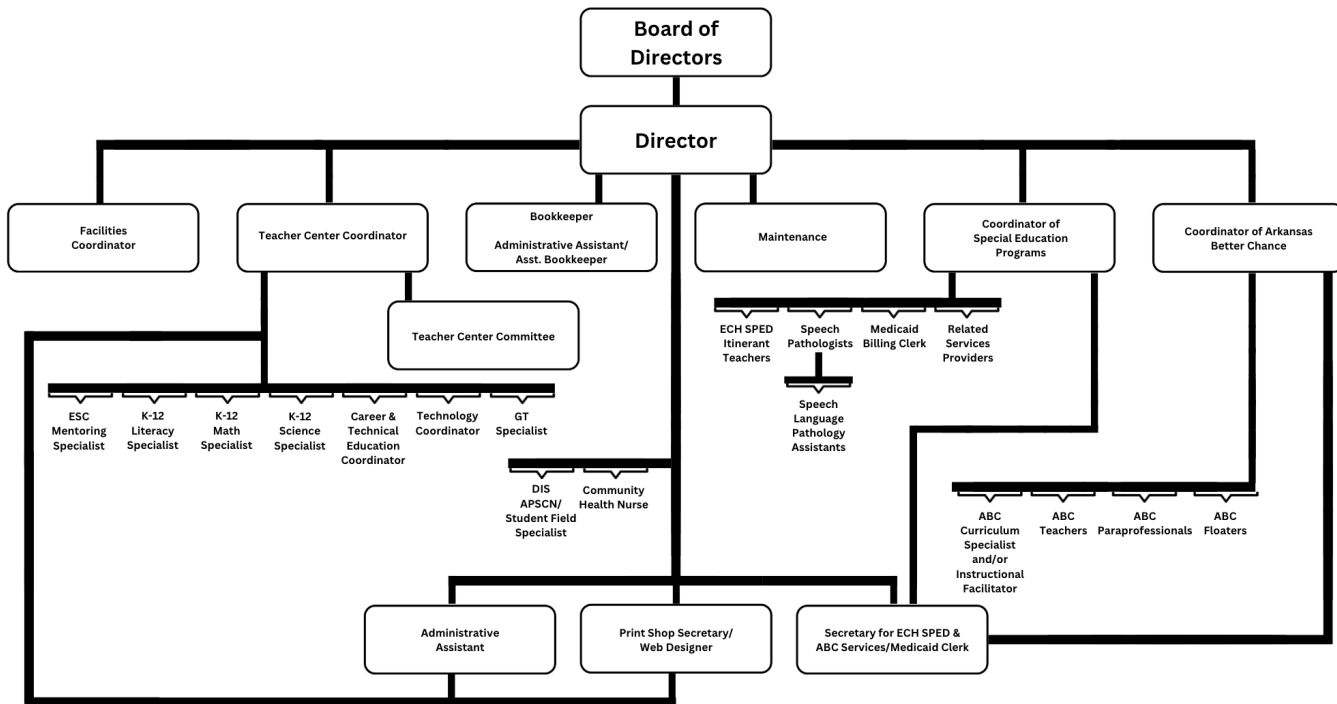


County	School District
Calhoun	Hampton
Columbia	Emerson-Taylor-Bradley, Magnolia
Ouachita	Bearden, Camden Fairview, Harmony Grove
Union	El Dorado, Junction City, Parkers Chapel, Smackover-Norphlet, Strong-Huttig

SOUTH CENTRAL SERVICE COOPERATIVE ORGANIZATIONAL CHART

FY 2022-2023

Act 349 of 1985 – Established Cooperatives



SCSC BOARD OF DIRECTORS

Officers of the Board FY 2022-2023

Name	Position	School District
Doug Worley	President	Hampton
Dr. Albert Snow	Vice President	Harmony Grove
Johnny Embry	Secretary	Camden Fairview

Members of the Board

Name	Position	School District
Denny Rozenberg	Board Member	Bearden
Jim Tucker	Board Member	El Dorado
David Downs	Board Member	Emerson-Taylor-Bradley
Joy Mason	Board Member	Junction City
John Ward	Board Member	Magnolia
John Gross	Board Member	Parkers Chapel
Robby Frizzell	Board Member	Smackover-Norphlet
Kimberly Thomas	Board Member	Strong Huttig

SOUTH CENTRAL SERVICE COOPERATIVE ANNUAL REPORT

DATE: June 1, 2022 LEA# 5220000 ESC# 11

ESC NAME: South Central Service Cooperative

ADDRESS: 2235 California Avenue, SW

PHONE NUMBER: 870-836-1600

DIRECTOR: Karen Kay McMahan

TEACHER CENTER COORDINATOR: Anna Warriner

NAMES OF COUNTIES SERVED: 4 -- Calhoun, Columbia, Ouachita, and Union,

NUMBER OF DISTRICTS: 11 NUMBER OF STUDENTS: 14,450

NUMBER OF TEACHERS: <u>1,112</u>	FREE LUNCHES: <u>7641</u>
	REDUCED LUNCHES: <u>1,249</u>
	PAID LUNCHES: <u>4,231</u>

I. GOVERNANCE

A. How is the co-op governed?

Board of Directors or Executive Committee

How many members on the Board? 11 Executive Committee 0

How many times did the Board meet? 11 Executive Committee 0

When is the regular meeting? Second Wednesday of the month.

Date of current year's annual meeting: June 7, 2023

B. Does the co-op have a Teacher Center Committee? YES NO

If yes, then:

How many are on the Teacher Center Committee? 11

How many members are teachers? 7

How many times did the Teacher Center Committee meet? The South Central Service Cooperative Teacher Center Meeting met for a total of three times during the 2022-2023 school year. September 21, 2022, November 2, 2022, and March 9, 2023.

When is the regular meeting? No regular meeting. Committee met 3 times:

- C. When was the most recent survey/needs assessment conducted? May/June 2023
- D. Have written policies been filed with the Arkansas Department of Education?
YES NO

II. STAFFING

Please list (or attach a list of) all staff members of the co-op (including those housed at the co-op and paid through other sources), their titles and the salary funding sources for the positions. Place an asterisk (*) beside those who are housed at the co-op only and whose salary does not flow through the co-op's budget. (S=State, F=Federal, H=Head Start, M=Medicaid, P=Private, B=Base Funds, D=District)

<u>NAME</u>	<u>POSITION</u>	<u>FUNDING SOURCE</u>	<u>NEW HIRE</u>	<u>RESIGNED</u>	<u>TERMINATED /RIF</u>
Barr, Iris	ABC Teacher	S			
Baxter, Marva	ABC Floater	S			
Bearden, Renee	K-12 Science Literacy Specialist	S			
Bonsall, Amanda	ECH SPED Speech Language Pathologist	D			
Burks, Jennifer	ECH SPED Teacher	D			
Brian, Karla	ECH SPED Coordinator	D			
Bryant, Jessica	Special Education Personal Care Aide	D	X		
Butler, Courtney	ABC ParaProfessional	S			
Chambers, Wayland	Maintenance	S			
Crain, Sandra	ABC ParaProfessional	S			
Diemer, Kathy	ABC Floater	S			
Douglas, Robin	APSCN Financial Mgmt. Field				
Dunn, Autumn	K-12 Literacy Specialist	S			
Elmore, Jenni	ABC ParaProfessional	S			
Elmore, Lauren	Teacher Center Secretary	S			
Everett, Shawnya	ECH SPED Teacher	F			
Flowers, Cathy	ECH SPED Speech Therapy Asst.	S			

Gilbert, Angie	Recruitment and Retention	S			
Gill, Belinda	ABC ParaProfessional	S			
<u>NAME</u>	<u>POSITION</u>	<u>FUNDING SOURCE</u>	<u>NEW HIRE</u>	<u>RESIGNED</u>	<u>TERMINATED /RIF</u>
Green, Selma	ABC Custodian	S			
Gunter, Wanda	ABC Floater	S			
Johnson, Martha	APSCN Student Field Analyst				
Langston, Marta	ABC Teacher	S	X	X	
Lindsey, Brenna	ABC Teacher	S			
Lutman, Karen	Administrative Assistant	B/S	X		
Martin, Andrea	K-12 Literacy Specialist	S			
May, Stephanie	ECH SPED Teacher	D			
McDonald, Rhonda	Community Health Nurse Specialist				
McDonald, Chance	Intern	D		X	
McDougald, Holly	ECH SPED Speech Therapy Asst.	D			
McElroy, Sharon	ABC Teacher	S	X		
McHenry, Vickie	ABC ParaProfessional	S			
McLelland, Taylor	Data Entry Specialist/COPA/MEDICAID	D/M/S			
McMahen, Karen Kay	Director	B			
Morgan, Tara	ABC Teacher	S			
Murphy, Jennifer	K-12 Literacy Specialist	S			
Neely, Alicia	ABC Teacher	S			
Rain, Heather	K-12 Mathematics Specialist	S	X		
Nowlin, Ashley	ABC Teacher	S			
Pardee, Janice	ABC ParaProfessional	S	X		
Parker, Michelle	ABC ParaProfessional	S		X	
Peoples, Rakeda	ABC ParaProfessional	S	X		
Powell, Sondra	ECH SPED Teacher	S			
Reaves, Kamie	Intern	D		X	

Reynolds, Suzanne	ABC Teacher	S			
Richard, Chiquita	ABC ParaProfessional	S			
Richardson,, Robin	Coordinator of ABC Program	S			
<u>NAME</u>	<u>POSITION</u>	<u>FUNDING SOURCE</u>	<u>NEW HIRE</u>	<u>RESIGNED</u>	<u>TERMINATED /RIF</u>
Robertson, Katie	CTE Coordinator	S/F			
Sexton, Kathy	ABC Teacher	S			
Sims, Belinda	ABC Instructional Specialist	S			
Slaughter, Melissa	ABC Teacher	S			
Sliva, Stephanie	ABC Teacher	S			
Steward, Marquita	ABC ParaProfessional	S			
Stinnett, Lanita	Receptionist	B/S		X	
Stinnett, Leah	K-12 Mathematics Literacy Specialist	S			
Swift, Kinetra	ABC Teacher	S			
Toland, Rene	ABC ParaProfessional	S			
Thomas, Emma	ABC Floater	S	X		
Vaughan, Brooke	ECH SPED Speech Language Pathologist	F			
Walker, Jocelyn	Assistant Bookkeeper/Administrative Assistant	B/S			
Williams, Tammy	Business Manager/Bookkeeper	B/S			
Warriner, Anna	Teacher Center Coordinator	S			
Womack, JoAnn	Technology Integrationist	S			
Wooldridge, JoAnne	Facilities Coordinator	D			

III. TEACHER CENTER

Please attach a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. Place an asterisk (*) beside those,

which provided curriculum assistance. Include a cumulative total of participants. See attached form.

- A. Does the co-op provide media services to schools? YES NO
- A. Approximate the number of titles in media center: N/A
- C. Does the co-op provide delivery to the districts? YES NO
- D. How many districts participate in the media program? 11
- E. How many titles (including duplicate counts) were provided to schools during this current year? 5
- F. Do districts contribute dollars to the media services? YES NO
- G. How are media charges per district determined (formal or per ADM)?
Please describe: N/A
- H. Does the co-op operate a "make-and-take" center for teachers?
YES NO
- I. How many visitors have come into the center? (Count all visitors who have visited the center, using duplicate counts for any visitors who have visited the center more than once). 1195
Number of Teacher Participants: 800

IV. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

- √ Cooperative purchasing
- √ Planning assistance
- √ Special education services
- √ Gifted and talented assistance
- √ Grant writing assistance
- √ Personnel application
- √ Evaluation procedures
- √ Migrant student Identification
- √ SCSC Homeless Consortium
- √ Bookkeeping assistance
- √ Technology training

- √ Curriculum alignment
- √ Business Management training
- √ Computer technician
- √ Assessment data analysis
- √ Instructional facilitator training
- √ Math/Literacy coaches training
- √ Math/Science/Literacy specialists
- √ Numerous professional development opportunities for teachers
- √ Administrators and local board members
- √ Recruiting & Retention
- √ Novice Teacher Training
- √ Vision and Hearing Equipment Maintenance and Repair
- √ Career and Technical Support
- √ K-12 Behavior Support Teacher Training
- √ Community Health Nurse to Support School Nurses
- √ Other (please specify)

Tobacco Cessation Programs

Stop the Bleed Training and Materials

CPR & AED Training and Materials Supply Support

Youth Mental Health First Aid

Fingerprinting

Entry Level Driver Training

Student Success Plans

Cybersecurity Assistance

Facilities Consortia

V. DIRECT SERVICES TO STUDENTS

Please check the student services provided through the co-op:

√ Itinerant teachers – please list areas: Early Childhood Special Education

√ Computer-assisted instruction

√ Mentor programs: Novice Teacher Mentoring

√ Gifted/talented programs: 11 participating districts

√ Zoom instruction

√ Speech therapist services to 3-5 year-old children

√ Occupational and physical therapy services to 3-5 year-old children

√ Other (Please specify):

Early Childhood Special Education 3-5 years of age,

Nursing Services

Arkansas Better Chance (11 classrooms)

Science Fair Judging

Vex Robotics

Coding Competitions

Quiz Bowl

Rubik's Cube Competitions

Stop the Bleed/CPR for Seniors

VI. ANECDOTAL REPORTS

Please attach three or four descriptions of activities, which demonstrate partnerships, agreements or creative ways that the co-op has assisted local districts. The co-op personnel may write the reports, or local schools served by the co-op may write the descriptions. These reports may also include letters sent to the co-op or evaluations of a co-op activity.

Name of Project/Program: ARP ESSER HOMELESS II Consortium

Program Summary:

The South Central Service Cooperative intends to work together in the implementation of a Homeless ARP ESSER II Funds Consortium [HAEP] . The consortium will serve any school district choosing to participate. The school districts participating will work together to best meet the needs of their homeless students. This includes training with the state's Homeless Coordinator, Jessica Hickman, and completing a needs assessment. The goal is to create a supportive network for our district with resources and training. Also, each on-site district Homeless Coordinator will be tasked with informing their district staff on how to meet the needs of their homeless population.

SCSC participating districts include:

Bearden School District
Hampton School District
Parkers Chapel School District
Harmony Grove School District
Smackover Norphlet School District
Emerson Taylor Bradley School District
Strong-Huttig School District

Name of Project/Program: Facilities Consortium

Program Summary:

In 2002, the court case and the subsequent ruling in the Lake View School District versus the State of Arkansas resulted in the decision by the judge that the State of Arkansas was required to develop a system to ensure that its public school systems maintained a state of facilities equitability. As a result of this ruling, the Arkansas Division of Public Schools Academic Facilities and Transportation Division (ADPSAFT) was established.

In 2007, the South Central Service Cooperative hired its first facilities coordinator to assist schools with compliance in relation to the new laws, ADPSAFT Rules and Regulations, etc. The SCSC Facilities Coordinator, a former employee of ADPSAFT, possessed the skills, a Bachelor of Science degree from UALR in Construction Management, and the accompanying background and experience required to support our districts with these compliance issues and in serving as a liaison between our member districts and the ADPSAFT.

For fifteen years Mrs. Wooldridge has participated in a facility planners' association to influence changes in the master plan partnership process. She works with the Arkansas Division of Public Schools Academic Facilities and Transportation Division to provide update meetings each summer in regards to their Master Plan and upcoming district needs.

In 2021-22, a total of 10 of the SCSC's 11 member schools plus 3 additional schools from the Southwest Co-Op area purchased memberships in the facilities consortium for the upcoming school year. For FY '22, the revenue for the facilities consortium amounted to \$85,751.92.

This service has provided a tremendous amount of support to district superintendents and to district facilities coordinators for a relatively small amount of money. The average cost for these services for 13 member districts in FY '22 was \$6,837.21

Name of Project/Program: Entry Level Driver Training

Program Summary:

The Federal Motor Carrier Safety Administration (FMCSA) issued new minimum training requirements for bus drivers who require a Class A or Class B CDL License. The regulations were due to apply to all new trainees after February 7, 2020. However due to Covid this regulation was postponed to February 7, 2022. State educational cooperatives worked with the Arkansas Division of Public School Academic Facilities and Transportation to learn what would be required of schools. As a result of the new regulations set forth for potential CDL drivers for districts. The ELDT regulations set the minimum Federal requirements for training that entry-level drivers must complete before being permitted to take certain commercial driver's license (CDL) skills or knowledge tests on or after February 7, 2022. The educational cooperatives of the state of Arkansas formed a committee to review vendors that could provide the training curriculum for schools or cooperatives to use. The educational cooperatives formed a consortium to bulk purchase 1000 licenses from School Bus Safety Company to be divided up among the cooperatives that requested to participate. South Central Service Cooperative then worked with area school districts to provide options to provide the training for potential school bus drivers. Schools participated by entering into a memorandum of understanding with the cooperative to outline the responsibilities of both parties. The options provided included:

- A. School supported, with the district being responsible for training provider registry.
- B. Coop purchased online content provided to the district and the district being responsible for the training provider registry.
- C. Coop purchased online content, coop trainer provided with coop being responsible for training provider registry.

45% of the schools in the South Central cooperative chose option C. 55% chose option B. To date only one driver has completed the training. As schools recruit bus drivers in the summer more participation will be logged.

South Central provided a series of Zoom meetings, videos and checklists were used to train the district personnel that chose option B. Additional support is provided as needed to support the districts.

VII. EMPLOYMENT POLICIES AND PRACTICES

Act 610 of 1999 requires that each educational service cooperative report the following information:

EMPLOYED

Number of new males employed by the cooperative for the 2022-2023 school year; For this number, please provide the number in each of the following racial classifications:

White 1
African American 0
Hispanic 0
Asian 0
American Indian/Alaskan Native 0

Number of new females employed by the cooperative for the 2022-2023 school year;
For this number, please provide the number in each of the following racial
classifications:

White 4
African American 3
Hispanic 1
Asian 0
American Indian/Alaskan Native 0

TERMINATED

Number of males terminated by the cooperative during the 2022-2023 school year;
For this number, please provide the number in each of the following racial
classifications:

White 0
African American 0
Hispanic 0
Asian 0
American Indian/Alaskan Native 0

Number of females terminated by the cooperative during the 2022-2023 school year;
For this number, please provide the number in each of the following racial
classifications:

White 0
African American 0
Hispanic 0
Asian 0
American Indian/Alaskan Native 0

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2022-2023 school year; For this number, please provide the number in each of the following racial classifications:

White 2
African American 0
Hispanic 0
Asian 0
American Indian/Alaskan Native 0
Unknown 0

Number of females seeking employment by the cooperative during the 2022-2023 school year; For this number, please provide the number in each of the following racial classifications:

White 10
African American 6
Hispanic 0
Asian 0
American Indian/Alaskan Native 0
Unknown 0

FY 2022-2023 SALARY SCHEDULES

LICENSED SALARY

		Teacher Bachelor's Degree	Teacher Masters Degree	Specialists/Coordinators
Experience	Steps	Staff on this salary schedule are licensed with the Department of Elementary and Secondary Education		
0	1	\$36,000	\$40,650	\$51,560
1	2	\$36,450	\$41,150	\$52,160
2	3	\$36,900	\$41,650	\$52,760
3	4	\$37,350	\$42,150	\$53,360
4	5	\$37,800	\$42,650	\$53,960
5	6	\$38,250	\$43,150	\$54,560
6	7	\$38,700	\$43,650	\$55,160
7	8	\$39,150	\$44,150	\$55,760
8	9	\$39,600	\$44,650	\$56,360
9	10	\$40,050	\$45,150	\$56,960
10	11	\$40,500	\$45,650	\$57,560
11	12	\$40,950	\$46,150	\$58,160
12	13	\$41,400	\$46,650	\$58,760
13	14	\$41,850	\$47,150	\$59,360
14	15	\$42,300	\$47,650	\$59,960
15	16	\$42,750	\$48,150	\$60,560
16	17	\$43,200	\$48,650	\$61,160
17	18	\$43,650	\$49,150	\$61,760
18	19	\$44,100	\$49,650	\$62,360
19	20	\$44,550	\$50,150	\$62,960
20	21	\$45,000	\$50,650	\$63,560
21		Based on 190 Days	(3) Based on 190 Days	(1) Based on 240 Days
		\$450.00 Yearly Increment.	\$500.00 Yearly Increment.	\$600.00 Yearly Increment

- (1) Teacher Center Coordinator (See Supplemental Salary Schedule)
- (1) ECH Coordinator (Index Multiplier 1.21)
- (1) ABC Coordinator (Index Multiplier 1.21)
- (3) Behavior Support Specialist (Index Multiplier 1.395 for a 200 day contract.)
- (4) PK-12 Educational Examiner (Index 1.365 for a 200-day contract -individual should hold a Masters degree.)

NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue is not available to support increases, the employee will remain at the current level. When/if funds subsequently become available, employees will "step up" to level which funding allows. Base funds may not be used to support non-base employee increases without special approval of the Co-op Board.

CLASSIFIED SALARY

		Bookkeeper-1	Bookkeeper-2	Speech Therapist	SLP Asst.
Experience	Steps	Index Multiplier 1.052			
0	1	\$43,062	\$41,586.80	\$59,550	\$36,000
1	2	\$43,512	\$42,036.80	\$60,050	\$36,450
2	3	\$43,962	\$42,486.80	\$60,550	\$36,900
3	4	\$44,412	\$42,936.80	\$61,050	\$37,350
4	5	\$44,862	\$43,386.80	\$61,550	\$37,800
5	6	\$45,312	\$43,836.80	\$62,050	\$38,250
6	7	\$45,762	\$44,286.80	\$62,550	\$38,700
7	8	\$46,212	\$44,736.80	\$63,050	\$39,150
8	9	\$46,662	\$45,186.80	\$63,550	\$39,600
9	10	\$47,112	\$45,636.80	\$64,050	\$40,050
10	11	\$47,562	\$46,086.80	\$64,550	\$40,500
11	12	\$48,012	\$46,536.80	\$65,050	\$40,950
12	13	\$48,462	\$46,986.80	\$65,550	\$41,400
13	14	\$48,912	\$47,436.80	\$66,050	\$41,850
14	15	\$49,362	\$47,886.80	\$66,550	\$42,300
15	16	\$49,812	\$48,336.80	\$67,050	\$42,750
16	17	\$50,262	\$48,786.80	\$67,550	\$43,200
17	18	\$50,712	\$49,236.80	\$68,050	\$43,650
18	19	\$51,162	\$49,686.80	\$68,550	\$44,100
19	20	\$51,612	\$50,136.80	\$69,050	\$44,550
20	21	\$52,062	\$50,586.80	\$69,550	\$45,000
21		*Based on 240 Days	*Based on 240 Days	*Based on 190 Days	*Based on 190 Days
		\$450.00 Yearly Increment.	\$450.00 Yearly Increment.	\$500.00 Yearly Increment.	\$450.00 Yearly Increment.

NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue is not available to support increases, the employee will remain at the current level. When/if funds subsequently become available, employees will "step up" to level which funding allows. Base funds may not be used to support non-base employee increases without special approval of the Co-op Board.

HOURLY SALARY

Experience		Network Engineer	Part-Time Maintenance	Support Lead Mentor	Intern/ Floater
	Steps *				
0	1	26.25	17.50	50.00	11.00
1	2		18.00		
2	3		18.50		
3	4		19.00		
4	5		19.50		
5	6		20.00		
6	7		20.50		
7	8		21.00		
8	9		21.50		
9	10		22.00		
10	11		22.50		
11	12				
12	13				
13	14				
14	15				
15	16				
16	17				
17	18				
18	19				
19	20				
20	21				
21		*Based on Hourly Rate	*Based on Hourly Rate	*Based on Hourly Rate	*Based on state min. wage
			\$.50 yearly Increment		

NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue is not available to support increases, the employee will remain at the current level. When/if funds subsequently become available, employees will "step up" to level which funding allows. Base funds may not be used to support non-base employee increases without special approval of the Co-op Board.

CLASSIFIED SALARY

		Secretary 1	Secretary 2	Administrative Assistant
Experience	Steps *			
0	1	21,120.00	28,900.00	40,111.60
1	2	21,570.00	29,350.00	40,311.60
2	3	22,020.00	29,800.00	40,761.60
3	4	22,470.00	30,250.00	41,211.60
4	5	22,920.00	30,700.00	41,661.60
5	6	23,370.00	31,150.00	42,111.60
6	7	23,820.00	31,600.00	42,561.60
7	8	24,270.00	32,050.00	43,011.60
8	9	24,720.00	32,500.00	43,461.60
9	10	25,170.00	32,950.00	43,911.60
10	11	25,620.00	33,400.00	44,361.60
11	12	26,070.00	33,850.00	44,811.60
12	13	26,520.00	34,300.00	45,261.60
13	14	26,970.00	34,750.00	45,711.60
14	15	27,420.00	35,200.00	46,161.60
15	16	27,870.00	35,650.00	46,611.60
16	17	28,320.00	36,100.00	47,061.60
17	18	28,770.00	36,550.00	47,511.60
18	19	29,220.00	37,000.00	47,961.60
19	20	29,670.00	37,450.00	48,411.60
20	21	30,120.00	37,900.00	48,861.60
21		*Based on 240 Days	*Based on 240 Days	*Based on 240 Days
		\$450.00 Yearly Increment.	\$450.00Yearly Increment.	\$450.00Yearly Increment.
NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue is not available to support increases, the employee will remain at the current level. When/if funds subsequently become available, employees will "step up" to level which funding allows. Base funds may not be used to support non-base employee increases without special approval of the Co-op Board.				

PARAPROFESSIONAL SALARY

			No CDA	CDA	AA/AS in ECE	BA/BE Not certified in ECE
Experience	Steps					
0	1		\$16,280	\$17,280	\$22,280	\$23,280
1	2		\$16,380	\$17,430	\$22,680	\$23,680
2	3		\$16,480	\$17,580	\$23,080	\$24,080
3	4		\$16,580	\$17,730	\$23,480	\$24,480
4	5			\$17,880	\$23,880	\$24,880
5	6			\$18,030	\$24,280	\$25,280
6	7			\$18,180	\$24,680	\$25,680
7	8			\$18,330	\$25,080	\$26,080
8	9			\$18,480	\$25,480	\$26,480
9	10			\$18,630	\$25,880	\$26,880
10	11			\$18,780	\$26,280	\$27,280
11	12				\$26,680	\$27,680
12	13				\$27,080	\$28,080
13	14				\$27,480	\$28,480
14	15				\$27,880	\$28,880
15	16				\$28,280	\$29,280
16	17				\$28,680	\$29,680
17	18				\$29,080	\$30,080
18	19				\$29,480	\$30,480
19	20				\$29,880	\$30,880
20	21				\$30,280	\$31,280
21			*Based on 185 Days	*Based on 185 Days	*Based on 190 Days	*Based on 190 Days
			\$100.00 Yearly Increment	\$150.00 Yearly Increment	\$400.00 Yearly Increment	\$400.00 Yearly Increment

Substitute-Classified	11.00 hr
Substitute-Certified	14.00 hr
Long Term Sub (Classified) more than 30 consecutive days	12.00/hr
Long Term Sub (Certified) more than 30 consecutive days	15.00/hr
Lead Teacher Stipend for CDA serving as Lead Teacher	1,800.00
Teacher with NOCTI Credential	1,800.00
NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue is not available to support increases, the employee will remain at the current level. When/if funds subsequently become available, employees will "step up" to level which funding allows. Base funds may not be used to support non-base employee increases without special approval of the Co-op Board.	

SUPPLEMENTAL SALARY

South Central Service Co-Op Proposed Supplemental Salary Schedule FY 2023-2024

All employees who qualify for insurance and work 8 hours per day, or reach 1,140 hours per year will be provided and additional \$600.00 to their salary as an insurance supplement. An employee working for SCSC with 0-3 years will receive this payment in May. An employee working for SCSC 3+ years will receive this payment in November. The \$600.00 is not reflected in any of the salaries or schedules listed in this document.

The Director's salary is negotiated.

The Facilities Coordinator's salary is determined yearly by a comparison study of other facilities coordinators' salaries in co-ops around the state. Leading indicators such as the consumer price index, availability of staff, and market value are used to determine salary.

Supplemental Pay for Additional Work or Duties:

Supplemental pay for additional work or duties is based on an increment or a fraction of an increment. One increment equals \$1,800.00. Supplemental pay is awarded by the Director based on duties assigned and on the availability of funds.

Teacher Center Coordinator:

The Teacher Center Coordinator's salary is based on an assigned multiplier. The director will assign a salary multiplier based on degrees, areas of license, and experience.

The Teacher Center Coordinator's salary is based on a multiplier assigned to the "Coordinator, Supervisor, Technology" column of the Licensed Employee Salary Schedule, and it is based on degrees, areas of licensing, and experience. Multipliers are as follows:

- | | |
|------|--|
| 1.17 | Masters level teaching license plus experience as a content specialist, i.e., math or literacy specialist |
| 1.2 | Principal's license plus 3 or more years of building-level administrative experience and/or district-level curriculum specialist licensing. |
| 1.25 | 1.20 credentials plus 5 or more years experience as a district-level curriculum specialist <u>or</u> coordinator <u>or</u> related P-12 field, i.e. cooperative experience |
| 1.3 | 1.25 credentials plus 10+ years experience or District Administrator licensing |
| 1.35 | P-12 District Administrator licensing plus Specialist Degree in Administration or Doctoral Degree plus 5 or more years experience at district level or related experience |
| 1.40 | P-12 District Administrator licensing plus Specialist Degree in Administration or Doctoral Degree plus 10 or more years experience at district level or related experience |

SCSC TEACHER CENTER COMMITTEE

Terms of Office, 2022-23

District	Committee Members	Years Remaining	Term Expires
Bearden	Rhonda Petit, LEA Supervisor	3	2025
Camden-Fairview	Tara Armstrong, Assistant Superintendent	2	2024
El Dorado	Sharonda Brooks, Administrator	3	2025
ETB	April Whitlock, District Testing Coordinator	3	2025
Harmony Grove	Sharon Hale, Federal Programs	3	2025
Hampton	Tara Gates, Virtual Instructor, Teacher	1	2023
Junction City	Shana McLelland, Teacher	3	2025
Magnolia	Sonya Russell, Math Facilitator	3	2025
Parkers Chapel	Gina Taylor, Counselor/Teacher	3	2025
Smackover-Norphlet	Megan Preston, Teacher, Instructional Facilitator	1	2023
Strong-Huttig	LaTonya Green, Teacher	3	2025

SCSC FISCAL REPORT (REVENUE SUMMARY)

*Fiscal Years 2019, 2020, 2021, 2022 and 2023
Current as of May 2023*

		2019	2020	2021	2022	2023
Operating		\$670,000.00	\$845,000.00	\$845,000.00	\$447,749.10	\$722,852.27
Copier Fund		\$20,000.00	\$20,000.00	\$7,891.27	\$7,891.27	\$8,133.37
MST		\$70,956.00	\$63,322.56	\$70,605.36	\$30,000.00	\$84,000.00
CPR		\$2,075.00	\$700.00	\$40.00	\$3,680.00	\$4,300.00
Professional Dev.		\$149,973.00	\$159,047.69	\$159,047.69	\$137,086.00	\$163,827.29
Mentoring		\$104,719.96	\$133,893.30	\$120,503.00	\$60,251.50	\$124,693.09
GT		\$28,500.00	\$30,000.00	\$30,000.00	\$22,500.00	\$30,000.00
Technology		\$75,000.00	\$80,000.00	\$80,000.00	\$80,000.00	\$80,000.00
Specialists		\$442,500.00	432,500.00	\$486,000.00	\$540,000.00	\$540,000.00
Sped Mentoring		\$20,000.00	\$20,000.00	\$19,000.00	\$14,148.58	\$15,624.38
Behavioral Specialist		\$110,000.00	\$110,000.00	\$104,500.00	\$0.00	\$0.00
Workforce		\$50,000.00	\$50,000.00	\$50,000.00	\$25,000.00	\$53,972.62
Carl Perkins		\$87,329.00	\$168,390.00	\$168,342.30	\$129,285.01	\$182,624.51
ABC		\$1,028,116.00	\$993,200.00	\$1,014,026.16	\$1,014,307.16	\$1,013,695.87
ABC Tuition		\$0.00	\$1,360.00	\$24,522.60	\$18,968.00	\$32,294.25
CACFP		\$12,000.00	\$12,000.00	\$8,789.50	\$12,878.20	\$16,790.17
ESSER		\$0.00	\$0.00	28009.14	\$0.00	\$0.00
COVID Meals		\$0.00	\$0.00	9327.08	\$0.00	\$0.00
Covid PreK		\$0.00	\$0.00	29500	\$0.00	\$0.00
VI-B Local		\$150,060.00	\$155,570.00	\$155,570.00	\$990,254.36	\$458,955.31
Special Education		\$510,509.27	\$342,704.85	\$0.00	\$0.00	\$0.00
Federal ECH		\$282,439.82	\$268,907.87	\$61,500.09	\$0.00	\$0.00
ARMAC		\$25,000.00	\$35,000.00	\$61,429.45	\$46,363.90	\$50,311.12
Medicaid		\$40,000.00	\$75,000.00	\$57,049.74	\$72,282.34	\$15,683.65
Extended School Year		\$0.00	\$814.00	\$0.00	\$0.00	\$0.00
ARP Technology		\$0.00	\$0.00	\$0.00	\$111,065.77	\$34,917.88
POC Grant		\$0.00	\$0.00	\$0.00	\$70,526.28	\$445,086.30
Teacher Center						\$27,098.16
ELDT Driver Training						\$5,335.00
Child Care Sustainability						\$318,200.00
ABC Stabilization Expansion						\$7,000.00
Perkins Recruitment & Retention						\$1,150.00
ARP Homeless						\$6,653.98
TOTAL		\$3,879,178.05	\$3,997,410.27	\$3,590,653.38	\$3,834,237.47	\$4,443,199.22

ANNUAL REPORT PROGRAM DESCRIPTIONS 2022-2023

Arkansas Better Chance Preschools

Funding Source: **Arkansas Better Chance/Arkansas Better Chance for School Success**

Competitive Grants: **Yes**

Restricted Non-Restricted

Participating Districts

Harmony Grove
El Dorado

SAU Tech
Parkers Chapel

Strong-Huttig

Personnel

Name	Position	Degree
Robin Richardson	AR Better Chance Coordinator	Masters Degree/Educational Admin
Taylor McLelland	ABC Secretary	Bachelors Degree/Psychology
Marva Baxter	Harmony Grove Floater	Bachelors Degree/Family & Consumer Ed
Stephanie Sliva	SAU Tech ABC Teacher	Associates Degree/EC
Kathy Sexton	Harmony Grove Teacher	Bachelors Degree/EC
Sandra Crain	Harmony Grove Paraprofessional	Child Development Associate (CDA)
Melissa Slaughter	Parkers Chapel Teacher	Bachelors Degree/EC
Tara Morgan	Parkers Chapel Teacher	Bachelors Degree/EC
Chiquita Richard	Parkers Chapel Paraprofessional	Child Development Associate (CDA)
Rena Toland	Retta Brown Paraprofessional	Child Development Associate (CDA)
Suzanne Reynolds	Retta Brown Teacher	Bachelors Degree/ECE
Iris Barr	Strong Teacher	Bachelors Degree/ECE
Alicia Neely	Retta Brown Teacher	Bachelors Degree/EC
Wanda Gunter	Retta Brown Floater	HS Diploma
Belinda Gill	Harmony Grove Paraprofessional	Child Development Associate (CDA)
Kinetra Swift	RB Paraprofessional	AA-Early Childhood
Vickie Mc Henry	Strong Paraprofessional	SQP-CDA
Marquita Steward	Parkers Chapel Floater	HS Diploma
Courtney Butler	Parkers Chapel Paraprofessional	Child Development Associate (CDA)

Goal

The goal of the South Central Service Cooperative's ABC preschool program is to identify qualifying three to five year-old students and to provide safe, healthy, nurturing, age-appropriate experiences for preschool children in a developmentally appropriate setting.

Program Summary

The South Central Service Cooperative provided ABC preschool services to 200 students in five school districts in the cooperative area. The curriculum is aligned with the Arkansas Early Childhood Framework to promote student readiness upon entry into Kindergarten. Students are presented with hands-on activities using manipulatives and technology that, when coupled with teacher guidance, encourage social, adaptive, cognitive, language, and motor development. In order to be accepted into an ABC Preschool Program, the child must qualify under one or more of the following areas:

1. Income level as listed on the application form
2. Teenage parent
3. Low birth weight (under 5.5 pounds)
4. Parent without high school diploma or GED
5. History of abuse/neglect or drug/alcohol abuse
6. Disability under IDEA
7. Failed developmental screening
8. English as a second language

Major Highlights of the Year

The Arkansas Better Chance grant for the 2022-2023 year was successfully submitted and approved 200 student slots located on five sites in the Co-op service area. Two of the five sites received an ECERS review during the school year. ECERS, the Early Childhood Environmental Rating Scale, is the evaluation instrument used by the Division to monitor state ABC programs. All sites reviewed this year received passing scores.

Teachers have continued to create instructional videos to encourage parent involvement and collaboration among the staff. Teachers created videos and uploaded them to the [SCSC Preschool Facebook page](#). Projects included cooking activities, science experiments, story time, and even a long term experience of observing the life cycle of butterflies. Teachers also scheduled virtual class meetings with their families. Teachers used Zoom as their choice of a virtual platform. We have also used the social media page as efforts for recruiting. Our preschool application has been updated and changed to a virtual format using Google Forms. Families can access and complete the application online as the application is posted on Facebook and the Cooperative website. Collaboration among staff continued and staff could be found participating in multiple virtual trainings as well as participating in local school district efforts to serve families as needed.

The application for participation in the Child and Adult Care Food Program was successfully completed. It was approved, and our ABC staff was trained in proper submission of required data.

The South Central Service Co-op's Arkansas Better Chance program has collaborated with regional and local ABC programs to provide quality professional development in the areas of social development, literacy, math and science. The Arkansas Better Chance program has also partnered with local agencies such as HIPPY and Head Start to provide activities for families in celebration of Arkansas Children's Week.

SCSC's ABC teachers will continue their use of classroom Bee Bots, Codapillar, Osmos, and Rigamajig, instructional projects. SCSC's ABC teachers have incorporated STEAM and Tinkering activities within their classrooms.

Retta Brown ABC received the Garden grant award again this year and will plant a community garden with the help of the Union county Master Gardeners

SCSC's certified Pre-K teachers have completed LETRS training and continue to facilitate the use of Launchpad within their classrooms. Our classified Pre-K teachers are following the certified teachers' lead and are completing LETRS training and facilitating the use of Launchpad within their classrooms as well.

SCSC hosted a Pre-K Day at the co-op this year. We had 140 ABC students, their parents, and SCSC staff here enjoying a fun filled day of learning. Some of the activities students and parents participated in are Go Noodle, Rig-ama-jig, planting garden seeds, robot fun, bouncy house fun, pelt exhibit from the Arkansas Game and Fish, cow milking simulation animal, tattoo art, and a petting zoo. We also served lunch to all the students, family, and co-op staff.

Novice Teacher Mentoring

Funding Source: **Department of Elementary and Secondary Education**
 Competitive Grant: **No**

Restricted Non-Restricted

Participating Districts

Bearden	Harmony Grove	Smackover Norphlet
Camden Fairview	Junction City	Strong-Huttig
Emerson-Taylor-Bradley	Magnolia	
Hampton	Parkers Chapel	

Personnel

Name	Position	Degree
Angie Gilbert	Recruitment & Retention Facilitator	M. Ed.

Program Summary

For the 2022-23 school year, South Central Service Cooperative was awarded a one-year grant from the Division of Elementary and Secondary Education to provide a state-supported mentoring program for school districts in our region. This was our sixth year to be awarded the mentoring grant. The Recruitment and Retention Facilitator, Angie Gilbert, was rehired to coordinate the program per the state's guidelines and goals. She worked collaboratively with the office of Educator Effectiveness and Licensure, building principals, and novice teachers to provide a three-year program of support to meet district needs.

Our program participant number in August 2022 was 195 student-facing teachers. Of those, 68 were beginning year one, 84 were beginning year two, and 43 were beginning year three. In the Fall, we assisted the DESE with cleaning up novice data on LEA Insights. Because of those updates and some district employment decisions, our numbers in May 2023 were different. We ended the year with 186 novice teachers. Of those, 61 were completing year one, 81 were completing year two, and 44 were completing year three.

survey.

Highlights of the Year

Licensure: Our target goal for licensure was to have 100% of novices holding an Arkansas teaching license by the end of their third mentoring year. To support teachers needing to take at least one Praxis exam, we covered the subscription costs to 240tutoring.com and study.com. Additional study guide books were also purchased for teachers to use and our content specialists individually tutored teachers who requested their help. We also continued our reimbursement plan from previous years where we paid teachers back their registration fee if they passed an exam on their first attempt.

- In September 2022, 86 of our novice teachers had their license. In April 2023, the number of licensed teachers went up to 132.
- At the end of the school year, 41 of our 44 year three novices reported having received their license, 93%. Two novices said they have applied for their license and one reported that they are waiting on program completion to apply.

We ask our novice teachers to make a personal plan for becoming licensed to teach in Arkansas. In April 2023, we asked our teachers to check in with us on their plan. 19% reported that they were ahead of their initial plan, 52% reported that they were on track with their plan, and 29% reported that they were currently behind where they'd planned to be.

Program Effectiveness: Our goal for program effectiveness as written in our grant was to have 90% of novices and principals rate the SCSC Mentoring Program at three or higher on a scale of one to five. The final novice rating was 99% at three or above, nine percentage points over our goal.

- Of the 174 novices who responded to our end-of-year survey,
 - 125 rated the program with the highest number on the scale with five
 - 39 rated the program with a four
 - 9 rated the program with a three
 - 1 rated the program with a two
 - 0 rated the program with a one
- Principals rated

Retention: At the end of the school year, we asked novices to tell us if they planned to return to teaching in Arkansas on a scale of one to five with one being "definitely not" and five being

“definitely returning”. Of our novices, 75% reported a 5 and 13% reported a 4. We had four novices who reported that they definitely would not return to teaching in Arkansas.

Regular communication with novice teachers has helped us support our districts in retaining novices. Of the R&R’s three main communication areas, 70.7% of novices reported to prefer the weekly Monday Mentoring eMails, 18.6% prefer individual Zoom meetings, and 10.8% prefer in-class support visits. Because we understand that teacher retention is a group effort, everyone at South Central is welcome to support our novice teachers. The support that our content specialists provide to novices during the school year has been very beneficial to the mentoring program. Besides the R&R, the number of novices who reported communicating with our staff are as follows.

- Science Specialist, Renee’ Bearden: 1st semester 32, 2nd semester 29
- Math Specialist, Leah Stinnett: 1st semester 15, 2nd semester 17
- Math Specialist, Heather Rain: 1st semester 12, 2nd semester 7
- Literacy Specialist, Autumn Dunn: 1st semester 25, 2nd semester 23
- Literacy Specialist, Andrea Martin: 1st semester 16, 2nd semester 15
- Literacy Specialist, Jennifer Murphy: 1st semester 13, 2nd semester 12
- CTE Coordinator, Katie Robertson: 1st semester 8, 2nd semester 8
- IT Specialist, JoAnn Womack: 1st semester 7, 2nd semester 6
- SPED/Behavior Support Specialist, Sonya Hartsfield: 1st semester 6, 2nd semester 7
- Print Shop Manager, Lauren Elmore: 1st semester 18, 2nd semester 16
- Teacher Center Coordinator, Anna Warriner: 1st semester 11, 2nd semester 11
- Director, Karen McMahan: 1st semester 4, 2nd semester 9

ADE/APSCN Student Applications Field Analyst

Funding Source: **Division of Elementary and Secondary Education**

Competitive Grant: **No**

Restricted Non-Restricted

Participating Districts

Bearden	Hampton	Parkers Chapel
Camden Fairview	Harmony Grove	Smackover-Norphlet
El Dorado	Junction City	Strong-Huttig
Emerson-Taylor-Bradley	Magnolia	

Districts in South East Cooperative

Cleveland County	Hamburg	Warren
Crossett	Hermitage	Woodlawn
Fordyce		
SEACBEC (Southeast Arkansas Community-Based Education Center)		

Personnel

Name	Position	Degree
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Martha Johnson	APSCN Student Field Analyst	BBA
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Goal

The goal of the APSCN Student Field Analyst is to provide end-user support to district users of the SMS statewide student management system, COGNOS reports, and meeting statewide guidelines.

Program Summary

The Student Applications Field Analyst provides services to districts within Arkansas that utilize the SMS statewide student management system software. The software is used to store district, school, and student data. Student Management Systems Applications is computer software used primarily to process and maintain student records. The Power School student management systems applications provided by APSCN include: demographics, attendance, scheduling, report cards, discipline, and medical. With the use of nine cycles yearly, districts electronically submit data to the DESE. The student field analyst provides districts with consulting and training workshops through meetings at the cooperative, through school visits, and communicates closely with school personnel by e-mail and telephone. Various training sessions offered throughout the year include, but are not limited to, SMS required fields for state reporting, new personnel, COGNOS report writing, next year scheduling, and year-end rollovers. Workdays are also scheduled when required or requested.

Major Highlights of the Year

The Power School Online Enrollment entered Phase 5 this year. PowerSchool Enrollment can consist of several components. One component is New Student Registration which is a method for parents to electronically submit New Student records by use of an online form. The record is received in the Administrative portal where the school staff can review, approve, update data, and deliver the student records to eSchoolPLUS. Another component is the Returning Student Registration which allows the district to invite the parent of an enrolled student to update a student's record on-line, submit to the PS Enrollment Administrative portal where the district can then review, approve, update data, and deliver the student record back to eSchoolPLUS.

During the spring of this year the eSchoolPlus software was updated from version 20.4 to version 23.2.

Behavior Support Specialist

Funding Source: **Federal-Part B**

Competitive Grant: **No**

Restricted Restricted

Participating Schools: Statewide

Personnel

Name	Position	Degree
Shelia Smith	Behavior Support Specialist Coordinator	Ph.D., L.P., BCBA-D
Shana Bailey	Behavior Support Specialist	M.S.
Jennifer Brewer	Behavior Support Specialist	Ed.S.
Julie Butterworth		M.C.D, CCC-SLP, BCBA
Sandy Crawley		M.S.E.
Kelly Davis		M.Ed., BCBA
Sonia Hartsfield		M.Ed.
Audrey Kengla		M.S., CCC-SLP
Amanda Kirby		M.S.E.
Kat Lancaster		M.A., CCC-SLP
Lindsey Lovelady		M.S., BCBA
Allison Mears		LPC., BCBA
Sarra Petray		Ed.S.
Nicheyta Raino		M.Ed., BCBA
Jenna Stapp		M.A.T.
Connie Thomason		M.Ed., BCBA
Mary Walter		Ed.S.

Goal

In an effort to support the DESE vision, mission, and goals, the Arkansas Behavior Support Specialists build local district capacity by providing educators with support and services needed to implement evidenced-based behavioral practices that meet the needs of all students.

BX3 Project

Goal

BX3 is a capacity-building project that provides coaching to school behavior teams working to develop tiered systems of positive behavior supports for all students.

Cohort 3- Alma Intermediate-Alma, Asbell Elementary-Fayetteville, Beard Elementary- Fort Smith, Happy Hollow Elementary-Fayetteville, McNair Middle School - Fayetteville, Bald Knob High School, Cave City Elementary- Cave City, McRae Elementary - Searcy, University Heights Elementary - Nettleton, Holly Harshman Elementary - Mena, Horatio Elementary -

Horatio, Mena Middle School- Middle, Mena High School- Mena, Oscar Hamilton Elementary - Foreman, Bryant Elementary- Bryant, Collegeville Elementary - Bryant, Guy-Perkins Elementary- Guy Perkins, Hurricane Creek Elementary - Bryant, Pottsville Jr High- Pottsville, Springhill Elementary - Bryant

Program Summary

The Arkansas Behavior Support Specialists (BSS) affiliated with the Arkansas Department of Elementary and Secondary education (DESE) - Office of Special Education lead the state-wide initiative, the BX3 (Behavior eXtreme 3 - Training, Coaching, Empowering) Project. This BX3 project is designed to build capacity by providing coaching to building-level behavior teams that are working to develop tiered systems of positive behavior supports for all students. BX3 assists building level teams in developing and monitoring at least one SMART goal based on their assessment on the Tiered Fidelity Inventory (TFI). Additionally, the BX3 teams create and update an action plan focused on meeting their individualized SMART goal(s). The BSS offer at least 6 coaching sessions (one per month) for each BX3 team. Professional learning opportunities are offered as needed based on the SMART goal(s) and action plan.

Major Highlights of 2022-23

- Accepted Cohort 3 with 20 building-level teams across the state
- 97% of participants in Cohort 3 agreed to strongly agreed that the coaching session on the topic covered was beneficial.
- 96% of participants in Cohort 3 agreed to strongly agreed that the BX3 Coaches helped their team plan action steps toward meeting our SMART goal(s).
- 98% of participants in Cohort 3 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.
- 94% of participants in Cohort 3 agreed to strongly agreed that they feel confident in carrying out the the steps in their action plan.

Circuit

Goal

- To provide technical assistance and support to local school district administrators and school personnel in the development and implementation of evidence-based behavior supports for students receiving special education services
- To provide technical assistance and support to local school personnel in the identification and educational programming for students identified with autism
- To provide professional development to local school district administrators and personnel on evidence-based behavior supports

Program Summary

The Behavior Support Specialist (BSS) provide technical assistance in the area of behavior to all school districts within the state. The BSS receive requests for technical assistance

through the CIRCUIT on-line referral system. Once a request for services is received, the BSS works in conjunction with the Special Education Supervisor for the referring school district to identify and provide needed support for students with disabilities. Services include:

- On-site consultation, student observation, record review and written recommendations with follow up and training as needed
- Assistance with Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) development
- Assistance with autism identification and programming
- Professional development opportunities on evidence-based interventions

Major Highlights of 2022-2023

- Provided on-site coaching and consultation, student observation, record review, conference attendance, specialized evaluations, assistance with functional behavior assessment, safety and behavior intervention planning for student teams for 148 CIRCUIT referrals across all Education Service Cooperatives

Professional Learning Opportunities

Goal

To provide professional development to local school district administrators and personnel on evidence-based behavior supports

Program Summary

The Behavior Support Specialist (BSS) position provides professional learning opportunities on evidence-based behavior practices via in-person, virtual, and online learning modules available to all school districts in all Education Service Cooperatives.

Major Highlights of 2022-2023

Offered 25 of the 5 Essential Components of School-Wide Behavior Supports professional developments and trained 84 building-level teams. In June, Springdale will train all of their buildings (30+ teams) with approximately 300 participants.

- Added 13 Behavior Breaks which are short instructional videos to equip educators and parents with strategies that can be implemented quickly to improve student engagement and success. <https://arbss.org/behavior-breaks/>
- Provided over 170 professional learning opportunities in person or virtual to school districts in all Education Service Cooperatives with over 3233 participants
- Scheduled 61 additional professional learning opportunities by the end of 6/30/23

Additional BSS Highlights of 2022-2023

- Presented at Arkansas School Psychology Association Conference
- Presented at SEAS Conference
- Presented at Arkansas Association of Alternative Educators Conference

- Contracted with an outside agency to provide the Autism Diagnostic Observation Schedule (ADOS-2) training at no cost to school personnel qualified to administer assessments
- Facilitated 6 regional Community of Practices monthly (September, October, November, January, February) to school personnel to assist with the practice scoring or administration of the ADOS-2
- 9 BSS attended the PBIS Leadership Forum
- 2 BSS attended the LRP Institute Convention
- Served on DESE Leadership Team for Arkansas THRIVE
- Supported the launch of DESE THRIVE Academy Cohort 1 including providing professional development during the academy (6/2022, 7/2022, 9/2022)
- Supported the DESE THRIVE Academy Cohort 2 including providing professional development during the academy 1/2023, 3/2022, 6/2022)

Career & Technical Education

Funding Source: **Carl D. Perkins Funding**
 Competitive Grant: **No**

Restricted Non-Restricted

Participating Districts

Bearden	Emerson-Taylor-Bradley	El Dorado
Harmony Grove	Hampton	Junction City
Camden Fairview	Parkers Chapel	Smackover-Norphlet

Personnel

Name	Position	Degree
Katie Robertson	Career & Technical Education Coordinator	BBS

Program Summary

The South Central Service Cooperative's ("SCSC") Career & Technical Education ("CTE") Department provides Perkins Consortium supporting resources to 11 public schools and allows for non-Perkins funded support to one public school and two secondary career centers in our cooperative area. The main focus is to initiate and maintain quality CTE programs in accordance with the Arkansas Department of Career and Technical Education's Strategic Plan, Goals, and Objectives. School districts in the SCSC Carl Perkins Consortium are allotted funds through the Carl D. Perkins Career & Technical Education Act, usually referred to as Perkins V. The amounts of these funds are determined by a state distribution formula. Once funds are assigned to a consortium, the funds lose their identity. The SCSC Perkins Consortium consists of nine school districts. The CTE office encourages the

development, implementation, and improvement of CTE programs for “all” districts in the cooperative service delivery area by providing data collection and reporting, evaluation of CTE programs in schools, technical assistance in the form of professional development, new teacher assistance, policies and procedure interpretation, resource distribution, support services for special populations, and start-up grant support. The CTE coordinator provides support for programs of study, curriculum frameworks, career planning systems, state-approved industry-recognized certification process, and academic attainment of CTE students. The coordinator also is responsible for preparing and administering the Carl D. Perkins Consortium application which includes the preparation and submission of the application, budget management, implementation of Perkins activities, proposal accountability, technical equipment purchasing, distribution and inventory, and preparation and submission of completer and placement reports for member schools. The CTE coordinator also represents the education cooperative at local, state, and national events and activities.

Major Highlights of the Year

- South Central Service Cooperative’s Perkins Consortium met current Perkins performance indicators.
- Obtained and reported CTE primary and secondary completer data for eleven school districts to the Arkansas Department of Career Technical Education and provided completer certificates and diploma seals to be given out at area school graduation/awards assemblies or packets of recognition to those students.
- Obtained and reported CTE placement data for area schools to DCTE.
- Obtained and reported passed student industry-recognized certifications to increase 5S1 Performance Measure.
- Assisted CTE instructors, counselors, and administrators with DESE initiatives and questions throughout the year.
- Wrote 3 and obtained 2 start up grants valued at \$110,798.10 for new programs at Emerson Taylor Bradley School District for Bradley in Medical Office Administration (\$24,225.000) and Smackover High School for Nutrition Science & Dietetics (\$86,573.10).
- Supported in the reimbursement process of 6 State Start Up programs for the previous year funding at Smackover, Junction City (2), Harmony Grove, El Dorado (2), and Parkers Chapel.
- Supported DCTE in transitional Perkins V plans and timelines.
- Successfully completed 3 state start up fiscal audits for Bearden, Smackover and Harmony Grove for their Office Administration programs with no findings.
- Managed as the Perkins fiscal agent and received \$307,166.28 and maintained 100% reimbursement for the Perkins Consortium.
- Supported area CTE teachers in transitional learning opportunities such as Zoom, Social media- Facebook Groups, A creation of a Google Site to allow for downloadable files and the most up to date CTE information, Uploading AMI resources to the SCSC Google Classroom, holding virtual meetings, Attending virtual trainings, and the creation of a Comprehensive Local Needs Assessment.
- In November, SCSC partnered with SWAEC and DMESC to host Be A Model, Break the Mold! events across Southwest AR. The cooperatives partnered with UAHT Hope and Texarkana Campuses, UA Cossatot, UA Rich Mt., and SAU to provide non-traditional career exploration for high school girls in manufacturing-related fields. Girls experienced hand-on instruction in welding, Industrial Maintenance, Industrial Electrical, CNC

Machining, Diesel Technology, Powerplant and Solar Power Management, Business, IT, Power Tools, and Vehicle Maintenance. Valued at \$38,000

- In January, SCSC partnered with SWAEC and DMESC to host a series of Girl Manufacturing Competitions called Girl Power to the Max. Total innovation grant was for \$145,300. Targeted area schools of Hampton, Junction City, Emerson, El Dorado received a Plasma Cam or Boss Laser respectively. Area schools participated in a competition at SCSC and winners advanced to a regional competition hosted at Ledwell in Texarkana.
- Hosted a state meeting with DCTE staff for the approval program approval verification of each of the 11 schools and their programs.
- Memberships- Active member of ACTE and Chair of the Nominating Committee for the Admin Division of Arkansas ACTE, 2022 Administration President, and chosen as a 22/23 ACTE National Fellowship Program
- Roles- Elected position on the Southwest Workforce Development Youth Committee, Appointed by DCTE on the Guiding Coalition, President of the SCSC Personal Policy Committee, 2022/2023 ARP Homeless II Consortia Liaison
- Certifications- Certified Instructor for American Heart Association and TCEA Remote Learning Educator Certification.
- Licensed Notary and help support SCSC in Notary availability.
- Helped Assist Ouachita County Economic Development in establishing a Work Ready Community to help strengthen our job force by participating in a 4 day bootcamp. Early 2023 I helped Calhoun, Union, and Columbia within our consortium area achieve status of being workready.
- Provided 6 teachers with career Coordinator to help redesign the SCSC computer lab into a Stem Hub. Purchases of work storage cabinets/benches, solid surface counters, 2 large storage tables and chairs, 2 smaller storage tables with chairs, and a "Makerspace" sitting area were purchased with an ARP DESE grant to help facilitate student and teacher learning opportunities.

Perkins Funded Activities for 2022-2023

ICEV – Multimedia Online Curriculum for Agri, Business & FACS - This was purchased as a supplemental resource for students and teachers in Bearden, Emerson, Junction City Smackover-Norphlet, Harmony Grove, Hampton, El Dorado, Taylor, Camden Fairview, and Parkers Chapel enabling students to gain essential workforce and technical skills while exploring multiple career paths. This curriculum contains a vast library of multimedia lessons covering actual frameworks, career paths, and workforce and life skills required by today's business and industries.

Test Out Practice Tests for Microsoft Certifications – Licenses for practice tests for students in business education classes at Bradley, Taylor, Junction City, Harmony Grove, El Dorado, Bearden, Parkers Chapel and Smackover were purchased to allow for Microsoft Office Associate certifications. These practice tests improved the skill level of students and made them more successful in their endeavors to pass the actual certification exams.

GMetrix for Microsoft Certifications- Taylor, El Dorado, Smackover and Bradley were approved for the purchase of license agreements to provide students with software that would lead to the achievement of a Microsoft Office Systems certification.

Interactive Panels- Parkers Chapel and Junction City received approval for the purchase. The use of the technology of interactive boards will allow multiple teaching approaches to reach different learners by allowing students to send and receive digital information in many different ways and the flexibility to students that struggle in deficient subjects.

Code HS- El Dorado High School was approved for the purchase of an one year site license to help strengthen skills for the cyber security and computer science program.

Smart Panel Wall- El Dorado High School and Camden Fairview received funding to purchase a bundle package for Media Wall and software. This will be used to market CTE and allow students in marketing and av tech to demonstrate marketing techniques.

Photography Upgrades - El Dorado Photography Program received funding to help assist students in the purchase of Photography upgrades.

Sports Med Bundles- Camden Fairview and Smackover each received funding to purchase a cart for field use to perform medical attention as well as therapy devices to aid students in recovery.

Taylor Business Digital Camera Upgrade- Taylor High School was approved for the purchase of various camera equipment to aid in the advancement of their vlog promoted by business students.

3D Printer and Filament - Bearden Business program to explore, design, develop, and produce a tangible asset to provide hand-on reinforcement skills. This technology will increase technical skill attainment, STEM interest, proper coding, and the production of objects that may not be on the market.

CNC and Power Structures- Taylor High School received funding for a CNC to increase skills that are in high demand for manufacturing jobs.

Camden Fairview Shop Bot - Camden Fairview High School received a shop bot for their use in their pre engineering program of study.

Business Software Support - El Dorado and Harmony Grove High School's Entrepreneurship and Digital Marketing Programs of Study received GoVenture BUSINESS SUITE, a comprehensive and exciting collection of business and career education resources; and Social Mimic software by Stukent to allow for simulation and engage students to simulate real-life situations and the real true cost of social media and marketing. Students will run social media ad campaigns with simulated dollars and learn about budgeting and allocating funds for their subjected platforms.

Harvestright Freeze Dryer- Smackover High School FCS program received a freeze dryer to aid in student engagement with various types of preservation methods.

GlowForge- STEM programs at Harmony Grove, Hampton, and Smackover were approved to aid in the exploration of skills of lasering.

Professional Development, Travel, Certifications, Program Development, and Administrative - All 9 districts, 11 schools were approved for the spending of the

sustainability approvable projects to help strengthen the performance measures of CTE Consortium.

Digital Learning - Virtual Arkansas

Funding Source: **ADE Grant – Act**

Competitive Grant: **No**

Restricted **Restricted**

Participating Districts

Bearden
Camden Fairview
Emerson-Taylor-Bradley
Hampton

Harmony Grove
Junction City
Magnolia

Smackover Norphlet
Strong-Huttig

Personnel

Name	Position	Degree
John Ashworth	Virtual Arkansas Executive Director	MS+30, BS
Dr Brandie Benton	Virtual Arkansas Deputy Superintendent of Curriculum and Instruction	BSE, MSE, Ph.D
Dr. Michael Lar	Virtual Arkansas Director of Operations	BS, MBA, ABD
Candice McPherson	Virtual Arkansas Director of Design and Development	MS, BS
Amy Kirkpatrick	Virtual Arkansas Director of Technology	MS, BS
Jason Bohler	Core Campus Director	MA, BA
Ellora Hicks	Concurrent Credit Campus Director	MS+30, BA
Christie Lewis	CTE Campus Director	BBA, MS
Dr. Nic Mounts	Off-Campus and Fully Online Program Principal	Ed.D, MS, BS

MISSION: Our mission is to equip, engage, and empower students through unique, digital opportunities.

VISION: We are the premier digital source delivering opportunities and building foundations for students achieving their dreams.

CORE VALUES: Students, Relationships, Integrity, Collaboration, Innovation, Quality

GOALS:

If we were to summarize why Virtual Arkansas is in existence it would be this: to provide affordable and equitable educational access and opportunity for Arkansas students.

According to *Act 2325 of 2005*, distance learning opportunities were employed:

- To help alleviate the teacher shortage
- To provide additional course-scheduling opportunities for students
- To provide an opportunity to access an enriched curriculum
- To develop and make available online professional development

Virtual Arkansas has specific goals that drive its operations. These goals are outlined in the chart below, along with the most recent results:

Goals	2021-2022 Results
Help Address the Arkansas Teacher Shortage	<ul style="list-style-type: none">- Virtual Arkansas provided access to Arkansas certified, trained, and evaluated FTE teachers to 35,886 Content + Teacher course enrollments over two semesters and summer school from the following campuses: Core Campus = 73 teachers; CTE Campus = 16 Teachers; CC Campus = 11 Teachers
Provide a Wide Range of Courses for Arkansas Students	<ul style="list-style-type: none">- VA provided access to 175 total courses and 35,866 Content + Teacher course enrollments.
Ensure Educational Options for Economically Disadvantaged Students	<ul style="list-style-type: none">- Virtual Arkansas made courses available to all high-poverty districts and was utilized by 93.3% of all Arkansas districts with a 70%-100% free and reduced lunch population.- 100% of high-poverty schools that submitted the necessary paperwork for enrollment during the early registration period were granted seats in the classes for which they registered.
Ensure Educational Options for Rural Students	<ul style="list-style-type: none">- 60% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural- Virtual Arkansas had 21,671 enrollments from Districts designated as rural- VA provided educational options and opportunities to all

	<p>rural districts and utilized by 99% of all districts designated as rural</p> <ul style="list-style-type: none"> - 85% of all Concurrent Credit enrollments were from districts designated as rural
Provide Educational Options for Students with Scheduling Conflicts	<ul style="list-style-type: none"> - All VA courses can be taken at any time during the day which provides flexibility in scheduling local course options to avoid scheduling conflicts - This is particularly important for smaller districts, as they have many courses only available during certain periods of the day
Increase the Number of Students Completing Career Focus Programs of Study and Participating in Work-based Learning	<ul style="list-style-type: none"> - 34 CTE courses were provided to 6,554 CTE enrollments - VA provided opportunities to students throughout the state in 5 full completer programs and 7 partial completer programs
Reduce the Number of Students who Enter College and Must Enroll in Remedial Courses	<ul style="list-style-type: none"> - In the latest data available, 9% of VA concurrent credit students had a remedial course compared to 63.5% of non-VA students

PROGRAM SUMMARY:

Virtual Arkansas is a supplemental State Virtual School (SVS) that partners with local Arkansas schools, the Arkansas Department of Education, and the local Education Service Cooperatives to provide 7th-12th grade online courses, resources, and services to Arkansas schools, teachers, and students who might not otherwise have access to these resources and opportunities. This initiative is guided by Act 2325 of 2005: An Act to Provide Distance Learning.

www.virtualarkansas.org

We are not an online high school or a diploma-granting institution, but a resource for supplementing education for students through their local school.

Virtual Arkansas is comprised of four campuses:

- Core Campus High School: Arch Ford Educational Service Cooperative
- Core Campus Middle School: Arch Ford Educational Service Cooperative
- CTE Campus: Dawson Educational Service Cooperative
- Concurrent Credit Campus: Southeast Educational Service Cooperative

Major Highlights of the 2022-2023 School Year - Virtual Arkansas

- National Award; Virtual Arkansas awarded the Digital Learning Collaborative Unsung Super Star Award for the Department of Youth Services campus.
- Provided 100% virtual student options for local schools through the Off-Campus and Fully Online program.
- Conducted heart dissection labs with Anatomy & Physiology students.
- Provided parent orientation webinars and informational webinars throughout the school year.
- Offered daily support to schools in the implementation of Act 1280: Digital Learning Requirement.
- Implemented Computer Science course opportunities to Arkansas schools, per Governor's Initiative.
- Recognized as a national leader with the number of Quality Matters externally reviewed and quality assurance certified courses.
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to adjudicated youth.
- Partnered with ADE's Computer Science Unit to design and develop three additional Computer Science courses.
- Virtual Arkansas launched the pre-educator Arkansas Teacher Residency Certified Teaching Assistant Concurrent Credit pathway and partnership to provide concurrent credit pre-educator options to students throughout the state.
- Applied for and was granted to serve as an Educational Preparation Program (EPP) to train teachers to complete the Effective Online Teaching endorsement. Virtual Arkansas had 70 teachers complete the training and assessment and add this endorsement to their license. An additional 18 teacher endorsements are pending.
- Deputy Superintendent was a member of the national committee that developed a crosswalk of the National Standards of Quality (NSQ) of Online Teaching and the Charlotte Danielson framework of teaching.
- Virtual Arkansas worked through collaborative teams to identify essential standards and realign the curriculum in all courses.
- Executive Director served the role of Board President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning.

Virtual Arkansas Data (Based on 2021-2022 School Year)

- 224 Districts and 8 charter schools served by Virtual Arkansas
- 330 Arkansas Schools or Programs Utilized Virtual Arkansas Services
- 251,324 enrollments served since 2013-2014
- Virtual Arkansas Students had a 90% Pass Rate
- 14,319 Unique Arkansas Students Engaged in 35,885 Content + Teacher Enrollments
- 32,274 Credits Earned
- 78% of Virtual Arkansas teachers have Master's degree or above
- 146 Content+Teacher courses available to students throughout Arkansas
- 2,728 Concurrent Credit Enrollments Earned 8,124 College Concurrent Credit Hours
- 85% of Concurrent Credit Enrollments From Rural Districts

- Career and Technical Education: 6,847 Enrollments Over Two Semesters in 34 Courses; 5 Full Completer Programs and 7 Partial Completer Programs Offered to Arkansas Students
- 2,049 Computer Science Enrollments from 190 Arkansas Schools
- 1,827 Advanced Placement Enrollments
- 99% of all Arkansas Rural Districts Served by Virtual Arkansas
- 60% of all Virtual Arkansas Content + Teacher Enrollments From Districts Classified as Rural

Early Childhood Special Education

Funding Source: **Federal/State/Medicaid/ARMAC**
 Competitive Grant: **No**

Restricted Non-Restricted

Participating Districts

Bearden	Magnolia	Parkers Chapel
Hampton	Strong-Huttig	
El Dorado	Harmony Grove	
Emerson-Taylor-Bradley	Junction City	

Personnel

Name	Position	Degree
Karla Brian	ECH SPED Coordinator	MSE
Sondra Powell	ECH SPED Teacher	BSE
Jennifer Burks	ECH SPED Teacher	MA
Stephanie May	ECH SPED Teacher	MSE
Shawnya Everett	ECH SPED Teacher	MSE
Brooke Vaughan	ECH SPED Speech Language Pathologist	MS
Amanda Bonsall	ECH SPED Speech Language Pathologist	MA
Holly McDougald	ECH SPED Speech Language Pathology Assistant	BA
Cathy Flowers	ECH SPED Speech Language Pathology Assistant	BS

Taylor McLelland	Medicaid Clerk	BS
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Goal

It is the goal of the SCSC Early Childhood Special Education (EC SPED) Program to address the needs of children with disabilities through speech therapy, occupational therapy, physical therapy, and teacher-facilitated, direct instruction for the purpose of assisting students by addressing developmental delays and preparing them for kindergarten.

Program Summary

The SCSC Early Childhood SPED Program serves children with disabilities ages three through five. The program includes the following delivery options: preschool classroom, daycare, itinerant, and homebound. The EC SPED program works to ensure that students are placed in the least restrictive environment and collaboration is ongoing with general education staff and families. Students receive educational and related services designed to meet their unique needs. Services provided include: screening, diagnostic services, specialized instruction, behavior support, speech-language therapy, physical therapy, and occupational therapy. The number of students served was 234 based on child count, December 1, 2022.

Major Highlights of the Year

The EC SPED staff has participated in many Child Find activities including developmental, speech, vision, and hearing screenings for area preschools and the distribution of program information to medical facilities and outreach programs. The staff has performed or contracted developmental, speech, occupational therapy, and physical therapy assessments to determine eligibility for special education for three to five-year-old students in the Co-op service area. The 234 students found to be eligible were provided individualized special education services in accordance with IDEA guidelines. The SCSC's ECH SPED department has collaborated with regional and state early childhood programs to provide quality professional development for early childhood professionals. An example of training attended is We Are Better Together. This training was provided by Dr. Laurie Dennebeil and Dr. William McInerney, professors at the University of Toledo. The professors are committed to meeting the needs of young children with disabilities in an inclusive setting and sharing the varying service delivery models to early childhood educators. We have also had two teachers complete the ADOS training and are now able to complete evaluations for the educational diagnosis of Autism.

Information released from the special education department of Data and Research showed the following data for the 2021-2022 school year. A total of 342 new referrals were processed throughout the year with 184 of the students referred qualifying and being placed in early childhood special education. Of the 210 students exiting the program, 37 were reevaluated and found to be functioning at age level in all developmental areas; therefore, dismissed from special education. One hundred fourteen were kindergarten eligible and transitioned to the K-12 program. Data compiled on the Annual Performance

Report for early childhood exit outcomes indicated improvement for all students in the three outcome areas of social, knowledge and skills, and appropriate behaviors. South Central students met the state target in five of the six areas. These percentages are listed below.

	STATE TARGET	LEA RATE
Social Emotional-percentage showing substantial growth	89.64%	94.85%
Social Emotional-Percentage functioning within age limits	66.80%	73.29%
Knowledge and Skills-percentage showing substantial growth	90.46%	96.40%
Knowledge and Skills-Percentage functioning within age limits	56.21%	49.23%
Appropriate Behaviors-percentage showing substantial growth	89.73%	95.05%
Appropriate Behaviors-Percentage functioning within age limits	74.97%	78.08%

Gifted and Talented

Funding Source: **Department of Elementary and Secondary Education**

Competitive Grant: **No**

Restricted Non-Restricted

Participating Districts

Bearden	Hampton	Parkers Chapel
Camden Fairview	Harmony Grove	Smackover-Norphlet
El Dorado	Junction City	Strong-Huttig
Emerson-Taylor-Bradley	Magnolia	

Personnel

Name	Position	Degree
Chad Morris	Gifted & Talented Specialist	Master of Education

Goal

Serve as a liaison between ADE, Office of Gifted and Talented and Advanced Placement, district gifted/talented program coordinators, and parent and professional organizations. Provide technical assistance to meet the State Standards for Gifted and Talented Education and Advanced Placement. Promote gifted education through public awareness and advocacy.

Program Summary

As the Gifted and Talented Specialist for SCSC, the job revolves around making sure that the needs of the gifted learners in the SCSC districts are being met. This is only achievable by working with the fabulous GT educators across the 11 districts and working hand-in-hand with DESE. On top of working with Gifted educators who are responsible for meeting the needs of the gifted students in each district, it is also a responsibility to work with the regular education teachers to ensure that they are equipped with the tools necessary for helping gifted students grow and blossom. Some of the services provided are: guiding GT Coordinators in the writing of the program application, pre-monitoring in preparation for monitoring of the program, and updating policies and procedures necessary for compliance. Hosting regular GT Advisory Council meetings to disseminate ADE updates, current trends and issues in gifted education, discuss practices and procedures for program compliance, share ideas and student activity events and dates, and keep abreast of the activities of the professional organizations for gifted and talented (Arkansans for Gifted and Talented Education and Arkansas Administrators of Gifted Education Association). Assisted member schools with various student activities such as Quiz Bowl, Vlog Competitions, Chess Tournaments, and even a Rubik's Cube Competition. Also providing professional development opportunities, including: Curriculum Differentiation, GT Scope and Sequence, Assessment for Identifying Gifted/Talented, whole group enrichment, how to better meet the needs of our twice exceptional students, classroom management for novice teachers, providing training on how to meet the needs of our "Outcast" students, providing training on how teachers can manage "Secondary Trauma," and creative ways to include Arkansas History into the curriculum with the "Eerie Arkansas" sessions.

Major Highlights of the Year

The main goal this year was to try to present opportunities for our gifted learners to have as many enrichment opportunities as possible this year. SCSC provided some great opportunities for gifted learners to share their talents on numerous GT centered events. Beginning in September, we challenged our 3rd-12th grade gifted and talented students in our school districts to compete in our fifth annual Vlog Competition. Over 80 gifted and talented students across our districts participated in this competition. This gave our GT students an opportunity to debate issues, explore their talents in using video, research, and to use their creative talents utilizing technology. The Vlog Competition Award Ceremony was held on December 14th, where we invited all students who participated to join us via Zoom and discuss what they learned from the competition, and we awarded the winners. Also this year, we provided numerous quiz bowl competitions for the students. SCSC ended up holding Senior High, Junior High 7th grade, 6th grade, 5th grade, and 3rd & 4th grade quiz bowls for the students of our 11 school districts. This ended up being a great success and the students and their coaches were able to compete in their grade level tournaments. SCSC held face-to-face Chess Tournaments for our Senior High through elementary students to show off their awesome chess skills from September 23rd- 27th . It was great seeing these kids in action again. One of the biggest events that we provided for our GT students this year was the Rubik's Cube Competition that we held on December 2nd. We held a team event and an individual event for the students to show off their cube solving skills. It was amazing! Lastly, we had a great interest from GT teachers across our eleven districts, as well as from around the state, to hold an “Eerie Arkansas” session with GT students. We held virtual Eerie Arkansas sessions with GT students from all over the state (including our districts) where they were presented with information about The Mystery of The Fouke Monster. Their task, after doing some research on their own, was to come up with possible theories of what this strange phenomenon could be, and then present their theories back to me. The information that they presented to me was absolutely awesome, and it turned out to be not only a great time for all that were attending, but an awesome learning experience for both the students and the educators. This session was such a hit that we feel we will be doing more.

Other Highlights

In addition to offering “Eerie Arkansas” to students, this training is offered to teachers from across the state. In fact, I was recently featured on the EduTech Guys Podcast featuring “Eerie Arkansas”. Outside of the GT realm, I also offer Secondary Trauma, Twice Exceptional, and Reeling in the Outcast Student Training to educators at our cooperative.

SCSC Literacy

Funding Source: **Department of Elementary and Secondary Education**
 Competitive Grant: **No**

Restricted Non-Restricted

Participating Districts

Bearden	Magnolia	Camden Fairview
Hampton	Parkers Chapel	Smackover-Norphlet

Personnel

Autumn Dunn	K-12 Literacy Specialist	Masters of Education
Jennifer Murphy	K-12 Literacy Specialist	Bachelor of Education
Andrea Martin	K-12 Literacy Specialist	Bachelor of Education

Goal

The goal of the SCSC Literacy Program is to work with all participating educational institutions to support the goals and priorities established by the Department of Elementary and Secondary Education, to provide leadership in literacy instruction to districts through implementation of a statewide professional development network, and to provide the following listed services to Arkansas schools. These services include R.I.S.E and Science of Reading support, on-site and virtual technical assistance, analysis of data, models of best practices, coaching and assistance of teachers face-to-face and virtually, instructional facilitators, administrators, and dyslexia interventionists, Arkansas State Standards curriculum development, TESS support, professional development, and leadership.

Program Summary

The SCSC Literacy Program is funded through grants from the Reading Department of the Department of Elementary and Secondary Education. Legislative Act 44 of 1983, which established the need for an increase in student achievement scores, initiated the funding. It was then continued through Act 999 of 1999, the Arkansas Comprehensive Testing and Assessment Act which established that in Arkansas, all in-service training should be geared toward teaching Arkansas State Standards and increasing student achievement in literacy.

Professional Development Opportunities Offered:

SCSC-R.I.S.E Academy K-2: K-2 R.I.S.E. Academy was a year-long blended learning professional development opportunity, and two cohorts were offered. The training provided the K-2 educators from seven school districts in one cohort and one large district in the other cohort with in-depth knowledge related to the science of reading, evidence-based instructional strategies, and data-based decision making. Participants in both cohorts attended 6 days of face-to-face training, participated in a blended learning community throughout the year, and were supported through intense coaching and collaboration.

SCSC-R.I.S.E for Grades 3-6: Year 2 R.I.S.E. 3-6 was provided to five districts, and Year 2 R.I.S.E. 3-6 was provided to six districts by two of the literacy specialists. The training provided educators with in-depth knowledge related to the science of reading, evidence-based instructional strategies, and data-based decision making. Participants

attended three days of face-to-face training and were supported through coaching and collaboration.

Science of Reading: Phonological Awareness: This virtual training was presented by two of the three literacy specialists and focused on phonological awareness, examined the role of phonemic awareness in skilled reading, and applied the knowledge of phonological awareness to instruction.

Science of Reading: Decoding: This virtual training was presented by two of the three literacy specialists and focused on defining decoding, discussed the knowledge needed to teach decoding, as well as how to teach and assess decoding in a way that it promotes permanent word storage rather than visual memory. It included best practices based on the science of reading.

Science of Reading: Encoding: This virtual training was presented by two of the three literacy specialists and focused on defining encoding, discussed the knowledge needed to teach encoding, as well as how to teach and assess encoding in a way that promotes permanent word storage rather than visual memory. It included best practices based on the science of reading.

SoR: Science of Reading Overview This virtual training was broken down into two three-hour training days. Participants began to understand the rationale behind the Science of Reading and develop an understanding of the scientific theoretical models on which the training is based. Participants understood how the brain learns to read and permanently store words. What works in the prevention of reading difficulties and interventions was addressed, and we looked at how over 40 years of research in the Science of Reading connects to classroom practice.

Science of Reading: Morphology: This virtual training was presented by two of the three literacy specialists and focused on defining morphology, and discussed the knowledge needed to teach morphology, as well as how to teach and assess morphology. The session examined how morphology helps successful readers to access information in reading across the content areas and included best practices based on the science of reading.

Science of Reading: Content Area Reading Strategies: This virtual training was provided for third to sixth grade teachers and focused on what reading in the content areas is, what successful readers need to access information in reading across the content areas, what the difficulties seem to be, and offered strategies to be taught in the classroom to insure that all students are readers in every content area.

K-2: The Science of Reading: A Deeper Dive: This training was offered by one of the literacy specialists as a follow up to the K-2 R.I.S.E. Academy and equipped K-2 participants with strategies based on the science of reading needed for APPLICATION of decoding, encoding, morphology, and fluency in the K-2 classroom. Practical ways to align current phonics and morphology lessons were modeled and practiced as well.

Shifting Small Group Instruction to Match the Science of Reading: This 2-day training was offered by one of the literacy specialists to K-2 RISE participants who had completed Days 1-6 of RISE Academy. The participants looked at assessments and how they inform

groups and the progression of skills students needed to become proficient readers. Participants also walked away with practical plans to group students for tier 2 instruction and differentiate that instruction to meet individual needs of students.

The Foundations of the Science of Reading for K-6 Support Staff: One of the literacy specialists offered this training to help K-6 staff members to gain knowledge of the foundations of the science of reading. Two of the BIG five essential components of reading (phonological awareness and phonics) were explained and demonstrated as well as opportunities for participants to practice explicit and systematic instructional strategies and assessments for progress monitoring.

From Speech to Print: Utilizing the Sound Wall: One literacy specialist provided an interactive virtual training where teachers explored how to truly utilize sound walls and support students with spelling in live as well as virtual classrooms. Examples of how to set up and use the sound wall in your classroom were modeled as well as how to build in cumulative review. Specific examples and applications were demonstrated and practiced by participants in this virtual session.

Spelling “Madders”- What the Rules for K-2: One literacy specialist provided an interactive training laser-focused on spelling rules. Each spelling rule was explicitly taught and practiced through role-play and hands-on activities. Participants walked away with an increased knowledge of the encoding rules in the K-2 classroom as well as ways to make encoding lessons more explicit in existing curriculum. Morphology rules were also introduced and practiced in an explicit way to help teachers take the rules back to the classroom.

Day 1 of Critical Reading: Engaging the Reader: One literacy specialist provided this training which focuses on Critical Reading I standards and best-practices for engaging the reluctant adolescent reader and pre-assessments to find a base-line to begin interventions.

Day 2 of Critical Reading: Vocabulary and Word Study: One literacy specialist provided this training which focuses on Critical Reading I standards and evidenced-based best practices in adolescent vocabulary and word study. Participants learned practical, time-saving practices for direct vocabulary instruction in Greek and Latin roots. Word study is addressed through small group intervention lessons. This workshop helps teachers build a framework for how to improve vocabulary and spelling for students.

Day 3 of Critical Reading: Reading Comprehension: One literacy specialist provided this training which focuses on Critical Reading I standards and evidenced-based best practices in adolescent reading comprehension. Participants learned best practices in comprehension instruction and ways to scaffold instruction with struggling readers.

Day 4 of Critical Reading: Response to Text: One literacy specialist provided this training which focuses on Critical Reading I standards and evidenced-based best practices in adolescents' responses to text. Participants learned how students' choice of text response leads to deeper comprehension. A variety of methods for student response including handwriting and digital response were explored. Included in this discussion was the use of

assessments for student progress monitoring as well as for guiding teacher instructional decisions.

Tinkering with Tales: Embedding Science Concepts with Literature: The authors of *Tinkering with Tales*, Dr. Lisa Oden and Dr. Angela Stanford, shared how to become a Tinkering Teacher by providing hands-on training allowing participants to 'tinker' with classic fairy tales and practice detecting STEM opportunities within your favorite children's literature in order to create novel engineering lessons of your very own. Participants examined sample novel engineering lessons developed from classic fairy tales. Participants were guided through a process for detecting science phenomena or concepts within children's literature from their own grade levels (GR.K-6) and developed an interactive STEM lesson to deliver in their own classrooms.

Writing in the K-2 Classroom to Match the Science of Reading: One literacy specialist provided this training focused on diving into the research regarding how to effectively teach writing in the K-2 classroom. Participants practiced multisensory strategies for helping students with handwriting, spelling, and sentence composition. Additionally, participants were actively involved in digging into the standards, analyzing writing samples, and developing a writing process for students and helped them to effectively put words on the page.

Science of Reading: Writing in 2-8 Part I and Part II: All three literacy specialists provided this training focused on effective writing practices ranging from the most foundational skills of handwriting and spelling to the more complex reasoning skills such as planning, drafting and revising. In this session, we dove into the research by experts in the field of how to effectively teach writing. Multi-sensory strategies that matched the science of reading were demonstrated to support young students as they develop mastery of handwriting, spelling, and sentence composition. *The Writing Revolution* was used as the reference text.

SoR: GR 7-12 Content Teachers- Introduction to Morphology Day 1: Participants were shown how teaching students the meaning of each part of a word through a problem-solving approach allows them to be better equipped for reading fluency, comprehension, spelling, and sentence development based on learning morphology. This training is not based on ELA literacy standards, but on the content standards for each content area. Participants were asked to bring content standards and curriculum to dig into each and determine a plan for teaching those word parts for the learning to stick.

Guiding Students in Critical Thinking: Graphic Organizers: Participants examined how teaching students to organize ideas in a systematic, visual graph improves both their ability to remember what they read and to write more cohesively. Participants learned how to effectively choose and use a variety of mnemonic supports in their instruction. Participants were asked to bring or have access to their curriculum lesson plans to assist them in planning time during this session.

Level II Dyslexia Screeners: Stacey Mahurin, Speech Language Pathologist, shared how to accurately administer and score formal and informal assessments and discuss underlying problems of poor reading comprehension.

The first session reviewed basic testing terminology and procedures for administering formal/informal assessments. Guidelines for administering district-specific tests were presented. Scoring instructions and several reporting formats were also addressed. Participants had opportunities to administer and score portions of the assessments. The second session reviewed the basic reading processes necessary for comprehension. Underlying reasons for poor or less than ideal reading comprehension were discussed and profiles of various students with poor reading comprehension presented. Finally, several activities for improving reading comprehension were introduced and resources for interventionists offered.

Level II screening kits reviewed:

Comprehensive Test of Phonological Processing -CTOPP-2

Phonological Awareness Test - PAT-2:NU

Test of Written Language

Addressing the Challenges of Teaching Math to Students with Characteristics of Dyscalculia and/or Dyslexia: A Deeper Dive:

Participants examined the effects of dyscalculia and dyslexia on students learning math. Various screening strategies for Dyscalculia were examined, and participants explored developing their own. Math and Literacy intervention strategies for students with characteristics of Dyscalculia and/or characteristics of Dyslexia were explored as well.

Certified Academic Language Therapist (CALT) Training:

- SCSC areas teachers attended Year 1 of Take Flight which is an IMSLEC and IDA accredited course utilizing structured, multi-sensory language instruction based on the alphabetic phonics approach for teaching reading, handwriting, spelling, comprehension, and written expression for students with specific language disabilities, such as dyslexia and related disorders. Upon completion of the course and the associated practicum, the teachers will be eligible to sit for the Alliance National Registration Examination and gain national certification through the Academic Language Association (ALTA).
- SCSC areas teachers attended Year 2 of Take Flight Training which is an IMSLEC and IDA accredited course utilizing structured, multi-sensory language instruction based on the alphabetic phonics approach for teaching reading, handwriting, spelling, comprehension, and written expression for students with specific language disabilities, such as dyslexia and related disorders. Upon completion of the course and the associated practicum, the teachers will be eligible to sit for the Alliance National Registration Examination and gain national certification through the Academic Language Association (ALTA).

Literacy Instructional Facilitator and Dyslexia Updates: All three of the literacy specialists facilitated sessions that were held virtually and in person(hybrid). Participants responded to a Google survey with needs and meetings addressed those. Implementation of concepts related to the Science of Reading and the five essential components of reading were discussed. During the quarterly DISH on Literacy meetings, topics discussed included

Cycle 7 data reporting, the difference between dyslexia screeners and assessments and progress monitoring, assistance to districts in helping them develop their dyslexia intervention plans, data chat information for ACT Aspire, inclusion discussion based on Learning for All, analysis of dyslexia program profiles, components of multisensory instruction, Articles to read and discuss the connection with reading and writing and its implication for instruction, Dr. Bill Nielsen joined us for an introduction to Addressing the Challenges of Teaching Math to Students with Characteristics of Dyscalculia and/or Dyslexia, discussion of relevant section to Literacy for the LEARNS Act, sharing and discussion regarding Library Selection Policy guidance to districts from the Arkansas State Library. One specialist presented in September to the SCSC Board regarding Cycle 7 data reporting and the need for accuracy in reporting.

Experience Dyslexia Simulations: The three literacy specialists provided dyslexia simulations for the following districts: ElDorado High School, Harmony Grove Elementary, and Bearden Elementary.

SCSC - Magnolia-Central Elementary-Small Group Instruction to Match the SoR for Grades 3-6 Two specialists provided this training for 3-6 teachers from Central Elementary, providing a deep dive into the "ins and outs" of small group instruction based on the Science of Reading in grades 3-6. We looked at essential assessments being used in R.I.S.E. that could simplify the process of forming groups based on deficit skills. Additionally, we focused on the progression of skills students need to become proficient readers. Participants walked away with practical plans on how to effectively differentiate small group instruction to meet the individual needs of students.

Comprehension Strategies and Routines for Magnolia HS teachers: This training was for Magnolia High School teachers only by one literacy specialist. The training considered best practices in comprehension strategies that support listening and reading comprehension. Teachers learned how to teach strategies using existing content reading and instructional materials. When used across multiple grade levels, students benefit from a consistent approach to comprehension instruction as they move from grade to grade and subject to subject. A follow-up day was provided during the school year during a PLC training meeting.

CKLA Implementation Training with ETB and Junction City Teachers ONLY

Teachers began the day with a panel discussion to address questions, concerns, and implementation of the CKLA curriculum. Topics addressed throughout the day included:

- Supplementing curriculum areas of weakness with Arkansas Writing Standards and The Writing Revolution

- Supplemental phonics

- Pacing calendar creation for CKLA implementation

- Daily grade-level classroom calendars

- Utilizing the end of unit assessment data to help drive small group instruction

Teachers participated in an interactive pacing activity to come to a consensus on what to do when pacing is in need of adjustment.

Book Study: *Artfully Teaching the Science of Reading*, by Tim Rasinski, Chase Young, and David Paige All three specialists worked to build a better understanding of the importance of teacher agency and a deeper knowledge of reading research to guide themselves and others to teach reading as both an art and a science. Instructional

facilitators as well as lead teachers participated in this 10-week course. Dr. Tim Rasinski provided a detailed study guide to facilitate our discussion, and he followed up as well, joining us via ZOOM on our final meeting.

RTI in Secondary Schools: Visit to Hamburg High School SCSC coordinated a visit to Hamburg High School for our area high school principals and instructional leaders to observe how one district uses RTI at the secondary level.

The day's agenda is below:

9:00-11:00 Meet with Administration for Conversations on Scheduling, Challenges, and Meeting Needs of Struggling Students

11:05-12:30- Visit classrooms during RTI Time

12:30-1:15- Lunch/Break to Make Phone Calls and Check Emails

1:15-1:55- Math Team Meeting

1:55-2:30- English Team Meeting

2:30-3:00- Wrap Up and Q&A

Major Highlights of the Year:

School Support:

Visiting schools face-to-face or virtually to assist them with professional learning communities (PLC), professional development, model lessons, and lesson planning was a top priority this year. School support opportunities this year were:

RISE K-2 and 3-6 school visits and support:

- Bearden Elementary
- Harmony Grove Elementary
- Smackover-Norphlet Elementary
- Strong-Huttig Elementary
- Junction City Elementary
- Emerson Elementary
- Taylor Elementary

K-2 R.I.S.E. Cohort 6 Support:

Bearden, Emerson, Harmony Grove, Junction City, and

Smackover-Norphlet Elementary Schools

Modeled Lessons, Co-Planning/Co-Teaching/Co-Reflecting Lessons, ZOOM

Coaching Meetings, Walk Through Observations and Reflective Feedback

Camden Fairview Elementary Data Disaggregation and Small Groups Coaching Cycle.

Three specialists provided a mini session training to K-3 teachers at Camden Fairview Elementary School on Small Group Instruction to Match the SoR.

Three specialists provided El Dorado School District with Word Attack Training during the district opening session mini conference.

Participants learned word attack strategies that can be used in ANY

content or elective area aligned with the Science of Reading to guide students who struggle with decoding, pronouncing, and/or determining a word's meaning. Washington Middle School teachers who attended this session requested training for all ELA and Social Studies teachers at their building, so two specialists scheduled and provided that training during the school year.

Two specialists provided Word Attack Training for Harmony Grove Elementary.

Two specialists spent a week serving as instructional support and coaches at Marvell-Elaine High school for 7-12 grade students in Marvell, AR

RISE 3-6 Support (Cohorts 6 & 7 as requested)

Follow up support for Junction City and Strong-Huttig with teacher observations/feedback and curriculum alignment discussions with teachers.

One literacy specialist modeled writing lessons for 4th and 5th grade ELA teachers at Strong-Huttig.

One Literacy specialist partnered with one Math specialist and Certified Academic Language Therapist-Qualified Instructor, AR Dyslexia Specialist Vicki King to present training to 30 educators addressing the challenges of teaching Math to students with characteristics of Dyscalculia and/or Dyslexia.

One specialist participated in year one of the Take Flight dyslexia intervention program in order to better support schools and interventionists.

Two specialists provided training for Camden-Fairview Middle School to embed word decoding and morphology aligned with the Science of Reading into classroom instruction.

Three specialists assisted in examining a plan for dyslexia screening and progress monitoring with Camden Fairview School District.

SonDay Deeper Dive training was offered for districts choosing to continue with this intervention program.

One literacy specialist attended several Strong High School PLC meetings to provide support to this district in Coordinated support.

Critical Reading (Days 1-4) training in-person by one specialist and facilitated with follow-up support for teachers by visiting classrooms and providing feedback to Strategic Reading and Critical Reading teachers in three districts.

One specialist provided on-site support for a district in Directed Support working with an Arkansas Rural Educator Network consultant to create and develop Instructional Leadership Team goals and assist in learning walks throughout classrooms.

One specialist attended AAIMS Advanced Placement Literature Fall Workshop to stay current to better assist high school teachers in scoring students' writing at the

high school level. Assisted one district in scoring papers and went through a coaching cycle with a teacher.

All three specialists participated to support districts in both Coordinated and Directed support through participating in consultation on literacy plans, on-site visits, zoom meetings, modeling best practices, encouraging the use of high quality instructional materials, and attending curriculum program trainings to better support instructional implementation.

All three literacy specialists attended the Plain Talk about Literacy and Learning Conference and walked away with new knowledge based in the most effective ways to grow literacy performance in the schools we support.

Two literacy specialists attended MyPerspectives implementation training and one specialist engaged in Benchmark training and observations with Strong-Huttig School District.

Science of Reading Assessor Walk Through Visit Support:

All three literacy specialists utilized the SoR Assessor Smart Cards to observe and lead administrators in assessing their teachers' level of implementation of strategies aligned with the Science of Reading.

Bearden Elementary	Eastside Elementary	Magnolia Junior High
Junction City Elementary	Central Elementary	Magnolia Middle School
Camden Fairview Elementary	Smackover-Norphlet Elementary and Middle School	

New Teacher Mentor Support:

In accordance with SCSC's new teacher mentoring grant, content specialists supported new teachers in our co-op area as needed by offering support and resources. One Literacy specialist attended Year 2 Novice training as support for teachers as they unwrapped academic standards.

Bi-Monthly Unit Meetings: All SCSC literacy specialists attended bi-monthly Dyslexia and Literacy unit meetings held in person and virtually throughout the year. These meetings are attended by all Department of Elementary and Secondary Education Literacy Specialists from across the state. Specialists were also assigned by ADE to committees that created statewide professional development that supports the science of reading as well as participating in book studies for *The Writing Revolution* and *Reading Comprehension Blueprint*.

K-12 Mathematics

Funding Source: **Department of Elementary and Secondary Education (DESE)**
Competitive Grant: **No**

Restricted

Non-Restricted

Participating Districts

Bearden
Camden Fairview
El Dorado
Emerson-Taylor-Bradley

Hampton
Harmony Grove
Junction City
Magnolia

Parkers Chapel
Smackover-Norphlet
Strong-Huttig

Personnel

Name	Position	Degree
Heather Rain	K-12 Mathematics Specialist	Master of Education in Building Administration
Leah K. Stinnett	K-12 Mathematics Specialist	Master of Education in Math & Science; Building Administration Certification

Goal

The goal of the South Central Service Cooperative Mathematics Instructional Specialist (MS) Program is to assist all participating education institutions in meeting the goals of state standards established by the Arkansas Department of Elementary and Secondary Education (DESE) by promoting and supporting effective, research-based mathematics practices for all students by providing opportunities and technical assistance to teachers, instructional facilitators, curriculum specialists, administrators, instructional interventionists, and parents in the areas of curriculum, instruction, and assessment.

The focus of this program is to improve the quality of student education by supporting individual educators and groups of educators in their efforts to continually grow and learn. The final outcome should be improved student achievement that supports college and career readiness goals. The State Math QuEST Initiative has been the main vehicle through which DESE communicates the necessary instructional changes needed to accomplish this focus. As we move forward with this work, we will use the AR LEARNS ACT 237 to drive our work with teachers and students.

In implementing research-based strategies in ways that are supported by evidence, the South Central Educational Service Cooperative (SCSC ESC) mathematics program seeks to support growth and positive change that will empower teachers; and, as a consequence, the students of our cooperative area to be successful. Through DESE's leadership, our implementation of the Eight Effective Mathematics Teaching Practices will allow students educational equity and access to develop individually as doers of mathematics.

Program Summary

The South Central Service Cooperative program offering¹ K-12 mathematics specialists in partnership with the Arkansas DESE Program for grades K-12 was established by ACT 1392

¹ McGatha, M.B., Bay-Williams, J., Kobett, B.M., and Wray, J.A. (2018). *Everything You Need for Mathematics Coaching Grades K-12*. Thousand Oaks, CA: Corwin.

of 1999 for the improvement of mathematics instruction throughout Arkansas. The content specialists from SCSC ESC work in partnership with DESE to communicate necessary work that will address the needs of district stakeholders. Our goal is to be able to answer questions regarding the most recent mathematics information, assistance, and requirements of the LEARNS ACT 237 from DESE.

Assistance is provided to schools through professional learning opportunities, coaching cycles, and technical assistance to improve the teaching and learning of mathematics through increased content understanding and improved instructional practices across the curriculum. Professional learning opportunities for 2020-2021 include:

Curriculum Alignment

The focus of this opportunity is to align the local curriculum with the newly adopted state mathematics standards by creating detailed curriculum maps, pacing guides, and lesson plans that include classroom assessments that are aligned with the state framework. The intent is to align instruction with the Department of Elementary and Secondary Education's vision to transform area schools, "to lead the nation in student-focused education."

To that end, SCSC strives to instill preparedness while using formative assessment techniques. The goal is to continually assess the needs of students and alter future instruction based on formative assessment. The math specialists worked with teachers on creating and presenting lessons in K-12 classrooms that addressed the existing curriculum. Flexibility, in an effort to diagnose and address student misconceptions and gaps in learning, is an imperative part of this process.

Curriculum development, alignment, and articulation have been a focus of small groups of educators from various districts with an emphasis on mathematics. The curriculum was anchored in the previous Arkansas State Mathematics Standards and the correlating frameworks. As we move forward, we will use the newly adopted State Math Standards. The goal, in concert with High Reliability Schools, is to provide all students with a coherent and rigorous curriculum; as well as, to support teachers' implementation of the curriculum.

Coaching Cycles

This practice is reflective in nature, which requires meeting for planning purposes in advance of the lesson, as well as, meeting after the lesson to discuss and reflect for the purpose of growth and positive change in instruction for the benefit of students. DESE Math Unit advocates the coaching approach of ¹McGatha, Bay-Williams, Kobett, and Wray (2018) with instructional facilitators. - teachers' implementation of the Eight Effective Teaching Practices which enable students to engage in the Standards for Math Practice. This coaching approach keeps students thinking about the forefront of minute-to-minute and day-to-day instructional decisions made by a teacher. As a math unit, we began to implement tools from The New Teaching Project (TNTP) as part of our coaching cycles with teachers who needed more support than could be provided in Math QuEST alone.

Data-Disaggregation and Analysis

This opportunity promotes and helps with the development of a comprehensive understanding of testing data. Teachers look at the school-level data as well as their classroom and observational data. We focus on modeling and supporting data-based

decision making at every level. Analyzing and planning the next steps including interventions for students and continual modification of lessons are addressed.

SCSC ESC has implemented an instructional analysis tool to further analyze test data for districts to determine whether low-test scores indicate a gap in the curriculum or an issue regarding instructional strategies. Our goal has been to find the gaps in instruction or curriculum and support the districts in bridging those gaps.

We continually support schools' efforts to implement their High Quality Instructional Materials (HQIM), Response to Intervention (RtI) Plan, and School Improvement Plans (SIP) based on this data gathering and analysis. In addition, SCSC ESC MS supported those schools that chose to implement the use of NWEA Interim assessments thrice a year, including assisting with the analysis of their data (ex. Strong-Huttig School district). We assisted teachers in analyzing their classroom data and the next instructional moves based on that data.

Marvell-Elaine High School (volunteering)

During February 2023, the South central ESC Math Specialists volunteered at the director's request to teach at Marvell Elaine High School for five days. The Math Specialists taught Geometry, Algebra 1, Algebra 2, Pre-Calculus, 7th Grade Math, 8th Grade Math, and Advanced Topics and Modeling.

AR Math QuEST Year 1: Introduction to Ambitious Teaching (2 days) AR Math QuEST (Quantitative Essentials for Students and Teachers) is a journey for ambitious teaching that promotes equity and engagement of all students in meaningful mathematics learning experiences of reasoning and problem solving. AR Math QuEST is a state-initiated professional development opportunity for exemplary teaching and learning based on NCTM's Effective Mathematics Teaching Practices and the Standards for Mathematical Practice. Participants will receive the book Taking Action: Implementing Effective Mathematics Teaching Practices for grade band K-5, 6-8, or 9-12.

AR Math QuEST Year 2: Going Deeper with Ambitious Teaching (2 days) This session continues the AR Math QuEST (Quantitative Essentials for Students and Teachers) journey for ambitious teaching that promotes equity and engagement of all students in meaningful mathematics learning experiences of reasoning and problem solving. Participants will further explore and deepen their understanding of NCTM's Effective Mathematics Teaching Practices and the Standards for Mathematical Practice as well as engage with the 5 Practices for Orchestrating Productive Mathematical Discussions.
Tess: 1a, 1b, 1c, 1e, 1f, 2a, 2b, 3a, 3b, 3c, 3d, 3e, 4a, 4e

Major Highlights of the Year

DESE Training for Content Specialists

Specialists attended monthly unit meetings provided by DESE Learning Services. The focus of these meetings was to develop the Math Standards to be presented to the AR State Board of Education in April 2023. We worked on developing Arkansas' student standards for

math practice. Also, we developed our priority standards by cluster.

In addition, we spent time developing a state definition for dyscalculia and increasing our collective knowledge of dyscalculia screeners available for schools. This work has been put on the back burner as we worked to develop and review test items for the Cambium assessment that is currently in development.

Development of FY23 State Math Program

During the 2022-2023 fiscal year SCSC Math Specialists worked in collaboration with Math Specialists across the state to adapt appropriate professional development for Arkansas teachers. Many of the existing pieces of training were revisited to make necessary changes based on survey feedback from participating educators.

Leah Stinnett was part of a committee that worked on developing Math QuEST Year 2. The recruitment of Math QuEST teachers/schools for Math QuEST Year 1 is on hold. This training has to be revisited through the lens of educational equity.

Ms. Stinnett is also part of the Algebra Content Professional Development. Heather Rain was part of a committee that worked on developing 6-8 Math Content Professional Development. These pieces of state developed training will need to be aligned to the recently adopted state math standards. This is work that will be completed in the coming year. In the place of this training, this committee will work with our teachers regarding the newly adopted math standards.

As a group, state Math Specialists continued our training regarding high quality instructional materials (HQIM). As a foundation for the training was that team members will deepen their understanding of:

1. The Arkansas Initiative for Instructional Materials
2. The EdReports' review process, tools, and reports
3. How to support district in engaging in smart adoption processes

EdReports draws upon expert educators to conduct their reviews of instructional materials that can provide school support for informed adoption of materials. Evaluation of materials includes the following parameters:

1. Gateways 1 & 2 focus on the **instructional shifts (focus, coherence, and rigor)**, alignment to standards, aspects of rigor, and the mathematical practices.
2. Gateway 3 focuses on the overall aspects of usability.
 - a. Reviewers are anonymous to the reviewers
 - b. EdReports is one data point. Educators must advocate for their students based on what they know.
 - c. Reviewer, Facilitator, and Writer have specific key responsibilities for the team.
 - d. There are consensus rubrics.

This training is an important part of the AR Tier 1 Curriculum Grant as well as the High Quality Instructional Materials (HQIM) Community of Practice (CoP) Grant available to our regional schools. These grant opportunities are ongoing.

AR Math QuEST: Ambitious Teaching Implementation Phase I (1 day) This is a follow-up session to promote peer collaboration and reinforce learning from the Introduction to Ambitious Teaching PD. Participants will provide evidence of

implementation of the effective teaching practices and standards for mathematical practice (artifacts such as tasks and student work), analyze peer evidence, and provide feedback. Further exploration of Principles to Action, 21st Century Skills, and growth mindset will deepen understanding of essential elements to increase student achievement.

AR Math QuEST Year 2: Going Deeper with Ambitious Teaching (2 days) (K-12) This session continues the AR Math QuEST (Quantitative Essentials for Students and Teachers) journey for ambitious teaching that promotes equity and engagement of all students in meaningful mathematics learning experiences of reasoning and problem solving. Participants will further explore and deepen their understanding of NCTM's Effective Mathematics Teaching Practices and the Standards for Mathematical Practice as well as engage with the 5 Practices for Orchestrating Productive Mathematical Discussions.

AR Math QuEST: Ambitious Teaching Implementation Phase II (1day) This final PD session of the ARMQ journey will promote peer collaboration and reinforce learning from previous sessions with a focus on equity, access, identity, and agency in mathematics. Participants will collaborate over classroom artifacts from ARMQ job-embedded coaching and will identify connections among high quality instructional materials, EMTP, and SMP.

Technical Support to High Need School Districts in SCSC Region The SCSC math specialists continued focusing technical support to the highest need districts in the region that is a member of the SCSC region. This technical support included coaching cycles through the Math QuEST training, implementation of their chosen curriculum, and meeting the needs of their professional learning communities.

Raising Awareness of the Challenges of Teaching Math to Students with Dyscalculia and/or Dyslexia SCSC MS partnered with SCSC Literacy/Dyslexia Specialist in providing a dyscalculia (specific math disability) awareness session with SCSC area district-based dyslexia interventionists during Fall of 2021 and Spring of 2022. The literature indicates that the occurrence of dyscalculia is similar to dyslexia (5%-7% of the student population) and both LDs occur together 40%-60% of the time.

6-8: 6-8 FUNdamentals of Ratios & Proportional Reasoning (2 days) This session is based on the learning progressions focusing on ratios and proportional reasoning from sixth to eighth grade. Participants will engage in developing a deeper understanding of this foundational content, how to build fluency from conceptual understanding within these standards, and how to make instructional decisions responsive to the needs of each student. The math content in this PD is aligned to the ACT Aspire, primarily the reporting categories of Ratios and Proportional Relationships, Modeling , and Justification and Explanation . TESS: 1a, 1b, 1c, 1d, 1e, 3a, 3c, 3d, 3e, 4e

Algebra: Expressions, Equations, and Inequalities (2 days) This session is based on the learning progressions focusing on expressions, equations, and inequalities in Algebra 1. Participants will engage in developing a deeper understanding of this foundational content, how to build fluency from conceptual understanding within these standards, and how to make instructional decisions responsive to the needs of each student. The math content in this PD is aligned to the ACT Aspire, primarily the reporting categories of Expressions and

Equations , Algebra , Modeling , and Justification and Explanation . TESS: 1a, 1b, 1c, 1d, 1e, 3a, 3c, 3d, 3e, 4e. This training was offered virtually with collaboration of DESE and Math Specialists from across the state.

Addressing the Challenges of Teaching Math to Students with Dyscalculia and/or Dyslexia Prepare to be engaged in session activities designed to raise your awareness of Dyscalculia (specific learning disability in math) and Dyslexia (specific learning disability in reading) while providing ideas/strategies to teach math to students with one or both of these specific learning disabilities. Research shows that Dyscalculia and Dyslexia occur together 40% to 60% of the time. Discussion of possible screeners for dyscalculia will be included.

Desmos for Beginners Desmos is a free interactive math website with access to any type of calculator your students might want to use. You can create lessons, experiences, or tasks for your students to learn and engage with math. They do this online while you, as the teacher, have access to their progress and struggles. This training helps teachers who have little or no experience with what Desmos has to offer.

Desmos for Intermediate Users Using Desmos, teachers can create lessons, experiences, or tasks for your students to learn and engage with math. They do this online while you, as the teacher, have access to their progress and struggles. In this training we will begin to assist participants in developing their own lessons in Desmos or editing an existing lesson to better meet their needs. TESS Components addressed include: 1E, 1F, 3B, 3C, 4A

Advanced Desmos This training will focus on those advanced options that teachers who are already comfortable with the platform can use to enhance instruction. We will copy and edit existing Desmos lessons as well as creating our own lessons from the beginning. We will discuss how to insert special features that are designed to increase student engagement.

Effective KH- IM Planning Two of our largest districts have adopted one of the forms of Illustrative Mathematics curricula as their primary teaching resource or as a supplemental resource. This training was designed to help teachers efficiently plan for the coming year with the Kendall-Hunt Illustrative Mathematics curriculum.

Aligning State Math Standards to ACT or College and Career Ready Standards to Classroom Instruction This training is for math teachers from ETBSD only. The MS from South Central ESC assisted the 7-12 Mathematics Faculty from Emerson-Taylor-Bradley High Schools connect ACT to the standards of their respective curricula. We will be using tools from ACT to correlate the College and Career Ready Math Standards on which the ACT is based with the Arkansas Math Standards embedded in the curricula at each high school in the district. We also spent time discussing the ACT WorkKeys and how they could be utilized in their classrooms.

Effective Math Teaching Practices NCTM has set forth a set of strongly recommended, research-informed actions for all teachers, coaches, and specialists in mathematics; all school and district administrators; and all educational leaders and policymakers. This

training presents, describes, and illustrates a set of eight research-informed teaching practices that support the mathematics learning of all students.

Eureka Math (Grades K-6) - Let's Get to Work Implementing Eureka Math or Eureka Math Squared is not easy. Let's tackle some of the common teacher difficulties together. We'll share ideas about planning, pacing, interventions, and assessment using Eureka Math.

Illustrative Math (Grades K-6) - Let's Get to Work We have five districts who have chosen Illustrative Mathematics as their primary or supplementary curriculum. Implementing Illustrative Mathematics is not an easy task. We will use this training to tackle some of the common teacher difficulties. We will go through unit planning and lesson planning processes. We will also share ideas about planning, pacing, interventions, and assessment using Illustrative Math.

Math Standards Analysis and Articulation New AR Math Standards have been adopted by the AR Board of Education. What are the changes? How does this impact my instruction? What essential learning do my students need to have when they come to my class? What essential learning do my students need to have when they leave my class?

Figuring Out Fluency in Mathematics K-8 What is fluency? Is it passing a timed test of facts? How do you measure fluency? Teaching fluency can be fun for you and your students. This training offers teachers strategies to teach fluency and promote student metacognition.

Media Center Program

Funding Source: **SCSC/LEA/ECHSPED**
Competitive Grant: **No**

Restricted Non-Restricted

Participating Districts

Bearden	Hampton	Parkers Chapel
Camden Fairview	Harmony Grove	Smackover-Norphlet
El Dorado	Junction City	Strong-Huttig
Emerson-Taylor-Bradley	Magnolia	

Personnel

Name	Position	Degree
Lauren Stewart	Media Secretary	AA

Goal

Our goal at the SCSC Print Shop is to provide a service to our districts and teachers. This includes providing materials to purchase, designing elements for classrooms or personal use, and other avenues as needed.

Program Summary

The SCSC Print Shop offers a wide range of printing services to meet the needs of our area teachers.. We specialize in printing high-quality posters, logo designs, sublimation, vinyl, brochures, letterheads, and canvas prints, among other things. We use state-of-the-art equipment and techniques to ensure that every print job meets our high standards of quality and accuracy. We help bring our area teachers' vision to life to add a personal touch to their classroom.

Major Highlights of the Year

At the SCSC Print Shop, we work closely with our clients to understand their vision and bring it to life through our design expertise. We offer a variety of purchasing options, including square, to make the buying process easy and convenient for our customers. In addition, we offer gift certificates for those who want to give the gift of custom design. Our canvas printing services allow our clients to display their custom designs in a beautiful and professional manner. We are also excited to announce that we have recently acquired a Glowforge, which allows us to create even more intricate and detailed designs. Some examples of items we can offer with the Glowforge are engraving on wood, designing earrings, and making hats. We are dedicated to providing our clients with the highest quality custom designs and exceptional customer service.

STEM Consortium

Funding Source: **LEAs in the Consortium**
Competitive Grant: **No**

Restricted Non-Restricted

Participating Districts

Bearden	Harmony Grove	Smackover-Norphlet
El Dorado	Junction City	Strong-Huttig
Emerson-Taylor-Bradley	Magnolia	
Hampton	Parkers Chapel	

Personnel

Name	Position	Degree
Anna Warriner	Teacher Center Coordinator	M.Ed.+ 36
JoAnn Womack	Technology Coordinator	BSE

Goal

The goal of the SCSC STEM Consortium is to provide specific training in K-12 curriculum and instruction, to incorporate an integrated approach to STEM instruction and to address the individual needs of member districts.

Program Summary

In the South Central Service Cooperative area, the Math, Science, and Technology (MST) Consortium has been in existence for over twenty years. As educational practices have evolved, and the need for STEM in education and the workforce has increased, we have decided to rebrand as the SCSC STEM Consortium. This will allow us to better identify and connect with state standards and innovative practices. This consortium provides funding to support in-service training and retraining of teachers in grades K-12. The emphasis of that training is in the areas of STEM.

Major Highlights of the Year

With this consortium, the co-op has provided various types of training for teachers and administrators. Lesson modeling and feedback to teachers in PreK-12 classrooms, summer workshops, intensive, continuous progress training, such as the SCSC STEM training project are some of the ways that these funds have been utilized. The training is long-term and is designed toward continuous improvement.

The STEM Cadre rebranded during the 2022-2023 school year and increased to include 10 of our 11 districts and 30 teachers from these schools. This group is tasked with promoting STEM within their schools; we strive to give this group ideas of ways to integrate STEM into lessons and further the growth of STEM and global thinking to all of our students. This year we decided to focus on Project Based Learning. We brought in PBLWorks to deliver relevant Professional Development to help us design learning for our classroom and students that would foster critical thinking and problem solving skills for today's world. The teachers received four days of professional development and \$500 for supplies for this project. The teachers will also host a showcase of completed projects.

This year's training topics for ITIs included the following:

- Professional Development in Project Based Learning with PBLWorks
- Project Slice - One Day training during school year - Fall 2022
- Field Trips to relevant schools to explore innovative practices and gain ideas to take back to their districts - Spring 2023
- PBL 101 - 3 day training - June 2023
- \$500 to spend on materials for their projects in the summer
- \$75 a day to cover substitute pay for teachers
- Preparing our districts to be recognized as future outstanding STEM Schools in Arkansas by DESE.

Technology Equipment Checkout

Upkeep for technology currently housed and purchase additional equipment to be checked out by schools.

PBL Showcase (FY 23-24)

A requirement of this training is that participants will hold a showcase or open house to share student work with school and community stakeholders.

School Health Systems

Funding Source: **Arkansas Injury Prevention**

Competitive Grant: **No**

Restricted

Non-Restricted

Participating Districts

Bearden

Camden Fairview

El Dorado

Emerson-Taylor-Bradley

Magnolia

Hampton

Harmony Grove

Junction City

Parkers Chapel

Smackover-Norphlet

Strong-Huttig

Personnel

Name	Position	Degree	Certification
Rhonda McDonald	Community Health Nurse Specialist (CHNS)	RN, BSN	Certifications and Instructor: AHA BLS CPR/AED First Aid, CPR, ASIST, safeTALK, Youth Mental Health First Aid, Stop the Bleed Instructor, Vision, Hearing, BMI, Scoliosis Instructor, Poverty Coach certified through Beegle Institute. Resilience Trainer

Goal

The goal of the Community Health Nurse Specialist (CHNS) is to provide schools and communities with assistance and resources that will improve the health of students as well as the community as a whole in Arkansas. The CHNS' primary focus is on the school nurse. We strive to provide technical assistance to school staff as well to the community as a whole.

Program Summary

The Community Health Nurse Specialists (CHNS) are employees of the Arkansas Department of Health (ADH) and partner with the education cooperatives. The CHNS are under the direction of ADH and adhere to policies and procedures of ADH. The CHNS are under the supervision of the CHNS/CHPS Supervisor for the Central, SW, and SE Region with ADH. The Education Cooperatives, as partners with ADH, provide administrative support, office space, and other office supplies. ADH and SCSC have a contract and have

been partners since 2003. There are 15 CHNS, 6 CHPS (Community Health Promotion Specialist), and 2 CHNS/CHPS supervisors in the state.

The CHNS work with schools, wellness committees, daycares, community coalitions, health care providers, and local health unit administrators in the counties the South Central Service Cooperative serves to improve the health of the community.

Activities of the CHNS related to the school setting include advocating for the implementation of tobacco-free policies, best practices for tobacco prevention education, and best practices for promoting and implementing policies and programs for nutrition, physical activity, and emerging public health issues in the school-age child. The CHNS provide education, technical assistance, and staff development for school staff and Nursing Continuing Professional Education for school nurses and wellness committees on the health issues such as the consequences of tobacco, injury prevention (intentional and unintentional), oral health, infant mortality, physical activity, and nutrition. Currently, the CHNS is a CPR instructor, and trains school staff, nurses, and community members in the American Heart Association's CPR/AED and First Aid training programs.

The CHNS assist schools in the implementation of laws that affect the health and wellness in the school setting, and offer assistance to schools on developing and maintaining wellness committees as required by Act 1220. The CHNS offer assistance with new tobacco laws, new or changing rules and regulations (kindergarten physical, immunizations, etc.), and train school nurses on all mandatory screening (Hearing, Vision, BMI, & Scoliosis).

Under the ADH, CHNS are able to offer free NCPD (Nursing Continuing Professional Development) on certain workshops to school nurses to maintain their professional licenses. CHNSs survey school nurses and school staff to offer training and workshops that meet the needs of school health.

CHNS offer programs and presentations to the students on school campuses in an assembly or classroom setting and are available as presenters and can assist in finding presenters to meet the schools' needs. The SCSC CHNS has planned and will facilitate, and /or will present at several workshops this summer for school staff, wellness committees, and nurses both at SCSC and at other co-ops in the SW Region.

Southwest CHNS (Dawson, DeQueen/Mena, South Central, and Southwest Co-op CHNS) work closely together to meet the needs of Southwest Arkansas. CHNSs and CHPSs provide regional training to provide a level of consistency throughout the SW Region and cross borders to assist in other school districts to meet the needs of the school.

Activities of the CHNS related to the community setting include health fairs to promote health and wellness to the communities. Health fairs may also be on the school campus, in the community, or at a local job site. Health presentations are offered to community clubs (Lions Club, Rotary Club, minority clubs, etc.), worksites, and anyone else who requests these presentations. Here is a list of a few examples of presentations the SCSC CHNS and CHPS can present in the community: CPR, First Aid, Stroke, Cardiovascular Health, Flu, Sun Safety, Child Maltreatment, STD, Suicide, Wellness 101, Stop the Bleed, etc. CHNS attend several statewide meetings and trainings to stay abreast of school health topics and issues and collaborate at the state, regional, and local levels to provide continuity between the Arkansas Department of Education and the Arkansas Department of Health for the health of

our students. CHNSs also work closely with Arkansas Children’s Hospital, local hospitals, Arkansas Center for Health Improvement (ACHI), State Injury Prevention, Arkansas Cancer Association, Arkansas Prevention Resource, and State and local police. The SCSC CHNS is a member of five county health coalitions. She attended the State Injury Prevention meetings, state CHNS/CHPS meetings, and other regional and local meetings. By partnering with local health unit administrators, she strives to meet the health needs of the community.

Major Highlights of the Year

The major highlights of the 2022-2023 school year included providing updated mandatory screenings for Vision/Hearing/Scoliosis/ Obesity Prevention (BMI) in a blended learning format and in person. All participants received a certificate of completion. I created the blended learning format in the summer of 2020 and have maintained this format for the entire state through May of 2023.

Another major highlight continues to be the Weebly website created and maintained by the SCSC CHNS. This website was created to be a resource for school nurses across Arkansas. This website has been a resource for school staff and community members as well. The website can be found on the South Central Service Co-op website, DESE website, and Arkansas Children's Hospital website as well. www.chs-support.weebly.com

I presented at a statewide SHAPE Conference at Bryant Jr High, representing SCSC. I was the only CHNS in the state asked to present. From June to September, I reached 268 students, 277 staff, presented 17 presentations in the SCSC area, and 9 outside the SCSC area. I presented 3 YMHA and 3 safeTALKS (one at Dawson co-op). I have provided CPR, First Aid, and CPR Instructor classes (only 2 CHNS in the state provide this service). In October, I assisted in 7 school flu clinics.

In October, I had the opportunity to apply for the supervisor position for CHNS/CHPS in Central, SW, and SE Regions. I was offered the position and accepted. I started the new position on November 17, 2023. I have served the school nurses and school staff for SCSC along with my new position, and I will continue to serve SCSC school nurses and staff until the position is filled.

Teacher Center Professional Development, Curriculum Support, Resources

Funding Source: **Base Funding**
Competitive Grant: **No**

Restricted Non-Restricted

Participating Districts

Bearden		Magnolia
Camden Fairview	Hampton	Parkers Chapel

Personnel

Name	Position	Degree
Anna Warriner	Teacher Center Coordinator	M. Ed. +36
Karen Lutman	Secretary	High School
Lauren Elmore	Secretary, Print Shop	AA
Chance McDonald	Student Intern	High School
Kamie Reaves	Student Intern	High School

Goal

The Teacher Center Coordinator's (TCC) office has the responsibility of looking at the "Big Picture" of K-12 professional development that supports and enhances school improvement for all 11 school districts within our cooperative region. The 2022-23 school year began with our focus on working with schools that were deemed in need of support. The instructional specialists working with the teacher center coordinator to compile ACT Aspire data and to disaggregate the data of the 11 school districts and all the schools within the districts. A spreadsheet was created to easily disaggregate the data and to focus on those schools with D's or F's. We have continued our work using My School Info and LEA Insights to collect additional data. In addition, we have continued to track our virtual and face-to-face support at our districts to ensure that we are supporting our schools with the greatest needs according to state data. This allows us to collect quantitative and qualitative data for us to use in our Performance Reports, Grants, and other special projects. By using this data, the specialists have a better picture to support our schools. Specialists compiled lists of each school and the number of support sessions provided. In addition, the staff spent 2022-23 continuing to learn more about ESSA, HQIM, PLC, COP, and LEARNS. A list of workshops provided by SCSC during the year is included in this annual report.

Program Summary

Professional development opportunities target the focus areas as outlined by DESE and PD sessions are offered to meet the requirements of law regarding the rotational professional development, data collected from the needs assessment, educator's Professional Growth Plan, informal surveys from SCSC Content Specialists, and on advisement from the Teacher Center Committee, and the Professional Development Committee. A Google Site was constructed to help all participants find professional development that meets their personal needs by topic. Professional development is designed to meet the needs of schools based upon needs assessment survey results and insights and reports data from the 11 districts served. The TCC has the primary responsibility for reviewing, along with the SCSC Teacher Center Committee, SCSC Professional Development Committee, Special Education cabinet, Instructional Facilitator cabinet, superintendent groups, and principal

groups, the data sets from the districts in planning PD to meet the major needs of the districts.

Major Highlights of the Year

Again, we tried to focus on visiting our districts on site to share information about professional development, new standards, and the new ATLAS assessment. The SCSC RoadShow occurred from March - May 2023. Schools were contacted via email using Google Docs to set up an appointment. A total of fourteen schools responded, and the TCC along with other co-op specialists went on site to visit with them during a staff meeting, conference period, or other time as selected by the administration. During our visit, we had staff take our SCSC User Satisfaction Survey, showed them updates to our SCSC Website, explained how to find professional development by topic when using our Google Site, clarified and explained ESC Works FAQs, showcased trainings and workshops, and also took suggestions from the schools about future professional development we could offer. Making that extra connection with our schools proved to be beneficial for all organizations. Currently, our User Satisfaction Survey numbers are at 706. We can take this information from our educators and use it to better serve our districts and meet their needs. We will make this an annual tradition as we are not able to visit all schools, but begin to rotate and target schools that may need more support or information.

Our main focus areas continue to be continuing state-initiated and required training such as R.I.S.E., Math Quest, and GPS. However, we are encouraging our educators to attend trainings in Inclusive Practices, New Standards in ELA, Math, and Social Studies, and Youth Mental Health. In addition, we also created and presented trainings based on the requests and suggestions of our local districts to support implementation with on-site support and job-embedded training. Our specialists were tasked with logging any local support with our districts by using a Google Form. We would then use this data to target support and reflect on our practices. We also were tasked with looking at the big picture at the end of collecting this data: Were we targeting the schools that were deemed in need of support based upon the ESSA School Index and Act Aspire Results.

From August 2022-May 2023, our instructional team logged over 1300 hours in our 11 districts (see Table A and Table B below).

Each year our SCSC Administrator's Conference is held at DeGray Lodge in Bismarck. Superintendents, principals, and assistant principals are invited to submit ideas for the agenda. Topics for our conference this past year included: Accountability, Cybersecurity, Leading through Advocacy, and Trauma Informed Care.

The staff members of the professional development team at SCSC will continue to support school improvement efforts throughout the year with training in the standards for math, literacy, science, and computer science. In addition, trainings such as classroom management, high yield instruction strategies, STEM/STEAM, action based learning, mental health, anti-bullying, teen suicide, school safety, instructional technology, TESS/LEADS support, Monthly Leadership Meetings, Federal Programs Meetings, and ESOL Meetings are provided at South Central. We also share and extend learning opportunities by sharing what is offered by our partner organizations, such as SAU ERZ.

This year our cooperative participated in our Five Year Evaluation as required by law. Our cooperative received an Excellence rating. The committee said, “ Excellence rating is well-deserved. The cooperative was well prepared and organized for the evaluation. Documentation was available and interviews encompassed all districts and services provided by the cooperative. There was a genuine sense of pride in interviews with the staff as well as a collaborative spirit that was evident. Interviews with districts and school personnel were powerful and verified the information provided by the cooperative. Leadership is a key to success with any organization. Ms. McMahan is rising to the occasion and creating systems and expectations for continuous improvement at the cooperative.” The evaluation was presented to the Arkansas State Board of Education for Approval.

Our cooperative participated in supporting District-Wide PLC supports by attending trainings in Little Rock with Janel Keating from Solution Tree. As part of this process, our cooperative team has established goals to support each level of leadership at our districts for the FY23-24 school year. These were shared with DESE and our plans were presented at the meetings in Little Rock.

In order to help support our novice and veteran teachers throughout the year, we established a plan to provide classroom management and behavior throughout the year at our cooperative. Our Behavior Support Specialist, Sonia Hartsfield, provided trainings on Extensive Classroom Behavior Concepts, Antecedent Based Interventions, School Wide Positive Behavior Supports, and Classroom Management Tools in repeated sessions. In addition Anna Warriner and Karen Kay McMahan offered 2-day training sessions on Behavior Tools (Intensive Classroom Management). The trainings had representatives from all of our districts. Veteran teachers, novice teachers, and paraprofessionals all attended. We plan to continue this type of support next year.

In May, we hosted our districts that wanted to dig into the LEARNS act and have a better understanding of what the law states. SCSC co-op specialists facilitated groups of each portion of the LEARNS Act and participants had a chance to read the law, share out information, and discuss what next steps need to be taken to enhance their learning.

SCSC continued to host ACT Prep courses for high school students throughout the year with the assistance of funding through the Department of Education. We hosted a total of three sessions with CW Prep and hosted over 130 students from our co-op area schools, private schools, and homeschool. We also plan to host a session over the summer to help support the students.

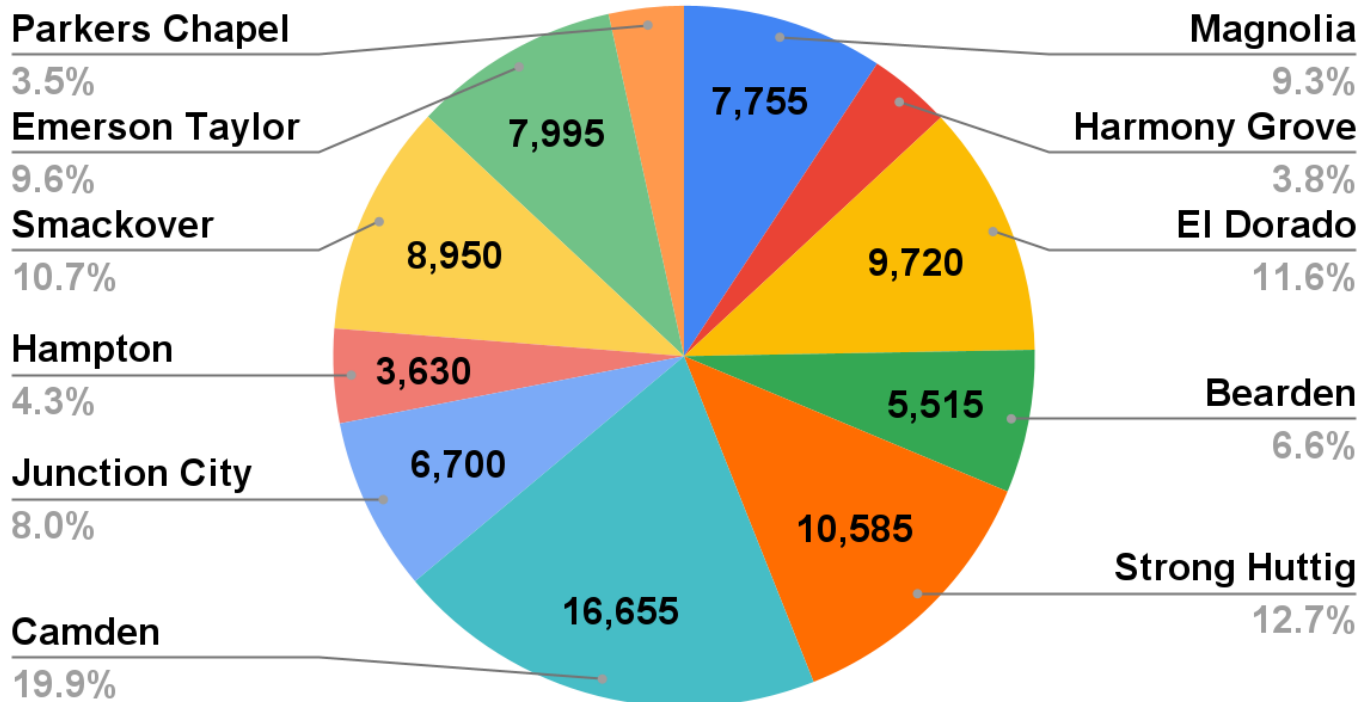
In order to support the state’s mental health initiative, we continue to offer Youth Mental Health First Aid (trained by our Teacher Center Coordinator and CHN) throughout the school year. We also share resources regarding Arkansas A.W.A.R.E and Arkansas TRIS to assist teachers and students.

TABLE A

Districts	Time (min)	Time (hrs)
Bearden Schools	5515	92
Camden Fairview Schools	16655	278
El Dorado Schools	9720	162
Emerson Taylor Bradley Schools	7995	133
Hampton Schools	3630	61
Harmony Grove Schools	3175	53
Junction City Schools	6700	112
Magnolia Schools	7755	129
Parkers Chapel Schools	2890	48
Smackover Norphlet Schools	8950	149
Strong Huttig Schools	10585	176
Total	83,570	1,393

TABLE B

SCSC School Visits 2022-23



K-12 Science Specialist

Funding Source: **Department of Elementary and Secondary Education**

Competitive Grant: **No**

Restricted Non-Restricted

Participating Districts

Bearden	Hampton	Parkers Chapel
Camden Fairview	Harmony Grove	Smackover-Norphlet
El Dorado	Junction City	Strong-Huttig
Emerson-Taylor-Bradley	Magnolia	

Personnel

Name	Position	Degree
Renee' Bearden	K-12 Science Specialist	Masters

Goal

The goal of the South Central Service Cooperative (SCSC) Science Instructional Specialist Program is to assist all participating education institutions in meeting the goals and state standards established by the Department of Elementary and Secondary Education (DESE) a division of the Arkansas Department of Education (ADE) by promoting and supporting effective, research-based science and engineering practices for all students by providing opportunities and technical assistance to teachers, instructional facilitators, curriculum specialists, administration, instructional interventionists, and parents in the areas of curriculum, instruction, and assessment. The goal of this program is to improve the quality of student education by supporting individual educators in their efforts to continually grow and to learn. The final outcome should be to improve student achievement that supports college and career readiness goals and their community.

As the teachers implement the Arkansas K-12 Science Standards and encounter the Teacher Excellence Support System (TESS), they have been required to make monumental changes in pedagogy. The SCSC science program seeks to support growth and positive change in teachers as well as their students; also to inspire teachers to engage students in science and engineering practices (SEP) as they use their developing understanding of the science disciplinary core ideas (DCI) through the focus of the crosscutting concepts (CCC) to make sense of real-world phenomena and to become problem solvers now and of the future. The specialist, in collaboration with the SAU STEM Center, acts as a liaison between the state and the school districts in the implementation of the Arkansas K-12 Science Standards.

Program Summary

The ADE Science Program for grades K-12 was established by Act 1392 of 1999 for the improvement of science instruction throughout Arkansas. Assistance is provided to schools through professional learning opportunities, modeling of lessons, lesson study, unit development, teacher observation, novice teachers content support, and technical assistance to improve the teaching and learning of science and engineering practices through increased content understanding and improved instructional practices across the curriculum to move towards a more student-centered classroom.

Professional Development Options for 2022-2023 Included:

Curriculum Alignment

The focus of this opportunity was to align the local curriculum with the state curriculum documents by creating detailed curriculum maps, pacing guides, and lesson plans that include classroom assessments that are aligned with the state framework. The science specialist worked with teachers on creating and presenting lessons in K-12 classrooms that addressed the need to align with the Arkansas K-12 Science Standards. Flexibility in an effort to diagnose and address student misconceptions and gaps in learning was an imperative part of this process. Curriculum development, alignment, and articulation have been a focus of small groups of educators from various districts with an emphasis on science as well as within districts.

Data-Disaggregation & Analysis

This opportunity promoted and helped develop a comprehensive understanding of test data. Teachers looked at the school level data as well as their classroom and student data. The focus was on modeling and supporting data-based decision making at every level. Analyzed and planned the next steps, including interventions for students and continual modification of lessons were addressed. SCSC has implemented an instructional analysis tool to further analyze test data for districts to determine whether low-test scores indicate a gap in the curriculum or an issue regarding instructional strategies. The program science specialist, in conjunction with the TCC, has given assistance to school districts regarding their formative, interim, and summative assessment data. Our goal was to find the gaps in instruction and/or curriculum and support districts in bridging those gaps. The ADE website, [myschool info](#), was one of the tools used to analyze school data.

Grasping Phenomenal Science (GPS): Introduction

The AR K-12 Science Standards were to be implemented as a progression through the grade levels with full implementation of the standards three years after initial implementation. According to DESE, grades K-4 were to initially implement August 2016 with full implementation by 2019; grades 5-8 were to initially implement August 2017 with full implementation by 2020; and grades 9-12 were to initially implement August 2018 with full implementation by 2021. This introductory, hands-on, GPS PD was designed for novice teachers, new to the science classroom teachers, and/or any teacher or instructional leader or administration who wanted to know more about 3D phenomena based science teaching and learning in a student-centered classroom aligned with the Arkansas K-12 Science Standards.

TESS components addressed: 3B, 3C, and 4D.

GPS: Science Unit Development

This professional development was for the science educators that were ready for the next steps in their science instruction. Participants that were ready to develop units of study including formative assessments and three dimensional (3D) lesson planning. During this work session and/or sessions, classroom teachers developed grade/course-specific science units. This PD was divided into 6 parts so that it could be given in increments.

Part 1: Calendar mapping, phenomena/problem brainstorming, bundling PEs.

Part 2: Unpacking the DCIs, CCCs, SEPs, and making connections to math and ELA vertical and horizontal alignment.

Part 3: Writing essential and supporting learning targets.

Part 4: Enduring understandings, essential questions, assessment mapping

Part 5: Assessment development (summative, common, formative, classroom)

Part 6: 3D lesson planning

TESS Components addressed for this workshop included: 1E, 3B, and 3E.

GPS: Science Unit Development Follow-UP Job embedded

This follow-up professional development was an opportunity for the teachers that had already begun the science unit development process to continue their work. They were given the day to network and collaborate with other science teachers. Calendar mapping, phenomena brainstorming, bundling PEs, finding enduring understandings and choosing essential questions were the highlights of this training.

TESS Components addressed include: 1C, 1E, 4A

Developing Fundamental Understanding in Physical Science and Chemistry

What does it mean for physical science and chemistry in Arkansas to be “integrated”? Why are some of the same standards addressed in both courses? What does it mean in the standards when we read the phrase “partially addressed”? These questions were answered by allowing the teachers to experience a Physical Science/Chemistry investigation lesson that supports Arkansas science standards that incorporates relevant, engaging, student-focused learning. Teachers had time to reflect on how to apply instruction within their course and explore possible pacing guides for Chemistry and Physical Science that may be adapted for their students.

TESS Components addressed include: 1C, 1E, 4A

GPS: Grasping Phenomenal Science: STEM Integration in K-4 Literacy

Science teachers are struggling to find time in the school day to teach science. This professional development was strategically incorporated to combine literacy with science, technology, engineering, and math (STEM). Science naturally enhances literacy and is a natural combination that advances reading comprehension, constructing explanations, and making claims supported by evidence. Teachers engaged in STEM Lessons designed to be taught during the literacy block. They also experienced how science can provide the “need to read” for their students. TESS: 1E, 2B, and 4E

What do students really need to know? Elevating fundamental content in science.

This workshop was a session designed for any K-12 teacher or instructional leader who wants to become familiar with science instruction and assessment aligned to the Arkansas

K-12 Science Standards. Participants learned about fundamental content at each grade level, and explored best practices in science instruction.

How can you know what students really know in science? Using assessment purposefully in a science classroom.

This workshop engaged teachers in rethinking assessments as a system designed to support student learning. From the classroom level formative assessment to the statewide summative assessment, and rethink how teachers should utilize data? Teachers learned to elevate current assessments and examine examples of strong assessment items.

STEM for 5-8 To STEMfinity and Beyond!

This PD was for teachers to learn to incorporate STEM (science, technology, engineering, and math) into their teaching and apply literacy to stimulate imagination. This workshop focused on STEM in the 5-8 classrooms. Teachers had fun with circuits and engineering. They left this PD with examples and lots of resources.

What's in the water? Exploring Environmental Science using a water quality investigation

“Water critters” was a one day session designed to measure stream and water quality through the collection and identification of indicator macroinvertebrates. Participants investigated the quality of the stream environment through the use of the biotic index. The biotic index is a scale which indicates the type and abundance of organisms in a representative sample of the environment to assess the quality of freshwater ecosystems. This live, one day session was designed for high school teachers and is aligned with the Arkansas K-12 Science Standards in Environmental Science.

Learn Robotics with VEX IQ

The VEX IQ Workshop combines robot building and robot coding. Participants learned about the basic principles of mechanical design, including structure, motors, gears, and more, that they will need in order to build a competition robot.

VEX IQ Scrimmage (canceled due to non-participation from our schools)

The SCSC STEM Team, which included specialists in science, math, CTE, and technology, collaborated to allow educators to bring their robotic teams to SCSC for a VEX IQ Scrimmage. This supported both the educators and students in that they got to experience a robotics scrimmage as well as practice for VEX IQ competitions held across the state. This was a great opportunity for the teams to work on their coding piece as well. In the teamwork challenge, an alliance of two robots, operating under driver control, worked together to score points that created camaraderie between teams. In the programming (coding) skill matches, the teams worked individually on an autonomous (coding) piece with limited human interaction, which supported computer science skills.

General School-Site Support:

The goal of this program is to support classroom teachers in their efforts to meet the changing requirements of the classroom with model lessons through direct modeling, observations of lessons, and/or co-teaching lessons. This practice is reflective in nature, which requires meeting for planning purposes in advance of the lesson, as well as, meeting after the lesson to discuss and reflect for the purposes of growth and positive change in instruction for the benefit of students. The format of “I teach, we teach, you teach” was used to empower the educator, using gradual release that was followed up by a reflection period.

Of the eleven districts that SCSC serves, all of the districts have utilized this feature of our program. It is not irregular for the school-site lessons to be multiple lessons during the course of the day. These lessons may be in cooperation with a single teacher and/or multiple teachers. Lessons have been delivered in both elementary and secondary classrooms. During this school year, the science specialist participated in approximately 120 hours of classroom lessons/support. The science specialist collaborated with approximately 65 different science teachers, science instructional facilitators, and/or principals/assistant principals during this school year.

Part of our service is to provide on-site training for school districts. This training could take the form of conducting/participating in meetings of various types such as PLC, STEM/STEAM Family Nights, School Staff Conferences, Campus Staff Simulations such as dyslexia and poverty and providing professional development. During this school term, the science specialist participated in approximately 1 conference, 8 school wide STEM/STEAM related events and approximately 4 simulations throughout the year.

Schools On-Site Monthly Curriculum Support:

Camden Fairview High School Science Unit Development

This professional development was for the science teachers that were new to Physical Science and Biology in grades 9-12 at Camden High School. During these work sessions, teachers developed grade/course-specific science units. This PD was divided into 6 parts so that it could be given in 2-3.5 hr. increments. The Science Specialist met with these teachers approximately once a month throughout the school year.

Part 1: Calendar mapping, phenomena/problem brainstorming, bundling PEs.

Part 2: Unpacking the DCIs, CCCs, SEPs, and making connections to math and ELA vertical and horizontal alignment.

Part 3: Writing essential and supporting learning targets.

Part 4: Enduring understandings, essential questions, assessment mapping

Part 5: Assessment development (summative, common, formative, classroom)

Part 6: 3D lesson planning

TESS components addressed for this workshop included: 1E, 3B, and 3E.

Magnolia Middle School Science Unit Development

This professional development was for the science teachers that taught 6-8 grade science in Magnolia Middle School. During these work sessions, teachers developed grade/course-specific science units. This PD was divided into 6 parts so that it could be

given in 1hr. increments. The Science Specialist met with these teachers approximately once a month throughout the school year.

Part 1: Calendar mapping, phenomena/problem brainstorming, bundling PEs.

Part 2: Unpacking the DCIs, CCCs, SEPs, and making connections to math and ELA vertical and horizontal alignment.

Part 3: Writing essential and supporting learning targets.

Part 4: Enduring understandings, essential questions, assessment mapping

Part 5: Assessment development (summative, common, formative, classroom)

Part 6: 3D lesson planning

TESS components addressed for this workshop included: 1E, 3B, and 3E.

Smackover High School Science Unit Development

This professional development was for the science teachers that were new to Physical Science and Biology in grades 9-12 at Camden High School. During these work sessions, teachers developed grade/course-specific science units. This PD was divided into 6 parts so that it could be given in 2-3.5 hr. increments. The Science Specialist met with these teachers approximately once a month throughout the school year.

Part 1: Calendar mapping, phenomena/problem brainstorming, bundling PEs.

Part 2: Unpacking the DCIs, CCCs, SEPs, and making connections to math and ELA vertical and horizontal alignment.

Part 3: Writing essential and supporting learning targets.

Part 4: Enduring understandings, essential questions, assessment mapping

Part 5: Assessment development (summative, common, formative, classroom)

Part 6: 3D lesson planning

TESS components addressed for this workshop included: 1E, 3B, and 3E.

Strong Elem. and HS Science Unit Development

This professional development was for the science teachers that were new to Physical Science and Biology in grades 9-12 at Camden High School. During these work sessions, teachers developed grade/course-specific science units. This PD was divided into 6 parts so that it could be given in 2-3.5 hr. increments. The Science Specialist met with these teachers approximately once a month throughout the school year.

Part 1: Calendar mapping, phenomena/problem brainstorming, bundling PEs.

Part 2: Unpacking the DCIs, CCCs, SEPs, and making connections to math and ELA vertical and horizontal alignment.

Part 3: Writing essential and supporting learning targets.

Part 4: Enduring understandings, essential questions, assessment mapping

Part 5: Assessment development (summative, common, formative, classroom)

Part 6: 3D lesson planning

TESS components addressed for this workshop included: 1E, 3B, and 3E.

Major Highlights of the Year:

The SCSC Science Specialist is a committee member of the Arkansas Science Performance Assessment Learning Collaborative (AR SPA-LC) in collaboration with Learning Policy Institute (LPI). The committee consists of teachers, AR Science Specialists, AR State Science Specialists, DESE Science Program Coordinator and others. The Arkansas science assessment system needs to be more equitable and balanced. The work of this team is grounded in equity with the focus on science assessment tasks. The “why” is “to empower

educators to believe in themselves so that they can challenge and inspire students to learn and to grow” (AR Science specialist). The goals of this committee include:

- Better understanding of 3-Dimensional science teaching and learning
- Common vision for a balanced science assessment system across the state
- Clear picture of the learners we want to support
- Set of tools to develop that will support the implementation of this framework
- Build capacity for establishing a K-12 community of practice committed to implementing student performances that are instructionally relevant, culturally sustaining, and student centered

The SCSC Science Specialist has been in training with Brett Moulding, national presenter and author of Engaging Students in Science Investigations Using GRC as well as many other 3D Science teaching and learning books. During these trainings the SCSC Science Specialist collaborated with other AR Science Specialists. This professional learning was focused on the teaching and learning of the K-5 Arkansas K-12 Science Standards and how elementary teachers can use these science standards to support K-5 literacy instruction in Arkansas. The SCSC Science Specialist along with the other AR Science Specialists hosted Brett in presenting to the K-5 participants in order to supply follow-up and support throughout the upcoming school year. Selected participating science teachers will be leaders in their districts in integrating science with literacy.

Teachers have requested a great deal of support during this year to understand and implement the Arkansas K-12 Science Standards. The science program has addressed multiple issues to support changes in pedagogy required to successfully implement these standards. These changes were addressed primarily through providing professional development in the summer along with follow-up job embedded support to meet the demands of the state science standards in classrooms in addition to school-site and/or virtual visits to support teachers in implementing the Arkansas K-12 State Science Standards.

The SCSC Science Specialist was involved in professional learning that was provided by DESE during monthly unit meetings with science specialists across the state via face to face and/or zoom meetings throughout the year. During the monthly unit meetings, some of the time was devoted to the Professional Learning Community (PLC) professional development; this training was throughout the year. Some trainings were face to face while some were via webinars. These trainings were made possible by DESE and provided by Solution Tree. The New Art and Science of Teaching (NASOT) by Robert J. Marzano was the book of reference, presented by Dr. Shelly Gies.

Furthermore, the science specialist has been involved in professional development, role play and practice for implementing content coaching cycles to her repertoire. The ADE and TNTP (The New Teacher Project) has initiated content coaching support for the specialists in Arkansas. Doc Miller, from TNTP has been a leader in supporting the science specialists in developing a science instructional walkthrough tool/coaching tool to help them to implement this new initiative. This coaching tool will accurately collect data on classroom culture, science content, instructional practices, and students ownership, use evidence to identify key strengths and opportunities for growth for teachers that could impact student experience, craft coaching conversations that support teachers in setting goals and identify concrete next steps to improve their instructional practices. This TNTP is adaptable to use

with novice teachers as well as seasoned teachers as a result students across the SCSC area schools will be positively impacted.

The SCSC Science Specialist was one of the committee members to develop and implement the DESE Physical Science/Chemistry Integrated Professional Development (PD); along with the implementation of the DESE GPS/ Science Summer PD. Additionally, the science specialist served on a sub-committee for 4th-grade 3D lesson development with the coaching of Brett Moulding, author of many 3D science instructional books including Engaging Students in Science Investigation Using GRC. Several of SCSC Science Specialist's lessons were published on Brett Moulding's website #going3Dw/GRC.

At a crucial time for shifts in science instruction and implementation of 3D teaching and learning, which the science standards require; the science specialist played a pivotal role.

The SCSC Science Specialist collaborated with other Aransas Science Specialists to develop/implement DESE summer GPS/Science PD for K-4, 5-8, and 9-12 which included an introduction to GPS/Fundamental Science, 3D Assessments, Unit Development, Physical Science/Chemistry, Biology, and Environmental Science. The science specialist presented these DESE GPS/Science Summer PDs here at SCSC.

The SCSC Science Specialist was available to support the year 1,2 and 3 novice teachers in content and/or classroom management through the mentoring grant. Full participation from ten of our districts in the SCSC consortium were enrolled in the New Teacher Institute (NTI) through which the science novice teachers were assigned to the science specialists for mentoring and/or content support. Of the 53 novice science teachers our science specialist has supported 29 of these teachers (55%) according to data collected and reported by the R&R (Recruitment & Retention) specialist's novice survey reports that were given throughout the year.

The SCSC specialist had the opportunity to participate in TESS, which is an opportunity for teams to build capacity as a collaborative workgroup by developing professional learning plans, and by aligning personalized resources and supports to ensure professional growth. Schools and districts participate in EdReflect/BloomBoard as well. Having the specialists participate allows them to be a support to the schools to meet their TESS domain requirements.

The SCSC Science Specialist has developed and administered a Facebook page for the science teachers in our cooperative area. "SCSC Science Teachers" Facebook page has 121 science teachers as members with membership increasing daily. This is a venue for science teachers to get information/resources quickly that are relevant to their profession in addition to networking and sharing ideas with fellow science teachers.

A child learns to read in the early years so that he or she can read to learn throughout life. To help strengthen reading education in the state, Arkansas is focused on changing instructional practices in the classroom and incorporating the knowledge and practices of the Science of Reading. The SCSC Science Specialist has been a participant in the Science of Reading (SoR) awareness PD lead by SCSC Literacy Specialist, Autumn Dunn through the ArkansasIdeas video training. This PD has helped provide the Science Specialist with the

opportunity to develop an awareness of the cursory knowledge and practices of scientific reading instruction.

Community Support

The SCSC Science Specialist had the opportunity to participate in several community support opportunities.

- Summer Reading Program at Strong Library at Strong AR. where she and the Tech coordinator provided a STEM lesson for the students and parents.
- The SCSC Science Specialist and the Tech coordinator also lead STEM/STEAM lessons at family nights at Smackover School District, Parkers Chapel School District, Junction City School District, Bearden School District, and Northwest 3rd Grade STEM Nights.
- The SCSC Science Specialist planned and presented STEM professional development for the SCSC ABC and ECSped teachers and para-pros and along with the Tech Coordinator had a STEM session for the preschool students at the Preschool Fun Day that was held here at SCSC.
- The SCSC Science Specialist acted as a judge at the EdRising event that was held by SAU in Magnolia for upcoming teacher candidates. She has been a science fair judge for Junction City School District, Magnolia Middle and Elementary Schools and the Regional Science Fair at SAU in Magnolia, AR.
- The SCSC Science Specialist has been a volunteer for the First Robotics Regional Competition held in Searcy, AR for at least 3 years.
- The SCSC Science Specialist has partnered with businesses in Camden (Camden Pet) and in Magnolia (Bridget's on the Square) to bring donated animals and plants to schools for labs.
- Also, the SCSC Science Specialist devoted a week of her time at Marvell-Elaine High School to support a school in need of teachers. Content was taught to 7th grade, 8th grade, 9th grade Physical Science, and 10th grade Biology students. The specialist prepared the lessons/labs/materials and implemented these for that week.

Technology Training Center

Funding Source: **Department of Elementary and Secondary Education**
Competitive Grant: **No**

Restricted Non-Restricted

Participating Districts

Bearden
Camden Fairview
El Dorado
Emerson-Taylor-Bradley

Hampton
Harmony Grove
Junction City
Magnolia

Parkers Chapel
Smackover-Norphlet
Strong-Huttig

Personnel

Name	Position	Degree
JoAnn Womack	Technology Coordinator	BSE

Goal

The goal of the SCSC Technology team is to work with all participating school districts to provide access to tools and materials related to implementation of the Arkansas K-12 Standards and DESE initiatives, to increase the impact of teaching and learning related to the integration of technology, and to deliver relevant and timely professional development.

Program Summary

The SCSC Technology Training Center maintains the local area network (LAN), which provides reliable network connectivity to all SCSC staff, presenters, and participants. The technology coordinator assists employees with technology hardware and software purchases and provides training as needed. The technology department maintains the cooperative website, the STEM lab, the mobile labs, and the presentation equipment in each conference room, as well as providing assistance to presenters, participants, and staff.

The technology coordinator provides support to our member districts, which includes: modeling technology-integrated and STEM lessons to local teachers and students, providing technical assistance and consultation on hardware and software, providing professional development opportunities, and providing support for the Arkansas K-12 Standards and the ACT Aspire assessments.

The technology coordinator works closely with the Department of Elementary and Secondary Education (DESE), the Department of Information Services (DIS), the Arkansas Public School Computer Network (APSCN), and the other Arkansas education cooperatives regarding technology initiatives and cyber security awareness to help the SCSC staff and member districts remain informed and in compliance with technology requirements. The TC is also a member of the State Cyber Incident Response Team.

Major Highlights of the Year

The SCSC Technology Coordinator provided 36 technology-integrated professional development sessions during the summer and throughout the school year. These sessions focused on STEM, Cyber Security, and classroom technology integration.

The SCSC Technology Coordinator provided summer workshops such as:

- ESC Works Basics for District Administrators/Google Tips for Administrators - This workshop helped administrators become familiar with escWorks admin and gave administrators time saving tips with Google.

- Making with MicroBits and More! - This training taught participants how to use the Micro:bit and integrate it into their classroom.
- STEM in the K-2 Classroom - This session exposed teachers to STEM experiences that could be an extremely engaging and effective way to foster the skills that students will need in a global, competitive workplace.
- Instructional Tech Tools - This workshop focused on digital learning tools, formative assessment tools, and engaging EdTech tools such as Canva, Wakelet, EdPuzzle, and more.
- Cyber Security Awareness - This session focused on how to avoid online phishing schemes and tips that can help avoid online identity theft. Participants were advised on tips on how to avoid clicking on malicious links and divulging confidential information.
- Robotics in the Elementary Classroom - This workshop taught participants about robotics and how to easily incorporate them into the elementary classroom.
- Google Admin Console Training - This workshop was for Technology Coordinators to better understand the Google Admin Dashboard and best practices for security and keeping their schools safe.

The Technology Coordinator partnered with other cooperative Technology Coordinators to deliver professional development at the Hot Springs Technology Institute Conference as well as the DESE Summit.

The SCSC Technology Coordinator provided training specifically tailored to district technology coordinators and technology staff. Training topics consisted of: Cyber Security, Digital Signage, and Google Admin Console.

The SCSC Technology Coordinator changed the Instructional Technology Integrationist Cadre this year to the SCSC STEM Consortium, the teachers returned during the 2022-2023 school year and we increased our numbers to 10 of our 11 districts participating and 30 teachers from these schools. This group is tasked with promoting STEM within their schools and we strive to give this group ideas of ways to integrate STEM into lessons and further the growth of STEM and global thinking to all of our students. This year we decided to focus on Project Based Learning. We brought in PBLWorks to deliver relevant PD to help us design learning for our classroom and students that would foster critical thinking and problem solving in today's world. The teachers received 4 days of professional development and \$500 for supplies for this project.

Arkansas Cyber Incident Response Team

The Technology Coordinator, being a member of the State Cyber Incident Response Team, engaged in training and/or planning to build capacity for response to a cyber-threat. The Technology Coordinator attended 4 training sessions and met every Tuesday with State CIRT (Cyber Incident Response Team) to talk about updates, training, and possible attacks. Topics discussed also revolved around social media safety, data privacy, and/or response to wide-spread school closures. These training sessions are intended to further the knowledge of Cyber Response for our state. With this training the Technology Coordinator is able to assist area schools with new trends in networking that help with preventing attacks as well as deliver professional development to certified and classified staff at all SCSC schools.

DESE ARP Grant

The Technology department received an ARP grant from the Department of Elementary and Secondary Education this year and we were tasked with upgrading and innovating our cooperative. We developed 3 projects that we carried out to enhance instruction for our schools and professional development. These projects included:

- **Network Upgrades:** These upgrades were needed to increase the delivery of bandwidth to our training rooms and for our everyday business. We replaced all of our switches and wireless access points as well as upgraded our battery backup.
- **Zoom:** We upgraded our phones to zoom phone, these phones modernized our phone system and now our phones can be with us wherever we are. We purchased zoom rooms for every school district and installed 2 Zoom rooms here at the coop. We feel like these have been one of the best things we've purchased at the coop. It is a complete success.
- **STEM LAB:** We upgraded our current computer lab to a STEM Lab. Inside the room we have modern, industrial furniture, some soft seating, and equipment that will inspire our teachers and students to create and learn in a fresh new environment. We hope this new room will be a model of alternative seating and inspire our schools to modernize their classrooms for STEM. We also have placed equipment like a GlowForge, Embroidery Machine, and 3D printer. Along with all of our STEM equipment that schools can check out.

STEM Community Outreach

The Technology Coordinator participated in several STEM nights and competitions with the Math and Science Departments. These are events that are hosted by local schools and colleges. This year we attended events for Parkers Chapel Schools, Bearden Schools, Northwest in Eldorado, Smackover - Norphlet Schools, and SouthARK Community College. We delivered a lesson from NASA this year that taught students to make a straw rocket, which we made into a game where they could earn points.

SPECIAL PROJECTS & PROGRAMS 2022-23

SCSC Leadership Meetings/Zooms

Competitive Grant: Yes No

Goals & Description

South Central Service Cooperative provided monthly Leadership Zooms/Meetings to support principals, assistant principals, and any district stakeholders. The purpose of these meetings

Paraprofessional Praxis

Competitive Grant: Yes No

Goals & Description

South Central Service Cooperative is one of the educational cooperatives in the state that is an official Educational Testing Service testing site for the paraprofessional exam. We provide this service the first Friday of every month. The information concerning the test has been made more accessible for schools and prospective paras by placing the information on the front page of our website. In 2022-23, we processed 27 parapro exams through April. A reimbursement for paras in the role of special education was granted through the SCSC Special Ed Mentoring grant as part of "the grow your own" initiative. In addition, we promote and support the Rural Ed grants to help Paras to gain a four-year degree and teach in our schools.

Teacher Fingerprinting

Competitive Grant: Yes No

Goals & Description

In an effort to help districts with changes in the fingerprinting law, DESE provided each cooperative with a portable fingerprinting machine along with training to cooperative staff. Our school districts may check out the machines in order to expedite the fingerprinting process. South Central Service Cooperative began fingerprinting in the summer of 2014 and continues to provide fingerprinting to all districts, Southern Arkansas University pre-service teachers and Sub Teach. More than 584 fingerprints were done in FY21-22 as of May 29, 2022. In addition, SCSC has helped to promote free fingerprinting funded by the state to assist in the hiring of substitute teachers.

NEXT MAN UP! Boys in Education Event

Competitive Grant: Yes No

Goals & Description

In May SCSC partnered with SWAEC & DMESC to host the Next Man Up! -Boys in Education event which targeted high school boys to promote careers in education. We partnered with DCTE, UAHT, UA, Teacher Cadet, and local universities with education programs. Keynotes were UA Athletes/Education Majors, Tyler Tarver, and breakout sessions presented by Tyler Tarver, LaDarius Bishop, and DCTE Director, Ross White. This event was funded with DCTE Innovation Grant funds of \$25,500. Again this grant was written jointly by the 3 CTE Coordinators and submitted by SWAEC through the GMS system.

Career Exploration Virtual Event Explore Success

Competitive Grant: Yes No

Goals & Description

SCSC partnered with SWAEC, DeQueen Mena, and in a partnership with UofA at Hope and SADA to host a youth manufacturing conference and career exploration event to expose students 8-11 grades to different industries. Ready for Life platform was used to expose students to engaged conversation and career exploration. Motivational speaker Paul Vitale was brought in to show the importance of soft skills, motivation, achievement, and planning for the future. Area stakeholders also engaged students with question and answer sessions to describe job duties they face.

Be A Model Event for Girls

Competitive Grant: Yes No

Goals & Description

In August, 2021 DCTE offered an opportunity for Career & Technical Education Coordinators to submit an application for funding to explore non-traditional areas. Perkins V defines 'Non-Traditional Fields' as, "occupations or fields of work, such as careers in computer science, technology, and other current and emerging high-skill occupations, for which individuals from one gender comprised less than 25% of the individuals employed in each such occupation or field of work." [Carl D. Perkins Career and Technical Education Act of 2006 § 3 (33)]

The CTE Coordinators at DeQueen-Mena, South Central, and Southwest Arkansas Education Service Cooperatives took advantage of this opportunity with an application for 9th-12 grade females to attend events that featured hands-on activities in various non-traditional areas. "Be the Model, Break the Mold" career exploration is the result of the approval for funding for the collaboration of five non-traditional career exploration events for the three Education Cooperatives.

To implement "Be the Model, Break the Mold" the Education Cooperatives partnered with post-secondary institutions to host and deliver a full day of hands-on activities for female students to explore non-traditional areas. Each institution varied in the activities depending on resources available to them. Post Secondary partners included SAU, UA Rich Mountain, UA Cossatot, and UA Hope/Texarkana. Girls from 22 schools from across Southwest Arkansas participated in the "Break the Mold" events during the month of November. Welding, Industrial Maintenance, Web Design, IT, Diesel Maintenance, and Solar Power Management were a few of the areas girls were able to explore.

ACT Work Ready Community

Competitive Grant: Yes No

Goals & Description

Ouachita County to become a work ready community. In an effort to further sharpen Ouachita County's competitive economic edge, leaders from our economic development, workforce development and education sectors recently completed ACT's Work Ready Community Initiative training. ACT Work Ready Communities empowers communities and states with processes, data and tools deployed in a common workforce development framework to drive economic growth by certifying communities as "work ready" when established goals are attained. The common criteria are based upon the ACT WorkKeys National Career Readiness Certificate (ACT WorkKeys NCRC) and business engagement to create a community-based workforce development process that links, aligns and matches the community's workforce development efforts to the needs of business and industry. The goal is for all participating communities to achieve certified "work ready status." We are proud to say that as of today, Ouachita County has completed 98% of our goals towards certifying as a Work Ready Community with over 3000 job seekers earning a certification! In addition our efforts are spreading to Columbia, Calhoun, and Union to become the next counties to become Workready communities.

SUMMARY ATTENDED REPORTS

(on the following pages)

Summary Attended

Printed Date: 5/24/2023

Last modified: 5/24/2023

Report Description:

Count of attended participants grouped by session for a given time period or for a given owner.

Search Parameter: **Start Date:** 2022-06-01-00-00-00
Start Date Less Than: 2023-06-01-00-00-00
Events Entered By LEA Number: 11
ESC Co-op Events Only: on

Session	#Sessions	Credits	Districts	#Attended
446333				
SNSD - SHS Retreat				
446333 - Aug 11, 2022 8:30 am - 1:00 pm		192	3	32
Building a Collaborative Learning Community				
451054				
SCSC-Take Flight Year 2 Cohort 4				
451054 - Jun 13, 14, 15, 16, 17, Sep 21, 22, Nov 14, 15, 2022 Feb 23, May 10, 11, 2023 8:30 am - 3:30 pm		2002	9	26
Cognitive Research,Data Disaggregation,Instructional Strategies,Principles of Learning Developmental Stages,Systemic Change Process				
460224				
SCSC - Tinkering with Tales: Embedding Science Concepts with Literature				
460224 - Jun 14, 2022 8:30 am - 3:30 pm		198	8	33
Arkansas Content Standards Frameworks,CurriculumAlignment,Instructional Strategies				
461515				
SCSC - AR Math QuEST Year 1: Introduction to Ambitious Teaching (2 days)				
461515 - Jun 9, 10, 2022 8:30 am - 3:30 pm		204	7	18
Instructional Leadership,Instructional Strategies				
461517				
SCSC - AR Math QuEST Year 2: Going Deeper with Ambitious Teaching (2 days)				
461517 - Jun 15, 16, 2022 8:30 am - 3:30 pm		426	8	36
Instructional Leadership,Instructional Strategies				
461521				
SCSC - Effective Planning with Illustrative Math - KH				
461521 - Jul 27, 28, 2022 8:30 am - 3:30 pm		138	6	14
CurriculumAlignment				
461523				
SCSC - Desmos for Beginners				
461523 - Jul 15, 2022 8:30 am - 3:30 pm		84	6	13
Instructional Strategies				
461527				

Summary Attended

Printed Date: 5/24/2023

Last modified: 5/24/2023

Session	#Sessions	Credits	Districts	#Attended
SCSC - Advanced Desmos				
461527 - Jul 29, 2022 8:30 am - 3:30 pm		42	5	6

Instructional Strategies

463163

SCSC - 3-6 RISE

463163 - Jun 6, 7, 8, 2022 8:00 am - 3:30 pm	558	10	32
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Instructional Strategies

463173

SCSC-The Social Emotional Alphabet: The ABC's of Making EVERY Day the BEST day for EVERY child!

463173 - Jul 14, 2022 8:30 am - 3:30 pm	270	9	45
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463186

SCSC - RISE 3-6 Cohort 6

463186 - Jul 18, 19, 20, 2022 8:00 am - 3:30 pm	762	8	45
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Instructional Strategies

463198

SCSC - Making with MicroBits and More!

463198 - Jun 9, 2022 8:30 am - 3:30 pm	24	4	4
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463202

SCSC - STEM in the K-2 Classroom

463202 - Jun 30, 2022 8:30 am - 3:30 pm	58	4	10
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463209

SCSC - Robotics in the Elementary Classroom

463209 - Jul 26, 2022 8:30 am - 3:30 pm	12	2	2
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463222

SCSC-Talents Unlimited Initial Training, Cohort 2

463222 - Jun 9, 10, 2022 8:30 am - 3:30 pm	180	4	15
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463449

SCSC-Administrator's Retreat 2023-DAY 1

463449 - Jun 21, 2022 10:00 am - 6:00 pm	252	10	42
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463453

Summary Attended

Printed Date: 5/24/2023

Last modified: 5/24/2023

Session	#Sessions	Credits	Districts	#Attended
SCSC-Administrator's Retreat 2023-DAY 2				
463453 - Jun 22, 2022 8:30 am - 3:30 pm		226	8	39

463456

SCSC-Administrator's Retreat 2023-DAY 3				
463456 - Jun 23, 2022 8:30 am - 11:30 am		117	9	39

463474

SCSC - Year ONE Ready Boot Camp				
463474 - Jul 25, 26, 2022 8:30 am - 3:30 pm		216	6	18

Arkansas Content Standards Frameworks, Classroom Management, Instructional Strategies, Mentoring Coaching

463476

SCSC - Year ONE Ready Boot Camp				
463476 - Aug 1, 2, 2022 8:30 am - 3:30 pm		180	7	15

Arkansas Content Standards Frameworks, Classroom Management, Instructional Strategies, Mentoring Coaching

463478

SCSC - Year TWO Ready Boot Camp				
463478 - Jul 27, 2022 8:30 am - 3:30 pm		180	9	30

Instructional Leadership, Mentoring Coaching

463479

SCSC - Year TWO Ready Boot Camp				
463479 - Aug 3, 2022 8:30 am - 3:30 pm		162	8	27

Instructional Leadership, Mentoring Coaching

463611

SCSC - K-2 R.I.S.E. Academy-Cohort 6				
463611 - Jul 18, 19, 20, Sep 7, Oct 5, Nov 9, 2022 8:30 am - 3:30 pm		450	8	13

Instructional Strategies

463615

SCSC - Magnolia-Central Elementary-Small Group Instruction to Match the SoR for Grades 3-6				
463615 - Aug 5, 2022 8:30 am - 3:30 pm		228	2	19

Instructional Strategies

463619

SCSC - Building Powerful Numeracy for Middle and High School Students				
463619 - Jun 30, 2022 8:30 am - 3:30 pm		30	5	5

Cognitive Research, Instructional Strategies

463751

SCSC-Music, It's all the Buzz!				
463751 - Jul 18, 2022 8:30 am - 3:30 pm		42	5	7

Summary Attended

Printed Date: 5/24/2023

Last modified: 5/24/2023

Session	#Sessions	Credits	Districts	#Attended
463791				
SCSC-"SILLY SONGS, GAMES GALORE, CLASSROOM MANAGEMENT AND SO MUCH MORE!"				
463791 - Jul 19, 2022 8:30 am - 3:30 pm		96	5	16
463829				
SCSC-VIRTUAL-SoR: Content-Based Morphology				
463829 - Jul 14, 15, 2022 8:30 am - 11:30 am		102	12	18
Assessment, Curriculum Alignment, Instructional Strategies				
463840				
SCSC VIRTUAL-SoR: Content Area Reading Strategies				
463840 - Jul 27, 28, 2022 8:30 am - 11:30 am		60	10	10
Assessment, Cognitive Research, Curriculum Alignment, Instructional Strategies				
463898				
SCSC - Critical Reading: Day 1 - ENGAGING THE READER				
463898 - Jul 18, 2022 8:30 am - 3:30 pm		96	9	17
Classroom Management, Cognitive Research, Curriculum Alignment, Instructional Strategies				
463905				
SCSC - Critical Reading: Day 2 - Vocabulary and Word Study				
463905 - Jul 19, 2022 8:30 am - 3:30 pm		102	9	17
Assessment, Classroom Management, Cognitive Research, Instructional Strategies				
463907				
SCSC - Critical Reading: Day 3 - Comprehension Strategies				
463907 - Jul 20, 2022 8:30 am - 3:30 pm		100	9	17
Assessment, Classroom Management, Cognitive Research, Curriculum Alignment, Instructional Strategies				
463910				
SCSC - Critical Reading: Day 4 - Responding to Text				
463910 - Jul 21, 2022 8:30 am - 3:30 pm		101	9	17
Assessment, Curriculum Alignment, Instructional Leadership, Instructional Strategies				
463941				
SCSC - Level II Dyslexia Screeners				
463941 - Jun 6, 7, 2022 8:30 am - 3:30 pm		180	8	16
Assessment, Cognitive Research, Instructional Leadership				
463952				
SCSC - Food Preservation / Iron Chef				
463952 - Jun 15, 2022 8:30 am - 4:00 pm		48	6	8
Instructional Strategies				
464065				

Summary Attended

Printed Date: 5/24/2023

Last modified: 5/24/2023

Session	#Sessions	Credits	Districts	#Attended
SCSC - Year THREE Ready Bootcamp: Preparing for Summative Evaluation - Round 1				
464065 - Jul 28, 2022 8:30 am - 3:30 pm		126	9	21
Mentoring Coaching				
464085				
SCSC - Year THREE Ready Boot Camp, Preparing for Summative Evaluation - Round 2				
464085 - Aug 4, 2022 8:30 am - 3:30 pm		108	9	18
Mentoring Coaching				
464101				
SCSC - 3 HOUR HEARTSAVER CPR AND AED CERTIFICATION				
464101 - Jun 13, 2022 8:30 am - 11:30 am		45	6	15
CPR				
464122				
SCSC - 3 HOUR HEARTSAVER CPR AND AED CERTIFICATION				
464122 - Jun 14, 2022 8:30 am - 11:30 am		21	4	7
CPR				
464134				
SCSC - AMERICAN HEART ASSOCIATION FIRST AID CERTIFICATION				
464134 - Jun 13, 2022 1:00 pm - 4:00 pm		42	5	14
CPR				
464138				
SCSC - ICEV FOR CTE				
464138 - Jun 8, 2022 8:30 am - 11:30 am		21	5	7
Instructional Strategies				
464240				
SCSC - Classroom Management for the Trauma Informed Teacher				
464240 - Jun 1, 2022 8:30 am - 4:00 pm		78	5	13
Classroom Management				
464243				
Reeling in the Outcast Student				
464243 - Jul 29, 2022 8:30 am - 3:30 pm		42	6	7
Classroom Management				
464245				
SCSC - Classroom Management for the Trauma Informed Teacher				
464245 - Jul 15, 2022 8:30 am - 4:00 pm		96	7	16
Classroom Management				
464247				
SCSC - Secondary Trauma				
464247 - Jun 13, 2022 8:30 am - 4:00 pm		66	7	11
Supervision				

Summary Attended

Printed Date: 5/24/2023

Last modified: 5/24/2023

Session	#Sessions	Credits	Districts	#Attended
464266				
SCSC - Differentiation & Twice Exceptional Students				
464266 - Jun 15, 2022 8:30 am - 3:30 pm		18	3	3
Instructional Strategies				
464270				
SCSC - Differentiation & Twice Exceptional Students				
464270 - Jul 1, 2022 8:30 am - 4:00 pm		6	1	1
Instructional Strategies				
464288				
SCSC - Teaching the Gifted in the Secondary Content Classroom-Math/Science				
464288 - Jun 28, 2022 8:30 am - 4:00 pm		12	2	2
Instructional Strategies				
464293				
SCSC - Teaching the Gifted in the Secondary Content Classroom-Literacy/Social Studies				
464293 - Jun 29, 2022 8:30 am - 4:00 pm		60	5	10
Instructional Strategies				
464411				
SCSC- High School Computer Science and Certification Preparation				
464411 - Jun 27, 28, 29, 30, Jul 1, 2022 8:30 am - 3:30 pm		240	6	8
464426				
SCSC-VIRTUAL: Coding Block: Learn to Code				
464426 - Jun 20, 21, 2022 8:30 am - 3:30 pm		12	1	1
464427				
SCSC-VIRTUAL: Coding Block Resources				
464427 - Jun 22, 23, 2022 8:30 am - 3:30 pm		24	2	2
464611				
SCSC-Professional Crisis Management Recertification				
464611 - Jun 9, 2022 8:30 am - 3:30 pm		42	5	6
464712				
SCSC - GPS: Science Unit Development PD				
464712 - Jun 16, 17, 2022 8:30 am - 3:30 pm		102	7	9
Curriculum Alignment				
464728				

Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
SCSC - GPS: Anchor Phenomenon for a Coherent Sequence of Science Lessons				
464728 - Jun 2, 3, 2022 8:30 am - 3:30 pm		81	5	7

Instructional Strategies

464740

SCSC - GPS: Introduction to Arkansas K-12 Science Standards and Three-Dimensional Teaching and Learning				
464740 - Jun 7, 2022 8:30 am - 3:30 pm		54	6	9

464745

SCSC - GPS: Engaging Students in Science Investigations in Grades 6-8				
464745 - Jun 13, 14, 2022 8:30 am - 3:30 pm		48	4	4

Instructional Strategies

464753

SCSC - VIRTUAL: K-4 Introduction to Computer Science				
464753 - Jul 7, 8, 2022 8:30 am - 3:30 pm		24	1	2

464781

SCSC-VIRTUAL: Coding Block: Learn to Code				
464781 - Jul 25, 26, 2022 8:30 am - 3:30 pm		12	1	1

464800

SCSC - Essential Classroom Behavior Management Strategies				
464800 - Jun 8, 2022 8:30 am - 3:30 pm		108	9	18

Advocacy Leadership, Instructional Strategies

464819

SCSC-VIRTUAL - SoR: ENCODING				
464819 - Jun 28, 29, 2022 8:30 am - 11:30 am		24	4	4

Instructional Strategies

464847

SCSC-VIRTUAL - SoR: Phonological Awareness				
464847 - Jul 6, 8, 2022 8:30 am - 11:30 am		89	12	15

Instructional Strategies

464920

SCSC-VIRTUAL - SoR: Decoding				
464920 - Jun 15, 16, 2022 8:30 am - 11:30 am		24	4	4

Curriculum Alignment, Instructional Strategies

464926

Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
SCSC-VIRTUAL - SOR: Science of Reading Overview				
464926 - Aug 2, 3, 2022 8:30 am - 11:30 am		48	6	8

Curriculum Alignment

464932

SCSC - Shifting Small Group Instruction to Match Science of Reading				
464932 - Jul 26, 2022 8:30 am - 3:30 pm		245	5	21

Instructional Strategies

464940

SCSC - From Speech to Print: How to Truly Utilize Sound Walls				
464940 - Jun 10, 2022 8:30 am - 3:30 pm		110	6	19

Instructional Strategies

464988

SCSC - GPS: Introduction to Arkansas K-12 Science Standards and Three-Dimensional Teaching and Learning				
464988 - Jul 7, 2022 8:30 am - 3:30 pm		36	5	6

Instructional Strategies

464993

SCSC - Writing in the K-2 Classroom to Match the Science of Reading				
464993 - Jun 17, 2022 8:30 am - 3:30 pm		168	7	28

Instructional Strategies

464995

SCSC - GPS: Science Assessment				
464995 - Jun 27, 2022 8:30 am - 3:30 pm		30	5	5

Assessment, Instructional Strategies

465001

SCSC - K-4 STEM w/Literacy				
465001 - Jul 19, 2022 8:30 am - 3:30 pm		54	4	9

Instructional Strategies

465007

SCSC - Science Curriculum Mapping and Unit Development (Magnolia Science)				
465007 - Aug 1, 2, 2022 8:30 am - 3:30 pm		96	3	9

Curriculum Alignment, Instructional Strategies

465279

SCSC - American Heart Association BLS CPR/AED Instructor Training				
465279 - Jun 10, 2022 8:30 am - 3:30 pm		54	8	9

CPR

465410

Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
SCSC-VIRTUAL-Tier 1 Training and Legislative Updates				
465410 - Jun 9, 2022 8:30 am - 11:30 am		135	18	45

465608

SCSC-SPARK Physical Education Training

465608 - Jun 7, 2022 8:30 am - 3:30 pm

30

2

5

465612

SCSC-Educational Resources from the Arkansas Department of Heritage

465612 - Jun 20, 2022 8:30 am - 3:30 pm

66

8

11

Arkansas History

465633

SCSC - Science of Reading: Writing in 2-8~ Part I

465633 - Jun 27, 2022 8:30 am - 3:30 pm

168

7

28

465639

SCSC - Science of Reading: Writing in 2-8~ Part II

465639 - Jul 25, 2022 8:30 am - 3:30 pm

156

7

26

Curriculum Alignment

465716

SCSC-Charlie Mae Simon and Diamond Book Awards

465716 - Jul 19, 2022 8:30 am - 3:30 pm

18

5

6

465732

SCSC-ESC Works Basics for District Administrators

465732 - Jun 10, 2022 8:30 am - 11:30 am

0

3

4

465775

SCSC-Learning for All

465775 - Jul 28, 2022 8:30 am - 3:30 pm

144

6

24

465805

SCSC - Youth Mental Health First Aid

465805 - Jun 27, 2022 8:00 am - 4:30 pm

144

6

18

Health Physical Activity, Parental Involvement

465810

SCSC - Youth Mental Health First Aid

465810 - Jul 20, 2022 8:00 am - 4:30 pm

144

7

18

Health Physical Activity, Parental Involvement

Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
465812				
SCSC - Youth Mental Health First Aid				
465812 - Aug 2, 2022 8:00 am - 4:00 pm		104	8	13
Health Physical Activity, Parental Involvement				
466148				
SCS - Beyond Pizzas and Pies				
466148 - Jun 28, 29, 2022 8:30 am - 3:30 pm		144	5	12
Instructional Strategies				
466150				
SCSC-VIRTUAL - Virtual Day 3 of Beyond Pizzas & Pies				
466150 - Jul 1, Aug 5, 2022 8:30 am - 9:15 am		36	2	5
Instructional Strategies				
466168				
SCSC - Figuring Out Fluency In Mathematics				
466168 - Jun 14, 2022 8:30 am - 3:30 pm		42	5	7
Instructional Strategies				
466266				
SCSC - WorkKeys Implementation Strategies for Teachers and Counselors				
466266 - Jun 9, 2022 8:30 am - 3:30 pm		60	5	10
Instructional Strategies				
466269				
SCSC - Preparing CTE Students for a Reverse Career Fair				
466269 - Jun 20, 2022 8:30 am - 4:00 pm		18	2	3
Instructional Strategies				
466429				
SCSC - Addressing the Challenges of Teaching Math to Students with Characteristics of Dyscalculia and/or Dyslexia: A Deeper Dive				
466429 - Jun 9, 2022 8:30 am - 3:30 pm		174	14	29
Instructional Strategies				
466670				
SCSC-Meddling Mamas and Prying Papas presented by Kris Shinn				
466670 - Aug 3, 2022 8:30 am - 3:30 pm		78	4	13
Parental Involvement				
466693				
SCSC - APSCN eSchoolPlus Registration				
466693 - Aug 8, 2022 8:30 am - 3:30 pm		48	8	8
466694				

Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
SCSC - APSCN eSchoolPlus Attendance				
466694 - Aug 9, 2022 8:30 am - 12:00 pm		32	7	9

466695

SCSC - APSCN eSchoolPlus Attendance				
466695 - Aug 9, 2022 12:30 pm - 4:00 pm		14	4	4

466698

SCSC - APSCN eSchoolPlus Scheduling: Prep for School Opening				
466698 - Aug 10, 2022 8:30 am - 12:00 pm		39	9	11

466699

SCSC - APSCN eSchoolPlus Interventions/Discipline				
466699 - Aug 10, 2022 12:30 pm - 3:30 pm		27	6	9

466700

SCSC - APSCN eSchoolPlus Medical				
466700 - Aug 11, 2022 9:00 am - 3:30 pm		24	4	4

466708

SCSC-When Surviving Takes Precedence over Learning from Kris Shinn				
466708 - Jul 18, 2022 8:30 am - 3:30 pm		84	7	14

Classroom Management

466726

SCSC-How to Find your Cupholders! with Kris Shinn				
466726 - Jul 29, 2022 8:30 am - 4:30 pm		66	6	11

Classroom Management

466729

SCSC-How to Teach the Elements of 3D Design with Tin Foil and Tape				
466729 - Jun 30, 2022 8:30 am - 3:30 pm		66	7	11

466776

SCSC - APSCN - SMS Required Fields For State Reporting				
466776 - Sep 7, 2022 9:00 am - 3:30 pm		42	5	7

Non-Curricular

466777

SCSC - APSCN - SMS Required Fields For State Reporting				
466777 - Sep 8, 2022 9:00 am - 3:30 pm		30	4	5

Non-Curricular

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Session	#Sessions	Credits	Districts	#Attended
466788				
SCSC - APSCN - eSchool IPR/Report Card Training				
466788 - Sep 13, 2022 9:00 am - 3:30 pm		18	3	3
Non-Curricular				
467110				
SCSC - Secondary Transition Compliance Basics and Best Practices				
467110 - Jul 21, 2022 8:30 am - 11:30 am		18	5	6
467114				
SCSC - Promoting Inclusive Practices through the PISA				
467114 - Jul 21, 2022 12:30 pm - 3:30 pm		15	5	5
467241				
SCSC - Summer (Virtual) Book Study and Novice Support: Hacking Classroom Management, 10 Ideas to Help You Become the Type of Teacher They Make Movies About				
467241 - Jun 27, Aug 27, 2022 8:30 am - 3:30 pm		132	6	11
Classroom Management				
467256				
SCSC - Virtual - Too Legit to Click				
467256 - Jul 19, 2022 8:30 am - 11:30 am		51	8	17
Educational Technology				
467263				
SCSC - Virtual - Go Ahead, I Dare You: Break the Ice!				
467263 - Jul 19, 2022 12:30 pm - 3:30 pm		54	8	18
Educational Technology				
467264				
Google Tips and Tricks for Administrators				
467264 - Jun 10, 2022 12:30 pm - 2:30 pm		6	2	3
467282				
SCSC Take Flight Year 1 Cohort 4 (INTRO)				
467282 - Jun 13, 14, 15, 16, 17, Sep 19, 20, 21, Nov 14, 15, 2022 Feb 22, May 8, 9, 2023 8:30 am - 3:30 pm		1310	6	14
467290				
SCSC - Guiding Students in Critical Thinking: Graphic Organizers				
467290 - Aug 2, 2022 8:30 am - 3:30 pm		72	8	12
Instructional Strategies				
467303				

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Session	#Sessions	Credits	Districts	#Attended
SCSC - Emerson Taylor Bradley HS Math Align School Curriculum to College and Career Ready Standards				
467303 - Aug 1, 2, 2022 8:30 am - 3:30 pm		66	3	6
Curriculum Alignment				
467305				
SCSC - Emerson Taylor Bradley HS Math Common Assessment Development				
467305 - Aug 3, 4, 2022 8:30 am - 3:30 pm		60	3	5
Instructional Leadership, Instructional Strategies				
467725				
SCSC-So Many Picture Books, So Little Time				
467725 - Jul 7, 2022 8:30 am - 3:30 pm		180	12	30
467741				
SCSC-How Do Section 504, RTI and Special Education Work Together?				
467741 - Aug 1, 2022 8:30 am - 3:30 pm		84	7	14
468468				
SCSC- The Deepest Well-Virtual Book Study				
468468 - Jun 6, 2022 1:00 pm - 3:00 pm		224	8	20
Parental Involvement				
468929				
SCSC-Virtual-Executive Functions Master Class Online Course with Sasha Long				
468929 - Jun 15, Sep 15, 2022 8:30 am - 9:30 am		72	7	12
469227				
SCSC - Going Deeper with Ambitious Teaching (2 Days)				
469227 - Aug 10, 11, 2022 8:30 am - 3:30 pm		288	4	24
Cognitive Research, Instructional Strategies				
469287				
SCSC - BREAK-AWAY from Behavior				
469287 - Jun 15, 2022 8:30 am - 3:30 pm		90	8	15
469864				
SCSC-VIRTUAL - ETB ONLY - Writing Revolution Book Study				
469864 - Jul 6, 13, 20, 27, Aug 3, 2022 10:00 am - 11:00 am		404	2	21
Assessment, Curriculum Alignment, Instructional Strategies				
469874				

Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
SCSC - CKLA Implementation Training with ETB and Junction City Teachers ONLY				
469874 - Jul 26, 2022 8:30 am - 3:30 pm		258	4	43

Assessment, Curriculum Alignment, Instructional Strategies

470001

SCSC-Arkansas Humanities Council and the Clinton Presidential Library PD

470001 - Jun 23, 2022 8:30 am - 3:30 pm	18	3	3
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470287

SCSC - 5 Essential Components of School Wide Positive Behavior System

470287 - Aug 5, 2022 8:30 am - 3:30 pm	78	6	13
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Advocacy Leadership, Classroom Management, Instructional Leadership, Instructional Strategies

470379

SCSC-Watercolor Flower Painting with Emily Wood at Frame of Mind

470379 - Jun 29, 2022 8:30 am - 3:30 pm	60	6	10
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470386

Executive Function Supports for Students: Learning for All

470386 - Jun 15, 2022 8:30 am - 3:30 pm	108	6	18
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470412

SCSC-Restorative Practices Playbook Book Study

470412 - Jun 6, 2022 9:00 am - 11:00 am	99	7	10
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Parental Involvement

470649

SCSC-Dispute Resolutions

470649 - Jul 22, 2022 8:30 am - 3:30 pm	66	3	11
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470657

SCSC-VIRTUAL-SPED DUE PROCESS with Rick Porter

470657 - Jun 24, 2022 8:30 am - 11:30 am	69	9	23
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471017

SCSC-SmartData Making District Leaders 'Smarter'

471017 - Jul 27, 2022 8:30 am - 11:30 am	15	3	5
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471020

SCSC-Dive Deeper into SmartData

471020 - Jul 27, 2022 12:30 pm - 3:30 pm	6	1	2
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Session	#Sessions	Credits	Districts	#Attended
471346				
SCSC-Establishing a Community of Practice, Grades 7-12				
471346 - Jul 8, 2022 8:30 am - 3:30 pm		6	1	1
471352				
SCSC-Establishing a Community of Practice, Grades K-6				
471352 - Aug 4, 2022 8:30 am - 3:30 pm		150	1	25
471840				
SCSC - Comprehension Strategies and Routines for Magnolia HS teachers				
471840 - Aug 4, 2022 8:30 am - 3:30 pm		48	2	8
Instructional Strategies				
471999				
SCSC-The Trauma Informed Classroom from Arkansas TRIS/Caring for Yourself and Others				
471999 - Jun 29, 2022 8:30 am - 3:30 pm		54	4	9
472019				
SCSC-VIRTUAL-Home School Laws and Online Data Entry Program				
472019 - Jul 27, 2022 9:00 am - 12:00 pm		21	6	7
472031				
SCSC - GT Coordinator Work Day				
472031 - Jul 8, 2022 8:30 am - 3:30 pm		48	7	8
Supervision				
472042				
SCSC-Where's My Magic Wand? De-escalation Techniques				
472042 - Jun 28, 2022 8:30 am - 3:30 pm		120	9	20
Classroom Management,Parental Involvement				
472133				
SCSC - K-2 SPELLING "MADDERS": What are the Rules?				
472133 - Jun 30, 2022 8:30 am - 3:30 pm		102	6	17
Instructional Strategies				
472315				
SCSC-VIRTUAL-Show Me the Data: Your Guide to a Data Driven Classroom				
472315 - Jun 30, Jul 1, 2022 8:30 am - 11:30 am		72	4	12
475806				

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Session	#Sessions	Credits	Districts	#Attended
SCSC - APSCN eSchoolPlus Counselor's Workday				
475806 - Jul 6, 7, 2022 9:00 am - 3:30 pm		0	2	2
Non-Curricular				
476801				
SCSC - Certifying Microsoft and Business Updates				
476801 - Jul 20, 2022 8:30 am - 3:30 pm		24	3	4
Instructional Strategies				
476888				
SCSC Google Admin Console Training				
476888 - Jul 29, 2022 9:00 am - 2:00 pm		28	5	7
476896				
ITI - Creating with Nearpod				
476896 - Jul 20, 2022 9:00 am - 11:00 am		16	5	8
476899				
ITI - Digital Citizenship and Literacy in Nearpod				
476899 - Jul 27, 2022 9:00 am - 10:00 am		6	4	6
476900				
SCSC - Pivotal Practices in Itinerant Preschool Inclusion				
476900 - Aug 1, 2022 8:30 am - 12:00 pm		84	4	24
Instructional Leadership				
476905				
SCSC - Early Childhood				
476905 - Aug 11, 2022 9:00 am - 4:00 pm		198	4	33
Educational Technology,Non-Curricular				
476941				
SCSC - PCM-Professional Crisis Management				
476941 - Jul 18, 19, 20, 21, 2022 8:30 am - 3:30 pm		110	2	5
Classroom Management,Parental Involvement				
477276				
SCSC - Instructional Tech Tools				
477276 - Jul 14, 2022 8:30 am - 3:30 pm		42	5	7
477835				
EC SCSC Picture Perfect STEM PD				
477835 - Aug 9, 2022 8:30 am - 3:30 pm		186	4	31
Instructional Strategies				

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Session	#Sessions	Credits	Districts	#Attended
478167				
SCSC-Josten's Yearbook Training				
478167 - Jul 12, 13, 2022 8:30 am - 3:30 pm		132	7	11
478461				
SCSC-Sondag System-Arkansas Specific Training Program (3 Days)				
478461 - Sep 20, 21, 22, 2022 8:30 am - 3:30 pm		377	4	22
479021				
SCSC - APSCN eSchoolPlus Counselor's Workday				
479021 - Jul 19, 21, 2022 8:30 am - 3:30 pm		0	2	2
Non-Curricular				
479120				
SCSC - Hats off to Early Childhood Professionals				
479120 - Aug 8, 2022 8:30 am - 3:30 pm		174	4	29
Instructional Strategies				
479122				
SCSC - Spark PE for PreK				
479122 - Aug 10, 2022 8:30 am - 3:30 pm		168	4	28
Health Physical Activity				
479527				
SCSC-Emerson Taylor Bradley Music Curriculum Alignment				
479527 - Jun 2, 3, 2022 8:00 am - 2:00 pm		36	1	3
479621				
SCSC - APSCN - SMS YEAR END ROLLOVERS				
479621 - Jun 8, 2022 8:30 am - 4:00 pm		0	4	5
Non-Curricular				
479896				
SCSC-Board of Directors' Meeting				
479896 - Aug 10, Sep 14, Oct 12, Nov 9, Dec 14, 2022 Jan 17, Feb 23, Mar 14, Apr 11, May 10, 2023 9:00 am - 12:00 pm		0	6	8
479923				
SCSC - APSCN - SMS Regular Workday				
479923 - Jul 22, 2022 9:00 am - 3:30 pm		0	2	2
Non-Curricular				
480112				

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Session	#Sessions	Credits	Districts	#Attended
SCSC-Intro to Canva				
480112 - Jul 13, 2022 8:30 am - 11:30 am		33	4	11

480149

SCSC- Sondag System 1: Installation Training				
480149 - Aug 25, 2022 8:30 am - 3:30 pm		120	4	20

480370

SCSC-Professional Crisis Management Recertification				
480370 - Aug 18, 2022 8:30 am - 3:30 pm		56	2	8

480429

CFSD NIET/AREN Principal Leadership Series				
480429 - Jun 9, 2022 8:00 am - 3:30 pm		24	1	4

Data Disaggregation,Instructional Leadership,Systemic Change Process

481403

SCSC-Targeted Behavior Interventions				
481403 - Aug 4, 2022 8:30 am - 3:30 pm		114	2	19

Classroom Management

482080

SCSC-Mandatory Skills Checkoffs for Vision, Hearing, Scoliosis, and Obesity Prevention (BMI) for School Nurses				
482080 - Sep 8, 2022 8:30 am - 3:30 pm		36	6	6

Health Physical Activity

482135

SCSC - APSCN - SMS Regular Workday				
482135 - Jul 25, 2022 9:00 am - 3:30 pm		0	2	3

Non-Curricular

482289

SCSC - APSCN - SMS Regular Workday				
482289 - Jul 26, 2022 9:00 am - 12:00 pm		0	2	2

Non-Curricular

482290

SCSC - APSCN eSchoolPlus Counselor's Workday				
482290 - Jul 28, 2022 9:00 am - 3:30 pm		0	2	2

Non-Curricular

483394

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Session	#Sessions	Credits	Districts	#Attended
SCSC-American Heart Association- Heartsaver CPR/AED First Aid 483394 - Aug 18, 2022 8:30 am - 3:30 pm		36	1	6
CPR				
483553				
SCSC Parkers Chapel - Instructional Tools 483553 - Aug 18, 2022 8:30 am - 3:30 pm		39	1	7
483799				
SCSC-Teaching the Gifted in the Secondary Content Classroom 483799 - Aug 1, 2022 8:30 am - 3:30 pm		18	2	3
Instructional Strategies				
485939				
SCSC-Heartsaver AED/ CPR 485939 - Jul 29, 2022 9:00 am - 12:00 pm		27	2	9
CPR				
486008				
SCSC-2023 Fall Counselor's Meeting 486008 - Sep 28, 2022 8:30 am - 3:30 pm		228	15	38
486101				
SCSC-DCTE REQUIRED NEW TEACHER TRAINING 486101 - Sep 20, 2022 8:30 am - 3:30 pm		96	7	16
Instructional Leadership,Instructional Strategies				
486140				
SCSC - APSCN - SMS Regular Workday 486140 - Aug 18, 2022 9:00 am - 12:00 pm		0	2	2
Non-Curricular				
486442				
SCSC-AHA Heartsaver CPR/AED 486442 - Aug 18, 2022 9:00 am - 12:00 pm		42	1	14
CPR				
486682				
SCSC-GT Coordinator Program Application Work Day 486682 - Oct 12, 2022 8:30 am - 3:30 pm		1	1	1
Advocacy Leadership				
486882				
SCSC-Learning for All 486882 - Nov 16, 2022 8:30 am - 3:30 pm		174	6	29

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Session	#Sessions	Credits	Districts	#Attended
486950				
SCSC - AR Math QuEST Year 2: Going Deeper with Ambitious Teaching (2 days)				
486950 - Aug 8, 9, 2022 8:30 am - 3:30 pm		516	3	43
Cognitive Research,Instructional Strategies				
487013				
SCSC- 3-6 RISE Cohort 7				
487013 - Oct 26, Nov 15, Dec 8, 2022 8:30 am - 3:30 pm		166	4	14
Curriculum Alignment,Instructional Strategies				
487048				
SCSC FY22-23 Teacher Center Committee				
487048 - Sep 21, Nov 2, 2022 Mar 9, 2023 9:00 am - 11:00 am		80	10	10
487050				
SCSC-FY22-23 Professional Development Committee				
487050 - Sep 20, Dec 13, 2022 Mar 29, 2023 9:00 am - 11:00 am		48	6	6
487139				
SCSC-AGQBQ Quiz Bowl Coaches Meeting with Adrienne Carey				
487139 - Sep 14, 2022 8:30 am - 12:30 pm		18	4	6
Non-Curricular				
487158				
SCSC-Novice Teacher Boot Camp - Late Round				
487158 - Oct 5, 2022 8:30 am - 3:30 pm		78	8	13
Arkansas Content Standards Frameworks,Classroom Management,Instructional Strategies,Mentoring Coaching				
487598				
SCSC Area Technology Coordinators Meeting & Inservice				
487598 - Sep 22, 2022 10:00 am - 3:00 pm		24	5	6
Educational Technology				
487724				
SCSC-School Engagement Facilitators: Skills, Ideas, and Best Practices to Power Your School Year				
487724 - Oct 26, 2022 9:00 am - 11:00 am		34	12	17
487725				
SCSC - School Board Member Training				
487725 - Nov 1, 2022 5:00 pm - 8:00 pm		75	8	25
487786				

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Session	#Sessions	Credits	Districts	#Attended
SCSC Hybrid - 1st Quarterly Meeting 22-23: DISH ON LITERACY 487786 - Sep 22, 2022 9:00 am - 12:00 pm		82	12	28

Curriculum Alignment,Instructional Leadership,Instructional Strategies

487943

SCSC-ADOS Community of Practice

487943 - Sep 20, 2022 9:00 am - 12:00 pm

18 3 6

Assessment

487948

SCSC-Essential Classroom Behavior Management Strategies

487948 - Oct 27, 2022 8:30 am - 3:30 pm

168 8 28

Classroom Management

487956

SCSC-Targeted Behavior Interventions

487956 - Jan 13, 2023 8:30 am - 3:30 pm

54 5 9

Classroom Management

487981

SCSC-Essential Classroom Behavior Management Strategies

487981 - Mar 3, 2023 8:30 am - 3:30 pm

36 4 6

Classroom Management

487988

SCSC-Antecedent Based Interventions (ABIs)

487988 - Apr 11, 2023 8:30 am - 3:30 pm

42 3 7

Classroom Management

488045

SCSC - APSCN - SMS Regular Workday

488045 - Sep 29, 2022 9:00 am - 12:00 pm

0 2 2

Non-Curricular

488256

SCSC - PCM-Professional Crisis Management

488256 - Sep 26, 27, 28, 29, 2022 8:30 am - 3:30 pm

154 1 7

Classroom Management,Parental Involvement

488650

SCSC Area Technology Coordinators Meeting & Inservice

488650 - Nov 17, 2022 9:00 am - 2:00 pm

32 6 8

Educational Technology

488652

SCSC Area Technology Coordinators Meeting & Inservice

488652 - Jan 19, 2023 10:00 am - 2:00 pm

28 6 7

Educational Technology

Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
488654				
SCSC Area Technology Coordinators Meeting & Inservice 488654 - Mar 9, 2023 10:00 am - 2:00 pm		32	6	8
Educational Technology				
488726				
SCSC- Federal Coordinators Region 7 Meeting 488726 - Oct 26, 2022 Jan 24, Mar 2, 2023 1:00 pm - 11:00 am		24	8	8
489310				
SCSC-CFAM Training 489310 - Oct 17, 2022 9:30 am - 12:00 pm		30	7	12
Fiscal Management				
489327				
SCSC Hybrid - 3rd Quarterly Meeting 22-23: DISH ON LITERACY 489327 - Mar 2, 2023 9:00 am - 12:00 pm		75	8	25
Curriculum Alignment,Instructional Leadership,Instructional Strategies				
489332				
SCSC Hybrid - 2nd Quarterly Meeting 22-23: DISH ON LITERACY 489332 - Dec 1, 2022 9:00 am - 12:00 pm		81	9	27
Curriculum Alignment,Instructional Leadership,Instructional Strategies				
489334				
SCSC Hybrid - 4th Quarterly Meeting 22-23: DISH ON LITERACY 489334 - Apr 6, 2023 9:00 am - 12:00 pm		98	10	33
Cognitive Research,Curriculum Alignment,Instructional Leadership,Instructional Strategies				
489336				
SCSC Staff PD Day 489336 - Oct 28, 2022 8:00 am - 3:30 pm		0	3	17
489639				
SCSC-Master Scheduling: Putting Data First 489639 - Nov 17, 2022 9:00 am - 3:00 pm		162	9	27
Instructional Leadership				
489648				
SCSC-ADOS Community of Practice 489648 - Oct 19, 2022 9:00 am - 12:00 pm		15	2	5
489649				

Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
SCSC-ADOS Community of Practice				
489649 - Jan 26, 2023 9:00 am - 12:00 pm		21	3	7

489650

SCSC-ADOS Community of Practice				
489650 - Feb 15, 2023 9:00 am - 12:00 pm		21	3	7

489651

SCSC-ADOS Community of Practice				
489651 - Mar 9, 2023 9:00 am - 12:00 pm		12	2	4

489652

SCSC-ADOS Community of Practice				
489652 - Nov 17, 2022 9:00 am - 12:00 pm		18	3	6

489673

SCSC-Intensive Classroom Management				
489673 - Nov 10, 11, 2022 8:30 am - 3:30 pm		192	8	16

489725

SCSC-Teaching the Gifted in the Secondary Content Classroom				
489725 - Oct 12, 2022 4:00 pm - 5:00 pm		18	1	18

Assessment, Curriculum Alignment, Instructional Strategies

489890

SCSC-Personal Care Training				
489890 - Jan 4, 2023 8:30 am - 3:30 pm		168	8	28

489891

SCSC-GPS: Introduction to Arkansas K-12 Science Standards and Three-Dimensional Teaching and Learning				
489891 - Oct 26, 2022 8:30 am - 3:00 pm		30	3	5

Instructional Strategies

489893

SCSC-GPS: Science Unit Development				
489893 - Nov 4, 2022 8:30 am - 2:00 pm		25	2	5

Curriculum Alignment

489993

Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
CFSD Financial and Budget Meeting				
489993 - Oct 7, 2022 9:00 am - 11:00 am		27	1	9
Fiscal Management				
490171				
SCSC-Hybrid-DCTE Updates with Ross White				
490171 - Feb 14, 2023 10:30 am - 12:00 pm		3	3	3
Instructional Leadership				
490225				
SCSC - PCM-Professional Crisis Management				
490225 - Oct 20, 24, 27, Nov 3, 2022 8:00 am - 3:00 pm		132	1	6
Classroom Management, Parental Involvement				
490295				
SCSC - Virtual - Too Legit to Click				
490295 - Oct 24, 2022 9:00 am - 11:00 am		51	2	17
Educational Technology				
490362				
SCSC-Professional Crisis Management Recertification				
490362 - Dec 1, 2022 8:00 am - 3:00 pm		49	3	7
490590				
SCSC-Content Area Reading Strategies - CFSD				
490590 - Nov 4, 2022 8:30 am - 3:30 pm		276	2	46
Curriculum Alignment, Instructional Strategies				
490703				
SCSC-STEM Integrationist (formerly ITI)				
490703 - Dec 1, 2022 8:30 am - 3:30 pm		162	10	27
490724				
SCSC-AASBO Mentoring Meeting				
490724 - Nov 17, 2022 9:30 am - 2:00 pm		12	3	3
491129				
SCSC-Intensive Classroom Management				
491129 - Jan 23, 24, 2023 8:30 am - 3:30 pm		180	4	15
491367				
SCSC-Dive Deeper into SmartData				
491367 - Jan 17, 2023 8:30 am - 11:30 am		24	4	8

Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
491368				
SCSC-Dive Deeper into SmartData				
491368 - Jan 17, 2023 12:30 pm - 3:30 pm		18	2	6
491651				
SCSC-RTI in Secondary Schools: Visit to Hamburg High School				
491651 - Jan 26, 2023 9:00 am - 3:00 pm		90	7	15
491913				
SCSC-Foundations of Special Education-Paraprofessional Core Training Modules				
491913 - Jan 2, 2023 8:30 am - 3:30 pm		84	1	14
Supervision				
491998				
SCSC-READ, CODE, CREATE				
491998 - Feb 21, 2023 8:30 am - 3:30 pm		54	8	9
492149				
SCSC-Teaching the Gifted in the Secondary Content Classroom				
492149 - Jan 18, 2023 8:30 am - 3:30 pm		42	1	7
Instructional Strategies				
492387				
Camden Fairview School District MS ELA Curriculum and Planning				
492387 - Jan 13, 2023 8:30 am - 3:30 pm		24	1	4
Curriculum Alignment,Data Disaggregation,Instructional Leadership				
492389				
CFSD Curriculum Training				
492389 - Jan 4, 2023 1:00 pm - 3:30 pm		30	1	10
Instructional Leadership,Instructional Strategies,K-12 Content				
492390				
Camden Fairview School District K-12 Curriculum Planning				
492390 - Jan 4, 2023 8:30 pm - 8:45 pm		240	1	40
Curriculum Alignment,Data Disaggregation,Instructional Strategies				
492471				
SCSC-Differentiation-Emerson High School				
492471 - Jan 2, 2023 8:00 am - 11:00 am		42	1	14
Instructional Strategies				
492521				

Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
SCSC - APSCN - Next Year Database Setup				
492521 - Feb 22, 2023 9:00 am - 3:00 pm		72	11	12

Non-Curricular

492522

SCSC - APSCN eSchool Next Year Scheduling for Elementary				
492522 - Mar 8, 2023 9:00 am - 3:30 pm		24	4	4

492523

SCSC - APSCN eSchool Next Year Scheduling for Secondary				
492523 - Mar 9, 2023 9:00 am - 3:30 pm		66	8	11

493023

SCSC-Essential Standards training with Bob Sonju from Solution Tree				
493023 - Mar 30, 2023 9:00 am - 3:00 pm		222	7	37

493541

SCSC-Taking The "Guess Work" Out Of Goal And Objective Writing in An IEP				
493541 - Feb 23, 2023 2:00 pm - 4:00 pm		22	3	11

Arkansas Content Standards Frameworks,Assessment,Curriculum Alignment,Educational Technology,Mentoring Coaching

493616

SCSC-Teacher Residency Models in the State				
493616 - Jan 26, 2023 10:00 am - 12:00 pm		24	7	8

Advocacy Leadership

494280

SCSC-BOOK STUDY - Artfully Teaching the Science of Reading				
494280 - Jan 31, Feb 2, 7, 9, 14, 16, 21, 23, 28, Mar 2, 7, 9, 14, 16, 2023 1:00 pm - 10:30 am		102	8	21

Curriculum Alignment,Instructional Leadership,Instructional Strategies,Mentoring Coaching

494593

SCSC-3 Hour CPR and AED Training				
494593 - Jan 30, 2023 8:30 am - 11:30 am		24	3	8

CPR

494595

SCSC-American Heart Association First Aid				
494595 - Jan 30, 2023 12:30 pm - 3:30 pm		33	3	11

CPR

495108

SCSC-District ESOL Coordinators' Meeting				
495108 - Feb 21, Mar 30, Apr 25, May 24, 2023 9:00 am - 3:00 pm		24	4	4

Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
497227				
SCSC-CPR Renewal 2023				
497227 - Feb 23, 2023 3:30 pm - 4:30 pm		10	7	10
CPR				
497229				
SCSC-CPR Renewal 2023				
497229 - Feb 24, 2023 9:00 am - 10:00 am		11	7	11
CPR				
500211				
SCSC-SPED Outcomes, PLAAFP, and Goals				
500211 - Apr 4, 2023 1:00 pm - 3:00 pm		14	1	7
Instructional Strategies				
502489				
SCSC-Digging Into the LEARNS Bill and What IS EXPECTED				
502489 - May 18, 2023 9:00 am - 2:00 pm		144	8	24
Advocacy Leadership,Assessment,Building a Collaborative Learning Community,Instructional Leadership,School Safety,Systemic Change Process				
503510				
SCSC-CTE Special Retention Event				
503510 - May 24, 2023 9:00 am - 12:00 pm		33	6	11
Mentoring Coaching				
GRAND TOTAL:	247	38538	83	3314

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