AGENDA
STATE BOARD OF EDUCATION

February 12, 2007
Arkansas Department of Education
Auditorium - Department of Education Building
9:00 AM

Chair's Report – Diane Tatum
Commissioner's Report – Dr. T. Kenneth James

Consent Agenda

C-1 Approval of Minutes - January 17, 2007

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

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

C-3 New Employed, Promotions and Separations

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

Process

To communicate to the members of the State Board on monthly personnel actions.

Bibliography

The information is needed to measure the effectiveness of our recruitment, hiring and promotion efforts and is in conformity with federal government guidelines, which require us to compile statistical information about applicants for employment.

C-4 Review of Loans and Bonds Applications

Pursuant to Arkansas Code AnnPotated (A.C.A.) § 6-20-805 and A.C.A. § 6-20-1205, the State Board of Education

must approve all Revolving Loan Fund and Commercial Bond applications, with the exception of non-voted refundings of commercial bond issues that meet the minimum savings as required by the Rules and Regulations Governing Loan and Bond Applications, Section 9.02.

Action Agenda

A-1 Consideration of Financial Status of Arise Open Enrollment Charter School - Monticello

The State Board approved the charter for Arise Charter School in 2004. Since that time, the student population has declined. The Director of Arise Charter School informed the Department that the local entity board had voted to close the school due to financial reasons incurred by the loss of students. The entity is therefore surrendering the charter back to the State.

A-2 Continuation of the Hearing of Open Enrollment Charter School Application: Perkins Academy of Science/Math/Technology - Helena-West Helena School District

On January 17, 2007, the State Board of Education conducted a hearing and reviewed the application for Perkins Academy of Science/Math/Technology - Helena-West Helna School District. At that time, a representative from the Helena-West Helena School District presented material regarding the Open Enrollment Charter School Application. The Board held dialogue with the applicants regarding clarification of the information presented. Following discussion, the State Board asked for additional information regarding Perkins Academy and tabled action until the February meeting.

A-3 Continuation of the Hearing of Open Enrollment Charter School Application: Dreamland Academy of Performing and Communication Arts - Little Rock

On January 17, 2007, the State Board of Education conducted a hearing and reviewed the application for Dreamland Academy of Performing and Communication Arts – Little Rock. At that time the Board held dialogue with the applicants regarding clarification of the information presented. Following discussion, the State Board asked for additional information regarding Dreamland Academy and tabled action until the February meeting.

A-4 Request for Approval of Revised Social Studies Framework

Revisions to the Social Studies Framework are submitted for review in accordance with the framework revision schedule approved by the State Board of Education. These revisions were prepared by a grade-level committee consisting of 45 Arkansas classroom teachers, social studies educators, school administrators, and specialty area experts, who completed this work from July 17, 2006, to December 8, 2006. The revision includes grade-by-grade student learning expectations in grades K-8 and high school courses.

A-5 Consideration of Petition Letters from Pulaski County School District and Cross County School District Requesting Removal From Fiscal Distress Classification

Pulaski County School District was classified as being in Fiscal Distress in April 2005. Cross County School District was classified as being in Fiscal Distress in June 2006. Both districts have implemented comprehensive Fiscal Distress Financial Improvement Plans. The Department has provided technical assistance and has reviewed the plans, the annual financial reports, district budgets, and APSCN reports. A final site visit was conducted in these two districts in late January. Recommendations:The Department is certifying that the Pulaski County Special School District and the Cross County School District have corrected all criteria for being classified as being in Fiscal Distress and have complied with all Department recommendations and requirements for removal from Fiscal Distress. A.C.A. §6-20-1908(c), provides: A school district in Fiscal Distress may only petition the State Board of Education for removal from Fiscal Distress status after the Department has certified in writing that the school district has corrected all criteria

for being classified as being in Fiscal Distress and has complied with all Department recommendations and requirements for removal from Fiscal Distress. Attached are the letters from Pulaski County Special and Cross County School Districts petitioning the State Board for removal of Fiscal Distress status. The Board is requested to accept and approve these petitions in compliance with A.C.A. §6-20-1908(c), which requires a District in Fiscal Distress to petition the State Board of Education for removal from Fiscal Distress status after the Department has certified in writing that the school district has corrected all criteria for being classified as in Fiscal Distress and has complied with all Department recommendations and requirements for removal from Fiscal Distress.

A-6 Round #6 Recommendations for 2006-2007 Arkansas Better Chance Grants

Due to an error listed in the list of Round #1 Recommendations for this year's ABC grantees, we are requesting an additional $110,000 or 25 slots for Paragould School District. Their renewal grant has been for $220,000 in the past and only half of that amount was covered in Round #1.

A-7 Request for Approval of Per Child Funding for 2007-2008 Arkansas Better Chance Program

To maintain parity with K-12 programs, the Arkansas Better Chance program is requesting an increase in per-child funding for the 2007-2008 program year. These increases are 5% for center-based and family home-based programs and 6.6% for home-visiting programs. These increases can be found in staff salaries, technology, curriculum and staff travel costs. The Division seeks approval of this increase, pending an increase in total appropriation for the program by the 86th General Assembly.

A-8 Request for Approval of 2007-2008 Arkansas Better Chance Grant Application

In accordance with the authority given the State Board and the Rules and Regulations Governing the Arkansas Better Chance program, DCC-ECE is asking for approval of the attached document for use as the Arkansas Better Chance Grant Application for the 2007-2008 program year.

A-9 Consideration for Public Review and Comment for the Proposed Arkansas Annual State Application Under Part B of the Individuals with Disabilities Education Act (IDEA) as Amended in 2004 for Federal Fiscal Year (FFY) 2007

In order for the State education agency (SEA) to receive a grant under part B of the IDEA as amended in 2004 for FFY 2007 funds which should become available to the State on July 1, 2007, the SEA must complete and submit a Part B Application for those funds to the U.S. Department of Education on or before May 4, 2007. Prior to this submission, the State must meet public participation requirements relevant to Part B as set forth in the Part B regulations and in the Education Department General Administrative Rules (EDGAR). The State is required to publish the proposed application at least 60 days prior to the date on which the plan is submitted to the Secretary, with an opportunity for public comments on the application to be accepted for at least 30 days. The Application consists of Assurances and Certifications; a description of Use of Funds relative to Part B state set-aside for program administration; required activities and other state-level activities; and appropriate submission statements.

A-10 Consideration for Approval for Public Comment/Hearing to Implement Federal Regulations that Changed the Process School Districts Must Follow to Conduct a Manifestation Determination Review for a Student with Disabilities Facing Long-term Suspension or Expulsion.

These guidelines are authorized pursuant of the 2004 IDEA regulatory authority under 34 CFR) §300.530 (e)–(h). The purpose of this regulation is to assure that the 2004 manifestations determination guidelines are followed.

A-11 Consideration of Request for Public Comment of the Proposed Revisions to Rules Governing the Addition of Areas of Licensure or Endorsement

Under the provisions of NCLB, it is required that the state defines Adequate Yearly Progress with regard to teachers who are not highly qualified or who are teaching out of area. Therefore, the rules have been revised to define the required progress of teachers working on an ALP.

A-12 Consideration of Request for Public Comment of the Proposed Revisions of Rules Governing the Requirements and Procedures for Renewing a Standard Teaching License

The revision of these rules is necessary due to the professional development requirements for license renewal.

A-13 Consideration of Request for Public Comment of the Proposed Revision of Rules Concerning the Non-Traditional Licensure Program

After the NTLP rules were revised last year, a plea was made to the department to consider a lower GPA for persons who have many years of experience in the subject area. In addition, the department is working to be more responsive to school districts with regard to the increase need for ESL teachers and this area of endorsement will now be allowed for NTLP candidates.

A-14 Consideration of Request for Public Comment of the Proposed Revision to Rules Governing Teacher Licensure by Reciprocity

The rules for reciprocity have been revised to address necessary changes for teachers from out of state and out of country and to introduce new rules on reciprocity for administrators.

A-15 Consideration for Public Comment Proposed Arkansas Department of Education Rules Governing Initial, Standard and Provisional Teacher Licensure

These rules are being revised to address teachers whose initial license has expired because they failed to successfully complete the Praxis III assessment.

A-16 Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the North Little Rock School District – Ruthie Doby

Ms. Doby was convicted of Domestic Battering Third Degree on January 27, 1999. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(g)(2)(A). The North Little RockSchool District was notified of Ms. Doby's ineligibility on September 25, 2006. Ms. Doby submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f) on November 3, 2006.

Ms. Doby has no other convictions and received a positive recommendation from the Director of Child Nutrition at NLRSD, Ms. Marsha Satterfield, at the direction of Superintendent Kirspel.

Based on the afore-mentioned circumstances, the Arkansas Department of Education recommends that a waiver be granted to Ms. Ruthie Doby with the stipulation that she be placed on probationary status for a period of one (1) year from the granting of this waiver during which time she must not be convicted of, or charged resulting in a conviction with, any disqualifying offense pursuant to Ark. Code Ann. § 6-17-414.

A-17 Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Fort Smith School District – Sandra Matthews

Ms. Matthews was convicted of Larceny on August 17, 1994. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(g)(1). The Fort Smith School District was notified of Ms. Matthews' ineligibility on July 5, 2006. Ms. Matthews submitted a request for a waiver pursuant to

Ark. Code Ann. § 6-17-414(f) on October 23, 2006.

A-18 Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the North Little Rock School District – Barbara Bolton

Ms. Bolton was convicted of Endangering the welfare of a minor – second degree on June 17, 1998. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(b)(26). The North Little Rock School District was notified of Ms. Bolton's ineligibility on September 25, 2006. Ms. Bolton submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f) on October 9, 2006.

Ms. Bolton has no other convictions and received a positive recommendation from the Director of Child Nutrition at NLRSD, Ms. Marsha Satterfield, at the direction of Superintendent Kirspel.

Based on the afore-mentioned circumstances, the Arkansas Department of Education recommends that a waiver be granted to Ms. Barbara Bolton with the stipulation that she be placed on probationary status for a period of two (2) years from the granting of this waiver during which time she must not be convicted of, or charged resulting in a conviction with, any disqualifying offense pursuant to Ark. Code Ann. § 6-17-414.

A-19 Request Approval of the Recommendation of Suspension of Teacher's License – Alvin Yarberry Jr.

Mr. Yarberry is three (3) months or more in arrears on his child support obligation. Ark. Code Ann. § 9-14-239 requires suspension of an occupational or professional license when an obligor is delinquent in an amount equal to three (3) months' obligation or more.

A-20 Hearing on Waiver Request for Non-Certified Employment with Pine Bluff School District – Buddy Johnson

Mr. Johnson was convicted of Breaking or Entering (2 offenses) and Theft of Property (2 offenses) on August 8, 1979, and May 2, 1983. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(g)(1). The Pine Bluff School District was notified of Mr. Johnson's ineligibility on August 25, 2006. Mr. Johnson submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f) on September 11, 2006.

A-21 Hearing on Waiver Request for Certified Teacher's License – Deborah Landers

Ms. Landers was convicted of Theft of Property over $2,500 on August 25, 2005. This is a disqualifying offense for a certified teacher's license pursuant to Ark. Code Ann. § 6-17-410(e)(2)(A). On December 5, 2006, Ms. Landers was notified of the denial of her application for a certified teacher's license. On January 2, 2007, Ms. Landers submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-410(d).

A-22 Hearing on Waiver Request for Non-Certified Employment with the Malvern School District – Dexter Shinault

Mr. Shinault was convicted of Uttering Forged Instruments on March 14, 1989. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(g)(1). The MalvernSchool District was notified of Mr. Shinault's ineligibility on August 2, 2006. Mr. Shinault submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f) on August 11, 2006.

A-23 Hearing on Waiver Request for Non-Certified Employment with the West Memphis School District – General Robinson

Mr. Robinson was convicted of Burglary on November 1, 1988. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(g)(1). The West MemphisSchool

District was notified of Mr. Robinson's ineligibility on October 26, 2006. Mr. Robinson submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f) on November 27, 2006.

A-24 Hearing on Waiver Request for Non-Certified Employment with the Helena-West Helena School District – Michael Jenkins

Mr. Jenkins was convicted of Intimidation, Armed Robbery and Home Invasion on August 28, 1981. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(g)(1). The Helena-West Helena School District was notified of Mr. Jenkins' ineligibility on June 16, 2006. Mr. Jenkins submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f) on September 5, 2006.

A-25 Discussion Membership in National Association of State Boards of Education (NASBE)

The issue of membership in the National Association of State Boards of Education will be open for discussion.

A-26 Appointment of a Nominating Committee

Board policy requires the Chair to appoint a Nominating Committee prior to March 1 of each year. Members of the Nominating Committee must have completed two years on the Board.

Minutes
State Board of Education
Wednesday, January 17, 2007

The State Board of Education met on Wednesday, January 17, 2007, in the Auditorium of the State Education Building. Diane Tatum, Chairman, called the meeting to order at 8:30 a.m.

The following Board members were present: Diane Tatum, Chairman; Randy Lawson, Vice-Chairman; Sherry Burrow; Jim Cooper; Dr. Calvin King; Dr. Tim Knight; Dr. Ben Mays; MaryJane Rebick; and Dr. Naccaman Williams.

No Board members were absent.

Commissioner's Report

Dr. James highlighted the following items:

- Introduced Emily Jordan-Cox, policy director for Governor Beebe's Office and is serving as an educational liaison
- Noted attendance at the Martin Luther King, Jr. celebration at Philander Smith College
- Reported on the first meeting of the House Education Committee for this session of the General Assembly
- Reported that the recently named Arkansas Teacher of the Year, Justin Minkel, was selected as one of four national finalist for National Teacher of the Year.
- Noted a report from staff at the Southern Region Educational Board (SREB) citing Arkansas was making progress and doing well in improving student achievement
- Cited a report from Quality Counts showing that Arkansas moved from 48th to 29th in ranking in the recent Education Week publication. That report also noted Arkansas ranked second in the amount of gain during the past year.

Consent Agenda

Dr. Williams moved approval of the Consent Agenda. Dr. Mays seconded the motion. The motion was adopted unanimously.

- Minutes – December 11, 2006
- Newly Employed, Promotions and Separations
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Report of Waivers to School Districts for Teachers Teaching Out-of-Field for Longer than Thirty (30) Consecutive Days, Act 1623 of 2001
- Approve Payment of Stipends and Expenses to Board Members

Action Agenda

Report on the Status of Schools Classified in Fiscal Distress for the 2006-2007 School Year

Dr. Bobbie Davis was recognized to present this item. Dr. Davis reported that twelve (12) school districts were named during 2005-2006 as being in fiscal distress and that this item is a presentation as required by legislation for an update on the Department's work with the schools and each school's current status. She reviewed the status of each district, highlighted the Department's work during the approximately 50 days of technical assistance provided and summarized actions taken by that district toward improving the fiscal condition of that district.

Dr. Davis reported documentation from three districts, Dirks, Flippin, and Western Yell affirming continued improvement and that each of those districts had petitioned the Department and the Board for release from fiscal distress classification. Mr. Lawson moved that Dirks School District, Flippin School District and Western Yell School District be removed from fiscal distress classification. Mr. Cooper seconded the motion. The motion was adopted unanimously.

Mr. Lawson moved to accept the Department report on the status of schools in fiscal distress. Dr. King seconded the motion. The motion was adopted unanimously.

(A complete transcript of the deliberations and action for each of the following items was recorded by a court reporter. That transcript will be available with the official Minutes of the meeting. These Minutes only reflect summary statements and Board action.)

Prior to opening discussion on the Agenda items related to Charter Schools, Scott Smith responded to questions that were posed by the Board at the close of the December meeting. Mr. Smith reported that conversations with representatives from charter school applicants confirm that each has agreed that no preference will be given to individuals associated with the development, administration or serve in an advisory capacity to the school, thus the legality of such preference is no longer an issue. Mr. Smith also discussed issues regarding the legal status of an applicant that does not have its own 501(c)3 status. He stated that the entity holding the 501(c)3 certification is the legal owner of the charter and that any financial liabilities of the school would be the responsibility of the holder of the certificate. He further reported that it is the opinion of the staff, based on communication for the Attorney General's Office, that the holder of the 501(c)3 certificate cannot legally transfer that certificate without approval by the Board following a formal request.

Mr. Smith noted that granting a charter to an entity that does not have its own 501(c)3 charter impacts the National School Lunch Act programs.

Mr. Smith also discussed the issue of contracting for facilities and using state funds for collateral when entering into a debt agreement. He stated that the statute does not preclude using state funds for making lease payments to a neutral party but does limit

the conditions under which a charter can enter into an agreement with family members of the developer.

Hearing on Open Enrollment Charter School Application Appeal and ADE Review: Carver Project International – Lee County School District

Mary Ann Brown was recognized to introduce this issue. Ms. Brown introduced John Hoy who represented the Lee County School District. Mr. Hoy noted that he received the assignment to make this presentation with short notice, thus indicated that questions may be asked for which he does not have the answer. Mr. Hoy iterated the vote of the Lee County School Board opposing the approval of a charter school that would operate within the Lee County School District.

Michael Ashanti was recognized to present the Carver Project International proposal.

Issues raised during questioning included the suitability of the selected building, the ownership/lease of land that would become the site for additional portable classrooms, the purchase of portable classrooms, programming to include vocational training proposed to be offered, staffing, and transportation.

Mr. Lawson moved to table action on this item until the February meeting in order to give additional time to address questions raised by the Board. Dr. Williams seconded the motion. The motion failed on a roll call vote 4 yes, 5 no (those voting no Mays, Knight, Rebick, Cooper and Tatum)

Dr. Mays moved to deny the charter. Dr. Knight seconded the motion. The motion was adopted on a roll call vote 5 yes and 4 no. (Lawson, Williams, King and Burrow voted no)

The following statements of reason were provided by those who voted to deny the charter:

Cooper:	Does not believe that applicant is ready to open charter at this time. Too many unanswered questions;
Knight:	Too many discrepancies in the proposal and presentation. Cannot see logistics working out the way the proposal is written;
Mays:	One month is not sufficient time to correct all the issues identified with this application. The lease agreement with family;
Rebick:	The lease agreement, too many unknown or unresolved questions and a poor business plan;
Tatum:	Additional work must be done on this proposal before it is ready for approval.

Hearing of Open Enrollment Charter School Application and ADE Review: Dreamland Academy of Performing and Communication Arts – Little Rock School District

Mary Ann Brown reported that the Little Rock School District was not present and is not opposing this charter school application.

Raol Reddy led a team of developers who presented the charter application. Following a question and answer period, Dr. Williams moved to table consideration on this application until the February meeting. Dr. Mays seconded the motion. The motion was adopted on a roll-call vote of 7 yes and 1 no (Rebick voted no).

The following issues were conveyed to the developers of the application as needing additional work and a response prior to the February Board meeting:

- Clarity on the itemization of the budget to reflect grants in the amount of $400,000;
- Clarification of membership of the administrative board and structure which should include representatives from the area (southwest Little Rock) to be served;
- Details about the acquisition and placement of modular structures on the designated campus of Greater Second Baptist Church.

Hearing of Open Enrollment Charter School Application Appeal and ADE Review: Montgomery Academy – Magnolia School District

Ms. Tatum announced that this application lacked essential components and would not be given a hearing at this time.

Ms. Rebick moved that this application be denied. Dr. Mays seconded the motion. The motion passed on a roll-call vote of 7 yes 1 abstain (King abstained). The following reasons were cited for denying the charter:

Mays:	Application failed to meet all required components – specifically no 501(c)3;
Burrow:	Application failed to meet all required components – specifically no 501(c)3;
Cooper:	Application failed to meet all required components – specifically no 501(c)3;
Knight:	Lack of a valid, complete application;
Mays:	lack of a valid, complete application;
Rebick:	Application failed to meet all required components – specifically no 501(c)3;
Williams:	Application did not meet established criteria and comply with application process.

Dr. King requested that the record note that an application was submitted with a name and 501(c)3 document belonging to a different entity.

Hearing of Open Enrollment Charter School Application Appeal and ADE Review: Perkins Academy of Science/Math/Technology – Helena-West Helena School District

Rudolph Howard, state appointed superintendent of the Helena-West Helena School District, stated that the local board opposed the opening of another charter school in the area. He stated that he and the district embraces any and all efforts to improve student learning in the district. However, at this time there are three entities vying for students in this community, which is rapidly losing students.

Jacqueline Miller was recognized to present the program outlined in the Perkins Academy proposal.

Questions from the Board centered on purchase of a modular facility and the proposed payment to a family member for lease of property on which the modular buildings would be located. It was noted that a visit by the facilities division inspected one building which currently houses a daycare program also managed by Ms. Miller. That building was not intended to be the site for the Perkins Academy instructional program. Dr. Williams also noted a potential issue with the entity holding the 501(c)3 certification.

Dr. Williams moved to table further consideration on this charter until the February meeting. Dr. Mays seconded the motion. The motion was adopted on a roll-call vote of 6 yes and 2 no (Knight and Rebick voted no).

Continuation of the Hearing of Open Enrollment Charter School Application: Covenant Keepers Academy for College Bound Students – Little Rock School District

Scott Smith reported that the Department's legal office had received incomplete documents relating to the 501(c)3 application from Covenant Keepers Academy, but there was no indication when a fully approved signed document might be issued.

Mr. Cooper noted that questions remain of exact location of a building to house the school even though a different site is under consideration now than was described previously.

Ms. Rebick moved to deny the application. Ms. Burrow seconded the motion. The motion was adopted on a roll-call vote of 7 yes and 1 no (Williams voted no). The following reasons are cited for denial of the charter:

Lawson:	lack of 501(c)3 status document;
Burrow:	lack of 501(c)3 status document;
Cooper:	lack of firm commitment and lease agreement on facility and budget questions unanswered;
King:	lack of 501(c)3 status document;
Knight:	lack of 501(c)3 status document;
Mays:	lack of 501(c)3 status document;
Rebick:	lack of 501(c)3 status document.

Continuation of the Hearing of Open Enrollment Charter School Application: Learning for Life Academy – Little Rock School District

R.J. Hampton representing the Learning for Life Academy confirmed that his organization does not have the required 501(c)3 document.

Ms. Rebick moved to deny the Learning for Life Academy proposal. Ms. Burrow seconded the motion. The motion was adopted on a roll-call vote unanimously.

All Board members cited not having the required 501(c)3 document as their reason to deny this charter.

Continuation of the Hearing of Open Enrollment Charter School Application: Northwest Academy of Fine Arts – Rogers School District

A.J. Hatley and Mechel Wall represented the Northwest Academy of Fine Arts proposal.

Dr. Mays asked for clarification on the lease arrangement regarding securing of facilities for the school.

Dr. Williams moved to approve the Northwest Academy of Fine Arts proposal. Mr. Lawson seconded the motion. The motion was adopted on a roll-call vote of 7 yes and 1 no (Mays voted no).

Continuation of the Hearing of Open Enrollment Charter School Application: School of Excellence – Humphrey School District

Dr. Richard Wilson represented the School of Excellence proposal.

Ms. Rebick moved to approve the School of Excellence proposal. Ms. Burrow seconded the motion. The motion was denied on a roll-call vote 3 yes and 5 no (Cooper, King, Knight, Mays and Rebick voted no)

The following reasons were cited as justification for the vote against approval.

Cooper:	Lunch and other provisions for students, availability of nurse and moving into a location that just annexed the public school to another district;
King:	Community consolidation issues;
Knight:	Lunch and other provisions for students, availability of nurse and moving into a location that just annexed the public school to another district;
Mays:	Believes the Board should give consolidation an opportunity to be successful before providing other options;
Rebick:	Does not believe the need for a school is justified in the application.

Request for Approval of Stipulated Agreement for Certified Teacher's License – Terri Camp

Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Jonesboro School District – Marvin Ross

Request for Approval of Stipulated Agreement for Certified Teacher's License – Susan Williams

Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the South Central Service Cooperative – Wendy Tyson

Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Fayetteville and Springdale School Districts – Jesse Wilson

Mr. Lawson moved approval of the stipulated agreements as presented. Ms. Burrow seconded the motion. The motion was adopted unanimously.

Hearing on Revocation of Provisional Certified Teacher's License – Angela Oltman

Ms. Oltman was not present nor represented. Dr. Mays moved revocation of provisional Teacher's License. Dr. Knight seconded the motion. The motion was adopted unanimously.

Request for Reinstatement of Teacher's License – Steven Bray

Scott Smith reported to the Board that Mr. Bray met all requirements placed on him and is eligible for reinstatement of the Teacher's License.

Dr. Williams moved to reinstate the teacher's license for Steven Bray. Mr. Cooper seconded the motion. The motion was adopted unanimously.

Hearing on Waiver Request for Certified Teacher's License – Van Beard

Mr. Beard was introduced and requested to speak on his own behalf. Mr. Beard stated that the offense, which was committed in bad judgment, was a one-time offense that occurred 13 ½ years ago. He reported a satisfactory work history at the Arkansas Prison System where he provides instruction for men incarcerated and want to work on their GED program.

Scott Smith verified that a letter of recommendation was on file from Department of Corrections administrator Dub Byers.

Dr. Williams moved to issue probationary license for a period of five years and that employment during that time be limited to the Department of Corrections schools. Additionally, the motion requires that Mr. Beard have no additional offenses and that the probationary license is automatically terminated should Mr. Beard leave employment at the Department of Corrections. Ms. Burrow seconded the motion. The motion was adopted unanimously.

Hearing on Waiver Request for Non-Certified Employment with the Little Rock School District – Michael Ackers

Mr. Ackers was represented by counsel, Mr. Mark Burnett. Mr. Burnett outlined the satisfactory recent work pattern in the Little Rock School District and support letters from the principal of Stephens Elementary School as well as one from Dr. Roy Brooks, Superintendent.

Dr. Mays moved to approval the waiver request for non-certified employee based on five years probationary service with no further offenses during that time. Dr. Knight seconded the motion. The motion was adopted unanimously.

Mr. Lawson moved adjournment. Dr. Williams seconded the motion. The meeting adjourned at 4:40 p.m.

The Minutes were recorded and reported by Dr. Charles D. Watson.

ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
JANUARY 31, 2007

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of January 2006.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2007
I. Financial Obligation	As of December 31, 2006, State Foundation Funding payments paid for FY 06/07 totaled $31,348,910 to LRSD, $16,126,034 to NLRSD, and $25,665,030 to PCSSD. The Magnet Operational Charge paid as of December 31, 2006, was $6,737,191. The allotment for FY 06/07 was $15,171,274. M-to-M incentive distributions for FY 06/07 as of December 31, 2006, were $1,808,096 to LRSD, $1,995,973 to NLRSD, and $4,753,679 to PCSSD. The first one-third payment to the Districts for their FY 06/07 transportation budget paid as of September 30, 2006, was $1,413,384 to LRSD, $333,218 to NLRSD, and $1,074,447 to PCSSD.
II. Monitoring Compensatory Education	On June 20, 2006, the ADE Implementation Phase Working Group met to review the Implementation Phase activities for the previous quarter. ADE staff from the Office of Public School Academic Accountability updated the group on all relevant desegregation issues. The purpose, content, and due date for information going into the Project Management Tool and its Executive Summary were reported. There was discussion about the three districts in Pulaski County seeking unitary status. The next Implementation Phase Working Group Meeting is scheduled for October 17, 2006 at 1:30 p.m. in room 201-A at the ADE.
III. A Petition for Election for LRSD will be Supported Should a Millage be Required	Ongoing. All court pleadings are monitored monthly.
IV. Repeal Statutes and Regulations that Impede Desegregation	On October 27, 2003, the ADE sent letters to the school districts in Pulaski County asking if there were any new laws or regulations that may impede desegregation. The districts were asked to review laws passed during the 84th Legislative Session, any new ADE rules or regulations, and district policies.
V. Commitment to Principles	On January 17, 2007, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the month of December.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2007
VI. Remediation	On December 14-15, 2006, ADE staff provided professional development at the Robinson Convention Center on curriculum alignment and assessment development. The NLRSD trained teachers for fourth grade subjects - one each for math, language arts, and science. The LRSD trained teachers for fourth grade subjects - three for math, three for language arts; and seventh grade subjects - one each for math, language arts, and science. On December 15, the PCSSD had one teacher trained for fourth grade language arts, one for fourth grade math, and one each for seventh grade science and math.
VII. Test Validation	On February 12, 2001, the ADE Director provided the State Board of Education with a special update on desegregation activities.
VIII. In-Service Training	A Tri-District Staff Development Committee meeting was held on January 12, 2007. Doug Ask (PCSSD), Dr. Beverly Ruthven (PCSSD), Dr. Angela Olsen (NLRSD), and Dr. Lloyd Sain (LRSD) attended. They discussed the tri-district calendar and the Smart Grant that is available from the ADE.
IX. Recruitment of Minority Teachers	In January 2007, ADE Professional Licensure mailed a list of the fall 2006 minority teacher graduates from reporting colleges and universities to all the Pulaski County school districts and the Fort Smith School District.

<table>
<tr><th>IMPLEMENTATION PHASE ACTIVITY</th><th>PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2007</th></tr>
<tr><td>X. Financial Assistance to Minority Teacher Candidates</td><td>Ms. Tara Smith of the Arkansas Department of Higher Education reported minority scholarships for Fiscal Year 2006-2007 on October 17, 2006. These included the State Teacher Assistance Resource (STAR) Program, the Minority Teacher Scholars (MTS) Program, and the Minority Masters Fellows (MMF) Program. The scholarship awards for STAR are as follows:
<table>
<tr><th>STAR Race</th><th>Male Count</th><th>Male Award</th><th>Female Count</th><th>Female Award</th><th>Total Count</th><th>Total Award</th></tr>
<tr><td>White</td><td>62</td><td>270,514</td><td>337</td><td>1,466,952</td><td>399</td><td>1,737,466</td></tr>
<tr><td>Black</td><td>9</td><td>51,000</td><td>44</td><td>190,500</td><td>53</td><td>241,500</td></tr>
<tr><td>Hispanic</td><td>1</td><td>6,000</td><td>4</td><td>21,000</td><td>5</td><td>27,000</td></tr>
<tr><td>Native Amer</td><td>1</td><td>6,000</td><td>2</td><td>9,000</td><td>3</td><td>15,000</td></tr>
<tr><td>Other</td><td>2</td><td>7,500</td><td>2</td><td>9,000</td><td>4</td><td>16,500</td></tr>
<tr><td>Totals</td><td>75</td><td>341,014</td><td>389</td><td>1,696,452</td><td>464</td><td>2,037,466</td></tr>
</table>
The scholarship awards for MTS are as follows:
<table>
<tr><th>MTS Race</th><th>Male Count</th><th>Male Award</th><th>Female Count</th><th>Female Award</th><th>Total Count</th><th>Total Award</th></tr>
<tr><td>Black</td><td>6</td><td>27,500</td><td>42</td><td>188,430</td><td>48</td><td>215,930</td></tr>
<tr><td>Hispanic</td><td></td><td></td><td>1</td><td>5,000</td><td>1</td><td>5,000</td></tr>
<tr><td>Asian</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Native Amer</td><td></td><td></td><td>5</td><td>25,000</td><td>5</td><td>25,000</td></tr>
<tr><td>Totals</td><td>6</td><td>27,500</td><td>48</td><td>218,430</td><td>54</td><td>245,930</td></tr>
</table>
The scholarship awards for MMF are as follows:
<table>
<tr><th>MMF Race</th><th>Male Count</th><th>Male Award</th><th>Female Count</th><th>Female Award</th><th>Total Count</th><th>Total Award</th></tr>
<tr><td>Black</td><td>2</td><td>6,250</td><td>26</td><td>93,750</td><td>28</td><td>100,000</td></tr>
<tr><td>Hispanic</td><td></td><td></td><td>3</td><td>13,750</td><td>3</td><td>13,750</td></tr>
<tr><td>Native Amer</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Totals</td><td>2</td><td>6,250</td><td>29</td><td>107,500</td><td>31</td><td>113,750</td></tr>
</table></td></tr>
<tr><td>XI. Minority Recruitment of ADE Staff</td><td>The MRC met on June 17, 2005 at the ADE. Demographic reports were presented showing ADE Employees Grade 21 and Above by Race and Section as of December 31, 2004 and March 31, 2005. These reports were reviewed to ensure accuracy. Due to the Legislative session, the MRC combined it's review of the 2nd and 3rd quarters of the fiscal year.</td></tr>
<tr><td>XII. School Construction</td><td>This goal is completed. No additional reporting is required.</td></tr>
<tr><td>XIII. Assist PCSSD</td><td>Goal completed as of June 1995.</td></tr>
<tr><td>XIV. Scattered Site Housing</td><td>This goal is completed. No additional reporting is required.</td></tr>
</table>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2007
XV. Standardized Test Selection to Determine Loan Forgiveness	Goal completed as of March 2001.
XVI. Monitor School Improvement Plans	On January 12, 2007, ADE staff provided technical assistance with ACSIP at the Instructional Resource Center (IRC) in the LRSD. On December 10, 2006, ADE staff conducted a technical review visit in preparation for the spring 2007 ACSIP peer team visit at Sylvan Hills Middle School in the PCSSD. On December 12, 2006, ADE staff conducted a technical review visit in preparation for the spring 2007 ACSIP peer team visit at Jacksonville High School in the PCSSD. On December 14, 2006 and January 4, 2007, ADE staff conducted technical review visits in preparation for the spring 2007 ACSIP peer team visit at Maumelle Middle School in the PCSSD. On January 8, 2007, ADE staff conducted technical review visits in preparation for the spring 2007 ACSIP peer team visits at North Pulaski and Jacksonville High Schools in the PCSSD. On January 9, 2007, ADE staff conducted technical review visits in preparation for the spring 2007 ACSIP peer team visits at Sylvan Hills Middle and High Schools in the PCSSD. On January 12, 2007, ADE staff conducted technical review visits in preparation for the spring 2007 ACSIP peer team visits at Oak Grove Elementary and High Schools in the PCSSD.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2007
XVII. Data Collection	The State Board of Education approved the new Desegregation Monitoring and Assistance Plan on December 8, 1999 and instructed the ADE to forward the document to Mr. Tim Gauger so that it may be filed in Federal court.
XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations	On July 10, 2002, the ADE held a Desegregation Monitoring and Assistance Plan meeting for the three school districts in Pulaski County. Mr. Willie Morris, ADE Lead Planner for Desegregation, presented information on the No Child Left Behind Act of 2001. A letter from U.S. Secretary of Education, Rod Paige, was discussed. It stated that school districts that are subject to a desegregation plan are not exempt from the public school choice requirements. "If a desegregation plan forbids the school district from offering any transfer option, the school district should secure appropriate changes to the plan to permit compliance with the public school choice requirements". Schools in Arkansas have not yet been designated "Identified for Improvement". After a school has been "Identified for Improvement", it must make "adequate yearly progress". Schools that fail to meet the definition of "adequate yearly progress", for two consecutive years, must provide public school choice and supplemental education services. A court decision regarding the LRSD Unitary Status is expected soon. The LRSD and the NLRSD attended the meeting. The next meeting about the Desegregation Monitoring and Assistance Plan will be held in August, 2002, after school starts.

NEWLY EMPLOYED FOR THE PERIOD OF January 1, 2007 – January 31, 2007

Debi Branscum- Secretary I- Child Nutrition, Division of Fiscal and Administrative Services, Grade 11, effective 01/29/07.

Deborah Woods- Public School Program Advisor, Coordinated Health Services, Division of Learning Services, Grade 21, effective 01/22/07.

PROMOTIONS/ LATERAL TRANSFERS FOR THE PERIOD OF January 1, 2007 – January 31, 2007

***Deborah Loring- from Administrative Assistant I, Curriculum, Assessment & Research, Grade 15 to Administrative Assistant II, Curriculum, Assessment & Research, Grade 17, effective 01/15/07.**

***Wilma Toombs- from Trainer/Instructor, Distance Learning, Research and Technology, Grade 18 to Public School Program Advisor, Tech Initiatives & Resources, Research and Technology, Grade 21, effective 01/01/07.**

SEPARATIONS FOR THE PERIOD OF January 1, 2007 - January 31, 2007

***Marsha Bailey- Reproduction Equipment Operator, Central Services, Division of Fiscal and Administrative Services, Grade 10, effective 01/05/07. 7 years, 3 months, 1 day. Code: 07**

Doyle Jackson- Public School Program Advisor, Arkansas Public School Computer Network (APSCN), Grade 21, effective 01/04/07. 8 years, 5 months, 4 days. Code: 09

Cindy O'Riley- Education Program Analyst, Special Education, Division of Learning Services, Grade 21, effective 12/29/06. 2 years, 9 months, 7 days. Code 07

***Minority**

AASIS Code:
Health Reasons- Self-09
Career Advancement- 07

Section 1
Revolving Loans to School Districts

Pursuant to Arkansas Code Annotated (A. C. A.) § 6-20-802, school districts may borrow from the Revolving Loan Program for any of the following purposes:

(1) Funding of its legally issued and outstanding postdated warrants;
(2) Purchase of new or used school buses or refurbishing school buses;
(3) Payment of premiums on insurance policies covering its school buildings, facilities, and equipment in instances where the insurance coverage extends three (3) years or longer; and replacement of or payment of the district's pro rata part of the expense of employing professional appraisers as authorized by §§ 26-26-601 through 26-26-607 or other laws providing for the appraisal or reappraisal and assessment of property for ad valorem tax purposes;
(4) Making major repairs and constructing additions to existing school buildings and facilities;
(5) Purchase of surplus buildings and equipment;
(6) Purchase of school sites for and the cost of construction thereon of school buildings and facilities and the purchase of equipment for the buildings;
(7) Purchase of its legally issued and outstanding commercial bonds at a discount provided that a substantial savings in gross interest charges can thus be effected;
(8) Refunding of all or any part of its legally issued and outstanding debt, both funded and unfunded;
(9) Purchase of equipment;
(10) Payment of loans secured for settlement resulting from litigation against a school district;
(11) The purchase of energy conservation measures as defined in Title 6, Chapter 20, Subchapter 4; and
(12) (A) The maintenance and operation of the school district in an amount equal to delinquent property taxes resulting from bankruptcies or receiverships of taxpayers and for loans to school districts in an amount equal to insured facility loss or damage when the insurance claim is being litigated or arbitrated.
    (B) For purposes of this subdivision, the loans become payable and due when the final settlement is made, and the loan limits prescribed by § 6-20-803 shall not apply.

The maximum amount a school district may borrow is $500,000 (A. C. A. § 6-20-803). Revolving loans are limited to a term of ten (10) years (A. C. A. § 6-20-806).

STATE BOARD OF EDUCATION MEETING

FEBRUARY 12, 2007

APPLICATIONS FOR REVOLVING LOANS

REVOLVING LOAN APPLICATIONS:

1	**Construction**	**$**	**250,000.00**
1	**School Bus**		**54,000.00**
2		**$**	**304,000.00**

SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
REVOLVING LOANS
CONSTRUCTION
RECOMMEND APPROVAL

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Jasper	Newton	895	250,000.00	10.02%	4,685,881	Paving parking lot at Kingston ($40,000); remodeling and repairs consisting of painting and dressing rooms ($25,000); purchasing Vo-Agri truck ($30,000) reimbursement for extra charges on building project electrical work ($80,000); sprinkler system ($60,000); other repairs ($15,000).

SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
REVOLVING LOANS
SCHOOL BUS
RECOMMEND APPROVAL

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Omaha	Boone	442	54,000.00	17.55%	3,777,101	Purchasing a 2006 Freightliner/Thomas Bus.

Section 2
Second Lien Bonds

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

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

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

STATE BOARD OF EDUCATION MEETING

FEBRUARY 12, 2007

APPLICATIONS FOR COMMERCIAL BONDS

COMMERCIAL BOND APPLICATIONS:

2	**2nd Lien**	**$**	**2,675,000.00**
2		**$**	**2,675,000.00**

SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
2ND LIEN
RECOMMEND APPROVAL

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Batesville	Independence	2,547	605,000	10.26%	20,322,343	Completion of projects approved by voters in the September 05 election ($576,430) and for cost of issuance and underwriter's discount allowance ($28,570).
Jonesboro	Craighead	4,751	2,070,000	6.55%	27,193,967	Funding the District's portion of the following partnership projects: kindergarten center expansion to include four classroom ($479,000), and a twelve classroom addition plus a new cafeteria and kitchen at South Elementary ($1,521,000): and for cost of issuance and underwriter's discount allowance ($70,000) with any remaining funds to be used by the District for other capital projects and equipment purchases.

Section 3
Voted Bonds

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

> All school districts are authorized to borrow money and to issue negotiable bonds for the repayment thereof from school funds for the building and equipping of school buildings, for making additions and repairs thereto, for purchasing sites therefore, for purchasing new or used school buses, for refurbishing school buses, the professional development and training of teachers or other programs authorized under the federally recognized Qualified Zone Academy Bond program codified at 26 U.S.C. 1397E, and for paying off outstanding postdated warrants, installment contracts, revolving loans, and lease-purchase agreements, as provided in this act.

STATE BOARD OF EDUCATION MEETING

FEBRUARY 12, 2007

APPLICATIONS FOR COMMERCIAL BONDS

COMMERCIAL BOND APPLICATIONS:

2	**Voted**	**$**	**4,350,000.00**
2		**$**	**4,350,000.00**

SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
VOTED
RECOMMEND APPROVAL

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Danville	Yell	891	3,070,000	17.70%	5,650,382	Erect and equip a new K-4 elementary school campus ($2,710,000), erect and equip an additional classroom at the High school ($100,000), renovate the field house at the High School ($100,000), and for cost of issuance, capitalized interest, and underwriter's discount allowance ($160,000) with any remaining funds to be used for refurbishing, remodeling, and equipping existing facilities.
Dollarway	Jefferson	1,947	1,280,000	11.23%	10,680,000	Refunding the outstanding bond issue dated 12/1/03A ($860,725); refunding the lease purchase agreements dated 2/25/04, 7/16/01, and 8/29/02 ($320,014); refunding the postdated warrant dated 2/3/00 ($46,366); and for cost of issuance and underwriter's discount ($52,895).

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

January 18, 2007

RECEIVED
JAN 24 2007
CHARTER SCHOOL OFFICE

Ms. Jacqueline Mills
P.O. Box 301
Helena, AR 72342

RE: Notice of State Board Meeting
Perkins Academy of Science/Math/Technology

Dear Ms. Mills:

I am writing to inform you that the consideration of your charter application will continue at the State Board's meeting of February 12, 2007. The meeting will begin at 9:00 a.m. and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

In accordance with the motion adopted by the State Board of Education at its January 17 meeting, please submit the following information for review:

- Alternative sites for the school facility, along with detailed lease or purchase arrangements for the site and facility;
- Complete application process for grants with the Walton Foundation, and submit documentation of completed paperwork; and
- Letter(s) from prospective Board member(s) indicating they know they are to be on the Board and are willing to serve on the Board.

Additionally, the State Board requires all persons affiliated with The Caring Spirit, Inc. to appear before it at the February 12 meeting. If it is impossible for those persons to personally appear at the meeting, then each such person will have to provide a notarized affidavit stating that he/she understands, and is willing to accept, the responsibilities for having a charter issued to The Caring Spirit, Inc. for Perkins Academy.

This information MUST be received in this office NO LATER THAN 4:30 p.m. on January 30, 2007, in order for the information to be transmitted to the State Board.

Please ensure that you attend the hearing and that you have all necessary personnel and documentation with you to address any questions from the State Board concerning your application.

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

Should you have any questions, please contact Ms. Mary Ann Brown, Charter Schools Unit Leader, at (501) 683-5313.

Sincerely,

Scott Smith
General Counsel

SS/tw/csf

cc: Mary Ann Brown, Charter Schools Unit Leader
Superintendent Rudolph Howard, Helena-West Helena School District
Superintendent Wayne Thompson, Lee County School District
Superintendent Roy Kirkland, Jr., Barton-Lexa School District
Superintendent Ulicious Reed, Marvell School District

PERKINS: Math, Science & Technology Academy

635 Elm Helena, AR 72342 Phone: 870-338-2913 Fax: 870-338-3990

RECEIVED
JAN 31 2007
CHARTER SCHOOL OFFICE

RECEIVED
ATTORNEY'S OFFICE
JAN 30 2007
DEPARTMENT OF EDUCATION
GENERAL DIVISION

January 26, 2007

To: Ms. Mary Ann Brown, Charter School Office Director
Arkansas Department of Education
#4 State Capitol Mall
Little Rock, AR. 72201-1071

From: Jacqueline Mills, Administrator

RE: Requested Information

Ms. Mary Ann Brown & Honorable State Board of Education:

I want to thank you all for your dedication and public service directed to the education of the children in the great state of Arkansas. I am submitting for your review as requested the following information:

1. Copy of the lease agreement entered into between Traylor Enterprisers and Jacqueline Mills DBA Perkins Academy, contingent upon charter approval. Dr. Traylor also provided the appraisal specs on the building (included) and the blue prints.
2. Board member agreements which includes their resumes and a copy of the Board Policy Handbook that was submitted to current Perkins Board of Education members. I devised this handbook, which may be amended, to give them an idea of the duties and responsibilities of being a board of education member.
3. The completed applications for the Walton Foundation grants. The grants have been submitted to the foundation for review. The mail receipt is attached.
4. Proof of community input and support

If you have any further requests, Please notify me and I will respond most expeditiously. I am very eager to serve the children and families in the Helena-West Helena Community and surrounding areas. If there are any necessary changes that you deem necessary, I will be more than happy to make the corrections.

Once again, thank you for your assistance and time spent in perusing these documents. I look forward to seeing you on the 12th of Feb. and working with you in your efforts to ensure that children receive a quality education.

Respectfully Submitted,

Jacqueline Mills

TERM ~~X~~ MONTH THEN MONTH TO MONTH

Lessor:	**Traylor Enterprises**	**Lessee:**	Jacqueline Mills DBA Perkins Academ
Address	**107 Professional Plaza**	**Address:**	P.O. Box 301, Helena, AR. 72342
	Helena, AR 72342	**Phone:**	870-338-2913 / 870-338-3990
Phone	**870-572-6760**		

Premises Leased: 12,500 Sq. ft Cotton Bowl Hwy 49, West. 72342 **Appliances:** Kitchen Appliances

Rent: $ 4,000 **Deposit:** 4,000

1. Lessor and Lessee agree that the aforementioned premises are hereby let, leases and demised unto the Lessee in accordance with all the conveniences, terms and agreements made herein.

2. Lessee and Lessor agree that the rent shall be paid to the Lessor at the address of the lessor on the 10th day of each month. If the rent is not paid in full by the due date, a $20.00 late fee will be charged and a three day eviction notice will be sent out.

3. Lessee assumes the entries risk of any damage to any part of Lessee's property located on the leases premises (including storage and parking area). Lessee agree not to hold Lessor liable for any damages caused by stoppage or damage to sewer, water, or drain pipes by reason of obstruction or freezing or any other risk.

4. Lessee shall occupy premises peacefully and a breach thereof or any other disturbance or any manner constitutes a breach of the Lease agreement at which time Lessor may give a ten (10) day notice and retake and re-enter the premises and forfeit Lessee's remaining term under this lease. Absolutely no pets, animals or waterbeds are allowed on the premises at any time and breach of this term by the Lessee shall also result in forfeiture of the lease.

5. LESSEE SHALL GIVE A THIRTY (30) DAY WRITTEN NOTICE AFTER FIVE MONTHS TO LESSOR OR LESSEE'S INTENTION TO TERMINATE LEASE. FAILURE TO GIVE SAID NOTICE MAY RESULT IN DEPOSIT BEING APPLIED TO RENT AS WELL AS DEMAGE AND CLEAN UP.

6. It is a warranted that the Lessee has inspected the premises, including the ceiling, walls, floors and fixture therein and agrees that the same are in good condition expect _____ and it is further agreed that the Lessee shall keep the premises and all contents therein furnished by the Lessor in good condition. The Lessee further agrees to keep the yard mowed and clean at all times (excluding the Garland Townhouse). The yard is to be kept free of trash and unsightly objects at all times. In the event you do not comply, it will be done by our maintenance man, and you will be charged. The Lessee is responsible for payment for any and all repairs on the premises due to misuse, neglect, abuse or negligence sufferance. Furthermore, the Lessee agrees to be responsible for any repairs expense or plumbing expense caused by stoppage of any drain or commode, or burst water pipes during the winter time. Lessee shall make no alteration to the premises without the expressed written consent of the Lessor. Lessee shall also be responsible for repairs and of who caused the damage.

7. THE LEASE IS FOR 42 subject to change W/agreement of Lease or Leasor. MONTHS [redacted] UNLESS EITHER PARTY AFTER THE FIRST ~~FIVE~~ MONTHS NOTIFIES THE OTHER IN WRITING THIRTY (30) DAYS IN ADVANCE, WITH THE INTENT TO MOVE OR VACATE OR LEASE.

8. Lessee agrees that this instrument shall constitute a promissory note insofar as Lessee's obligation to pay rent is concerned and Lessee further agrees to pay court costs and reasonable attorneys fee if Lessor places indebtedness hereunder in the hands of an attorney for collection.

Building is available to the school as long as chartered, W/ buying option.

I have in my care Industrial Building Blue prints on Hwy 49 Cotton Bowl Arena, & will return on or after 2/12/07

JM 9. In the event of the default and abandonment by the Lessee in the full payment of rent and late charge or the event of the default by the Lessee of any obligations or conditions contained herein, the Lessor may at its option forfeit this Lease, declare the same null and void and immediately without notice reenter the premises and repossess the same, including the right at the Lessor's option, to expel the said Lessee and any and all of the Lessee's goods and personal property found on the premises, with such expulsion and disposition of the Lessee's goods and personal property are to without any liability on the part of the Landlord

JM 10. In the event the Lessor, at its option, agrees to waiver of any of the terms and conditions contained herein, such waiver shall not for any purpose be construed as a waiver of any succeeding breach of the same or any terms or conditions contained herein.

JM 11. Lessor and Lessee, agree that Lessor or its agent or employees shall have the right at any time to enter the premises without notice for the purpose of maintaining the building, to make repairs, and inspect the promises. Lessee does not have the authority to bind the Lessor to make any repairs.

JM 12. Lessee agrees the the Lessor shall have the right, without notice or demand, if property has been abandoned to store, remove, sell or dispose of any and all Lessee's property found in an unauthorized areas or found on the premises after the date notice has been given to have the premises vacated. Lessee hereby waives any claim for damages suffered by the Lessor as a result of such disposition or removal of the property by the Lessor or its agents.

JM 13. If the thirty (30) days written notice of intention to vacate has been given by Lessee after the first five months of renting and if Lessee returns the premises to the Lessor, broom cleaned, mopped, dusted, and vacuumed, with clean walls and floors, all cabinets, storage areas, appliance cleaned, emptied and in as good of condition as the premises were in when Lessee entered the premises initially, and all rent accrued late charges be paid in full, the the Lessee would receive a return of the deposit. Forfeiture of the deposit by the Lessee does not relieve Lessee form further liability for clean up, damage, or unpaid rent or late charge, et.

JM 14. Lessee agrees to pay and hold harmless the Lessor from any and all claims by any person or persons for injuries or damage of every kind of character suffered or occurring on the demised premises or the streets, alleyway or sidewalk adjacent thereof by reason of anything done, or omitted to be done, by the Lessee, its agents, servants, or employees; or duet or resulting from the use and occupation of the demised premises by the Lessee during the terms of the lease.

JM 15. Any written notice required to be sent by this agreement shall be sent by the Lessor or the Lessee, respectively, to the Lessor and Lessee's address as stated at the beginning of this agreement and shall be sent by first class mail.

JM This lease is contingent upon charter being granted. Perkins will have option to purchase building after year 1 or continue lease.

JM Building is vacant. No bowling equipment & will comply w/ ADA codes.

IN WITNESS WHEREOF, LESSOR HAVE SET THEIR HANDS AND SEAL THIS 25 DAY OF January, 2007. LESSEE(S) HAVE READ THIS LEASE AND UNDERSTANDS THE CONTENTS, TERMS AND CONDITIONS OF SAID LEASE AND AGREE TO ALL OF THE TERMS AND CONDITIONS OF SAID LEASE.

LESSOR: TRAYLOR ENTERPRISES

BY: M M Traylor

Mary Ann Watson

OFFICIAL SEAL
MARY ANN WATSON
NOTARY PUBLIC-ARKANSAS
PHILLIPS COUNTY
My Commission Expires 10 - 27 - 2009

LESSEE: Jacqueline Mills

LESSEE: Jacqueline D Mills

COPY

July '97
$ 500,00
for A Vacant
Building +
Ready for
SALE -
See page 5

APPRAISAL REPORT

DR. M.M. TRAYLOR
COTTON BOWL BOWLING LANES
HIGHWAY 49
WEST HELENA, AR 72390

prepared for

MS NEALA WILSON
FIRST NATIONAL BANK
OF PHILLIPS COUNTY
P. O. BOX 160
HELENA, AR 72342

prepared by

RICK STEINER
STEINER APPRAISAL SERVICE
P. O. BOX 435
HELENA, AR 72342

July 22, 1997

Ms Neala Wilson
First National Bank
of Phillips County
P. O. Box 160
Helena, AR 72342

RE: Dr. M. M. Traylor
Cotton Bowl Bowling Lanes
Highway 49 West
West Helena, AR 72390

Dear Ms Wilson:

In accordance with your request, an appraisal of the referenced property above has been completed. All factors used to determine the final estimate of value of the subject property are contained in this report.

In my opinion, the estimated market value of the subject property as of July 18, 1997, is

FIVE HUNDRED THOUSAND DOLLARS
($ 500,000.00)

This estimated market value is contingent upon the following conditions:

"BUILDING WITHOUT BOWLING ALLEY"

Respectfully submitted,

Rick Steiner

SUMMARY OF PERTINENT FACTS AND CONCLUSIONS

PROPERTY APPRAISED: Cotton Bowl Bowling Lanes, Highway 49, West Helena, AR 72390.

APPRAISAL PURPOSE: The purpose of this appraisal report is to estimate the market value, as defined herein, of the subject property as of the date of this report.

DATE OF APPRAISAL: July 18, 1997. This is the effective date of the appraisal report which is also the date of inspection.

HIGHEST AND BEST USE: Commercial/Business. (Present Use).

ZONING: Commercial.

SIZE OF SITE: Estimated 1.60 Acres +-.

PROPERTY RIGHTS APPRAISED: This appraisal is made with the understanding that the present ownership includes all of the rights that may be lawfully owned, and is therefore title in "fee simple".

OWNERSHIP: The subject has been owned for the past several years by Dr. Traylor.

LEGAL DESCRIPTION: See Deed.

FLOOD HAZARD: According to the applicable flood maps, the subject is located in a Zone C flood hazard area. Flood Map Panel # 050166 0003 B dated 10-23-79.

FINAL CONCLUSION OF VALUE: $ 500,000.00.

SCOPE OF THE APPRAISAL

This appraisal is a complete appraisal of the subject property. The data, analyses, opinions and conclusions are included in this self-contained appraisal report. An appraisal of this size relies on three approaches to value: Cost Approach, Income Approach, and Market Approach. All factors considered in these approaches are included in this report. If one or more of these approaches are not adequately supported and derived from the market and are omitted, then an explanation will be inserted when the approach is discussed.

The pertinent data is included in this report. The data, analyses, opinions and conclusions were developed and this report was prepared in conformity with the requirements of the Competency Provision of the Uniform Standards of Professional Practice (USPAP). No information has been withheld or omitted from this report.

HIGHEST AND BEST USE (DEFINITION)

That reasonable and probable use that will support the highest present value, as defined, as of the effective date of the appraisal.

Alternatively, that use, from among reasonable, probable, and legal alternative uses, found to be physically possible, appropriately supported, financially feasible and which results in highest land value.

The definition immediately above applies specifically to the highest and best use of land. It is to b recognized that in cases where a site has existing improvements on it, the highest and best use may very well be different from the existing use. The existing use will continue however, unless and until land value in its highest and best use exceeds the total value of the property in its existing use.

DESCRIPTION OF IMPROVEMENTS

The subject is a one story metal building built on a slab. The building has a steel roof and the exterior has a wood (cypress) covering and there are metal gutters. The main entrance to the building is on the west side and this consists of glass doors with glass panels on either side of the door. There are exits on the north and west sides of the building. The bottom portion of the building has a stone exterior before the wood begins.

The interior of the building is currently being used as a bowling alley. The building contains the bowling alley area, pool table area, mechanical area, kitchen/dining area, video arcade, an office and a storage area. There are also 2 restrooms on the south end of the building.

The flooring of the building consists of carpet and vinyl, walls are drywall and painted concrete block walls and the ceiling is suspended tiles. The building has central heat and air, contains 12" of insulation and has a security system.

The building used to have a skating rink but was converted to a bowling alley 8 years ago. The lender and I agreed this appraisal would be made as if the building were vacant and ready for sale. There were no recent sales available for bowling alleys. The final value does not include the bowling alley lanes or equipment associated with the bowling alley.

DESCRIPTION OF LOCATION

The subject is located on the western edge of West Helena just west of Brandon Lane. The majority of property uses in the immediate area are commercial properties. All city utilities are available to the site.

APPRAISAL PROCESS

There are three basic approaches that may be used by appraisers in the estimation of market value. These three approaches provide data from the market from three different sources when all are available. These three approaches are detailed below:

COST APPROACH - This approach has as its premise the valuation of the site by comparison with other sites in the area that have sold in the recent past, making adjustments for differences to indicate a site value estimate. To this site value is added the estimated cost to produce or replace the improvements, less any loss of value (depreciation) that might have transpired or taken place.

MARKET APPROACH - This approach has as its premise the comparison of the subject property with others of similar design, utility and use that have sold in the recent past. To indicate a value for the property, adjustments are made to the comparables for differences with the subject.

********This value was omitted due to lack of any recent sales of similar type properties in the subject area.

INCOME APPROACH - This approach has as its premise, for investment properties, the estimation of the amount of net income, which when capitalized in a manner that is commensurate with the risk and the life expectancy of the improvements will indicate the present value of the income stream.

Normally, these three approaches will indicate a different value. After all factors in each of the approaches have been carefully weighed, the indications of value derived from each of the approaches are correlated to arrive at a final estimate of value.

When the appraiser excludes one or more of the three approaches, the appraiser will explain the reason why the approach was not applicable (as noted above in the market approach).

COST APPROACH

That approach in appraisal analysis which is based on the proposition that the informed purchasers would pay no more than the cost of producing a substitute property with the same utility as the subject property. It is particularly applicable when the property being appraised involves relatively unique or specialized improvements are located on the site and for which there exists no comparable properties on the market.

COST APPROACH

The following is based upon the Marshall & Swift Cost Service:

12,600 Sq Ft	x	$ 48.00 (base rate)	=	$ 604,800.00
$ 604,800.00	plus	$ 0.00 (adjustments)	=	$ 604,800.00
$ 604,800.00	x	1.00 (wall height adjustment)	=	$ 604,800.00
$ 604,800.00	x	1.00 (size/shape adjustment)	=	$ 604,800.00
$ 604,800.00	x	.93 (current cost modifier)	=	$ 562,464.00
$ 562,464.00	x	.90 (local modifier)	=	$ 506,218.00
		LESS ESTIMATED DEPRECIATION		$ 60,746.00
				$ 445,472.00
		PLUS SITE IMPROVEMENTS		$ 20,000.00
		PLUS SITE VALUE		$ 40,000.00
		TOTAL ESTIMATED VALUE		$ 505,472.00

ROUND TO $ 505,000.00 ESTIMATED VALUE BY COST APPROACH

The above calculations are based upon information from a National Cost Estimating Service. Adjustments to the basic rate may be required to account for differences in features between the building described in the cost manual and property being appraised. Adjustments may be needed for wall height and the ratio of length of exterior wall to the square footage within the building. Then the cost is adjusted to the specific location of the property.

Subject Classification: Good Class C.

Base Rate: $ 48.22.

MARKET APPROACH

Traditionally, an appraisal procedure in which the market value estimate is predicated upon prices paid in actual market transactions and current listings, the former fixing the lower limit of value in a static or advancing market (price wise), and fixing the higher limit of value in a declining market; and the latter fixing the higher limit in any market. It is a process of analyzing sales of similar recently sold properties in order to derive an indication of the most probable sales price of the property being appraised. The reliability of the technique is dependent upon (a) the availability of comparable sales data, (b) the verification of the sales data, (c) the degree of comparability or extent of adjustment necessary for time differences and (d) the absence of non-typical conditions affecting the sale price.

In essence, all approaches to value (particularly when the purpose of the appraisal is to establish market value) are market approaches since the data input are presumably market derived.

*******This value was omitted due to lack of any recent sales of similar type property uses as well as lack of buildings this size that have sold recently.

INCOME APPROACH

That approach in appraisal analysis which converts anticipated benefits (dollar income or amenities) to be derived from the ownership of property into a value estimated. The income approach is widely applied in appraising income producing properties. Anticipated future income and/or reversions are discounted to a present worth figure through the capitalization process.

INCOME APPROACH

Estimated Gross Income	$ 72,000.00
Less Vacancy/Rent Loss	$ 3,600.00
	$ 68,400.00
Plus Other Income	$ 0.00
Effective Gross Income	$ 68,400.00

Estimated Expenses and Reserves

Insurance, Taxes, Management, Maintenance, Miscellaneous Reserves	
TOTAL	$ 13,680.00
ESTIMATED NET INCOME	$ 54,720.00

Holding Period	10 Years
Equity Yield Rate	12 %
Loan Ratio	75%
Loan Term	20 Years
Interest Rate	12 %
Appreciation/Depreciation	0 %

Capitalization Rate: .111662

$ 54,720 (Net Income) capitalized at .111662 = $ 490,050.00.

ROUND TO $ 490,000.00 ESTIMATED VALUE BY INCOME APPROACH

The mortgage-equity technique gives full consideration to the down-to-earth realities of the contemporary real estate market: financing; relatively low down payment and high yield on equity; a limited term of ownership before selling, refinancing, or exchanging the property; and possible appreciation or depreciation in market value within the anticipated holding period.

The key to mortgage-equity is the Overall Rate (OAR) which has 6 significant components built in: (1) the holding period, (2) the rate of yield on equity (on down payment), (3) loan ratio, (4) loan interest ratio, (5) loan term and (6) appreciation/ depreciation.

RECONCILIATION

Purchasers of this type of property are primarily interested in potential net income or investment value. Close attention was given to the Cost Approach because it does demonstrate one option available. A person might buy land and construct a similar building. The obvious problem with this approach involves location and depreciation. The market approach is most useful when data is available on recently sold similar properties. In some instances this type information is not available and much of the time the information that is available is less than ideal. This is the case in this appraisal - no similar sales were available for comparison with the subject. Considerable weight is given to the Income Approach in the appraisal of commercial properties. The indicated value from this approach varies depending on interest rates and available financing. The mortgage-equity technique is very sensitive to interest rates because it indicates value based upon its relationship to net income.

The final estimated value was derived from the Cost and Income Approaches. More consideration was given to the Cost Approach in the final value consideration.

After considering all factors, I am of the opinion that the estimated market value for the subject is

FIVE HUNDRED THOUSAND DOLLARS
($ 500,000.00)

CERTIFICATION

The Appraiser has no present or contemplated future interest in the property appraised; and neither the employment to make the appraisal, nor the compensation for it, is contingent upon the appraised value of the property.

The Appraiser has no personal interest in or bias with respect to the subject matter of the appraisal report or to the participants to the sale. The "Estimate of Market Value" in the appraisal report is not based in whole or in part upon the race, color or national origin of the prospective owners or occupants of the property appraised, or upon the race, color or national origin of the present owners or occupants of the properties in the vicinity of the property being appraised.

The Appraiser has personally inspected the property, both inside and out, and has made an inspection of all comparable sales listed in this report. To the best of the Appraiser's knowledge and belief, all statements and information in this report are true and correct, and the Appraiser has not knowingly withheld any significant information.

All contingent and limiting conditions are contained herein (imposed by the terms of the assignment or by the undersigned affecting the analyses, opinions and conclusions contained in the report). This appraisal report has been made in conformity with and is subject to the requirements of the Code of Professional Ethics and Standards of Professional Conduct of the appraisal organization with which the Appraiser is affiliated.

All conclusions and opinions concerning the real estate that are set forth in this appraisal report were prepared by the Appraiser whose signature appears on the appraisal report. No change of any item in the appraisal report shall be made by anyone other than the Appraiser, and the Appraiser shall have no responsibility for any such unauthorized change.

In my opinion the estimated Market Value, as defined herein, of the property as of July 18, 1997, is

FIVE HUNDRED THOUSAND DOLLARS
($ 500,000.00)

Rick Steiner

CONTINGENT AND LIMITING CONDITIONS

1. The Appraiser assumes no responsibility for matters of a legal nature affecting the property appraised or the title thereto, which is assumed to be good and marketable. The property is appraised as though under responsible ownership.

2. Any sketch in the report may show approximate dimensions and is included to assist the reader in visualizing the property. The Appraiser has made no survey of the property.

3. The Appraiser is not required to give testimony or appear in court because of having made the appraisal with reference to the property in question, unless arrangements have been made therefor.

4. Any distribution of the valuation in the report between land and improvements applies only under the existing program of utilization. The separate valuations for land and building must not be used in conjunction with any other appraisal and are invalid if so used.

5. The Appraiser assumes that there are no hidden or unapparent conditions of the property, subsoil, or structures, which would not render it more or less valuable. The Appraiser assumes no responsibility for such conditions or for engineering which might be required to discover such factors.

6. Information, estimates, and opinions furnished to the Appraiser, and contained in the report, were obtained from sources considered to be reliable and believed to be true and correct. However, no responsibility for accuracy of such items furnished the Appraiser can be assumed by the Appraiser.

7. Disclosure of the contents of the appraisal report is governed by the Bylaws and Regulations of the professional organization with which the Appraiser is affiliated.

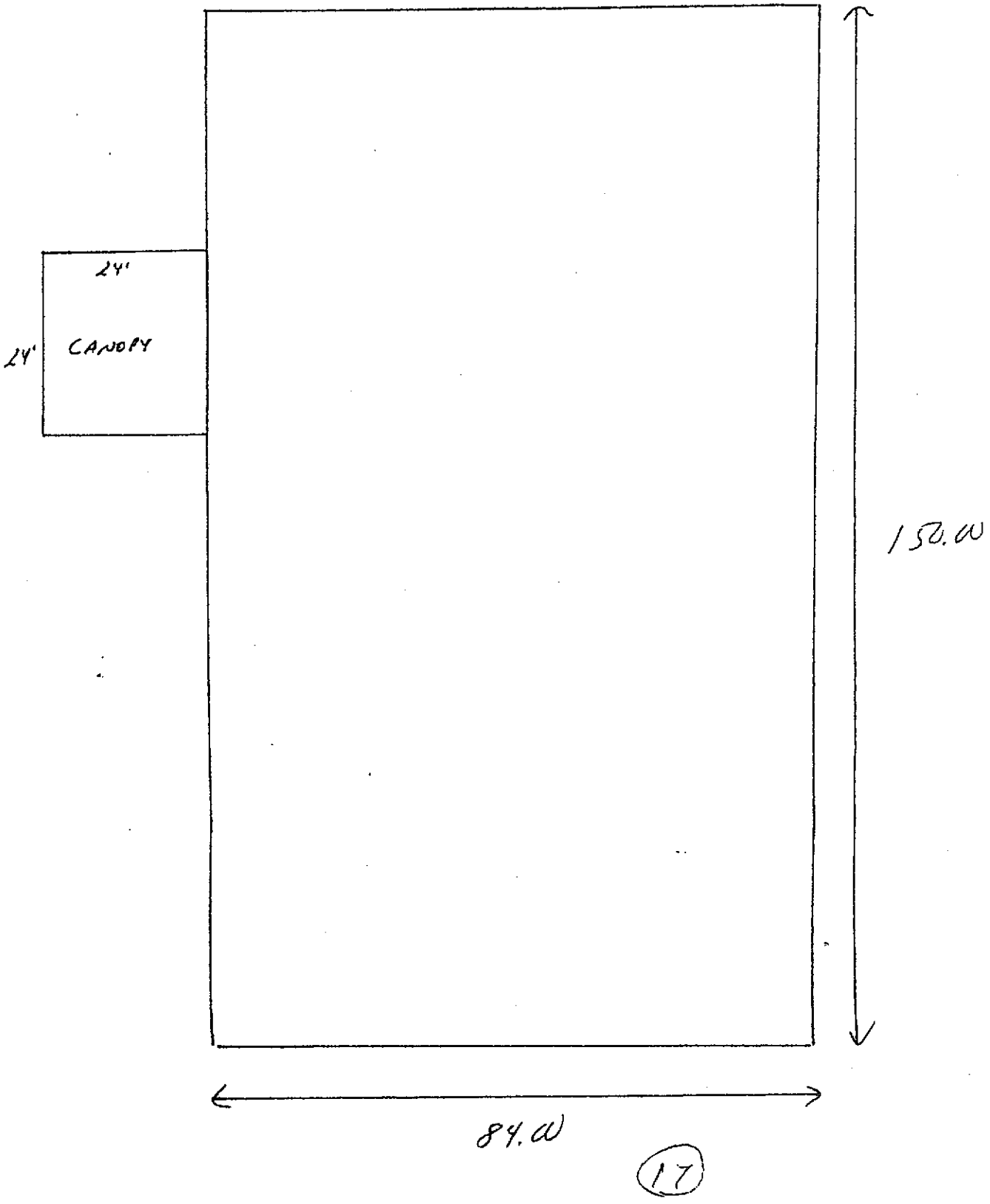
8. Neither all, nor any part of the content of the report, or copy thereof (including conclusions as to the property value, the identity of the Appraiser, professional designations, reference to any professional organizations, or the firm with which the Appraiser is connected), shall be used for any purposes by anyone but the client specified in the report, the borrower if appraisal fee paid by the same, mortgagee or its successors and assigns, mortgage insurers, consultants, professional appraisal organizations, any state of federally approved financial institution, any department, agency, or instrumentality of the United States or any state or the District of Columbia, without the previous written consent of the Appraiser; nor shall it be conveyed to the public through advertising, public relations, news, sales, or other media, without the written consent and approval of the Appraiser.

9. On all appraisals, subject to satisfactory completion of repairs &/or alterations, the appraisal report and value conclusion are contingent upon completion of the improvements in a good workmanlike manner.

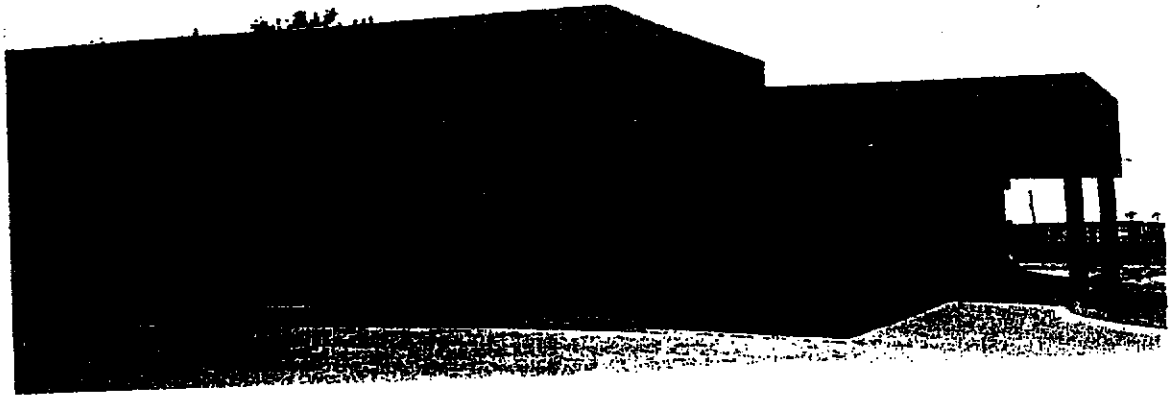
ENVIRONMENTAL DISCLAIMER: The value estimated in this report is based on the assumption that the property is not negatively affected by the existence of hazardous substances or detrimental environmental conditions. The Appraisers is not an expert in the identification of hazardous substances or detrimental environmental conditions. The Appraiser's routine inspection of an inquiries about the subject property did not develop any information that indicated any apparent significant hazardous substances or detrimental environmental conditions which would affect the property negatively. It is possible that tests and inspections made by a qualified hazardous substances and environmental expert would reveal the existence of hazardous materials and environmental conditions on or around the property that would negatively affect its value.

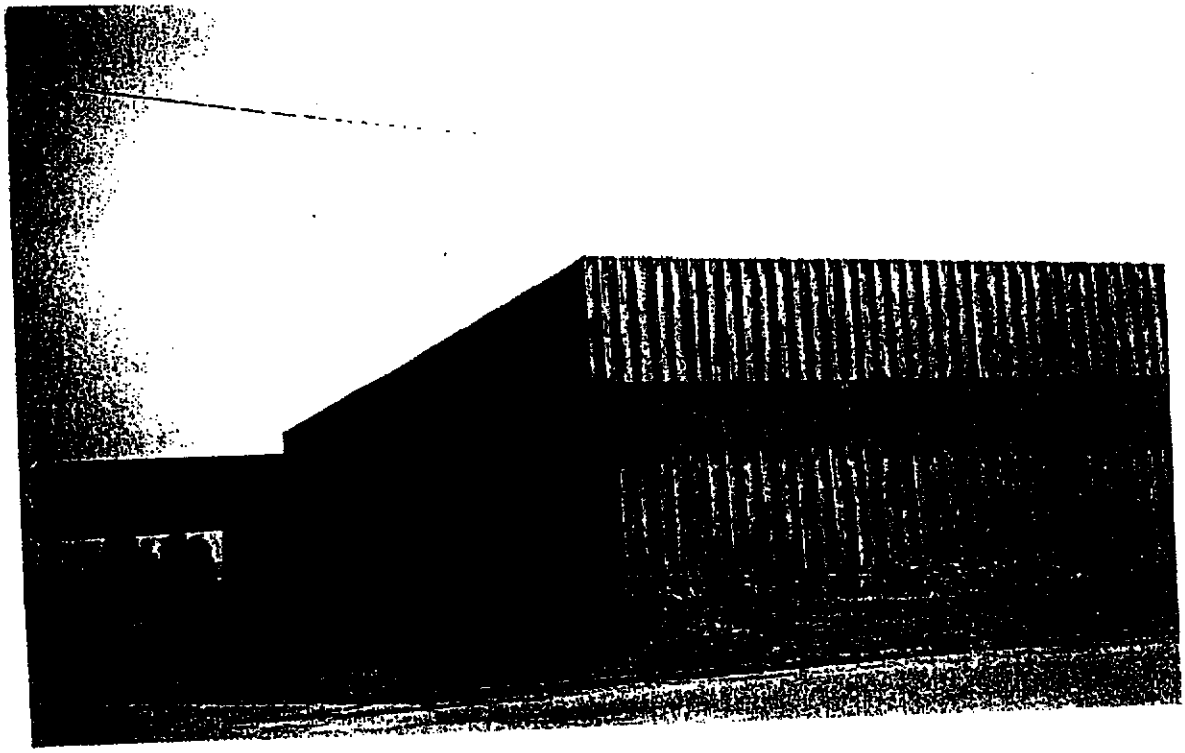
ADDENDUM

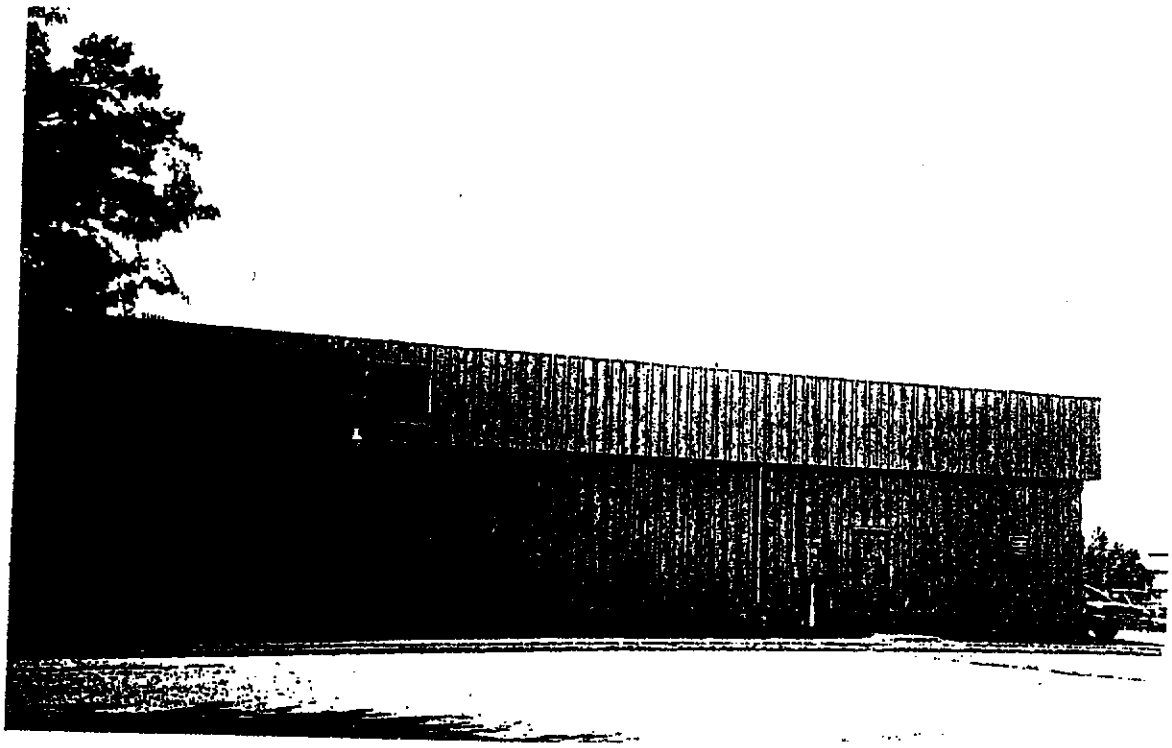
SUBJECT FLOOR PLAN

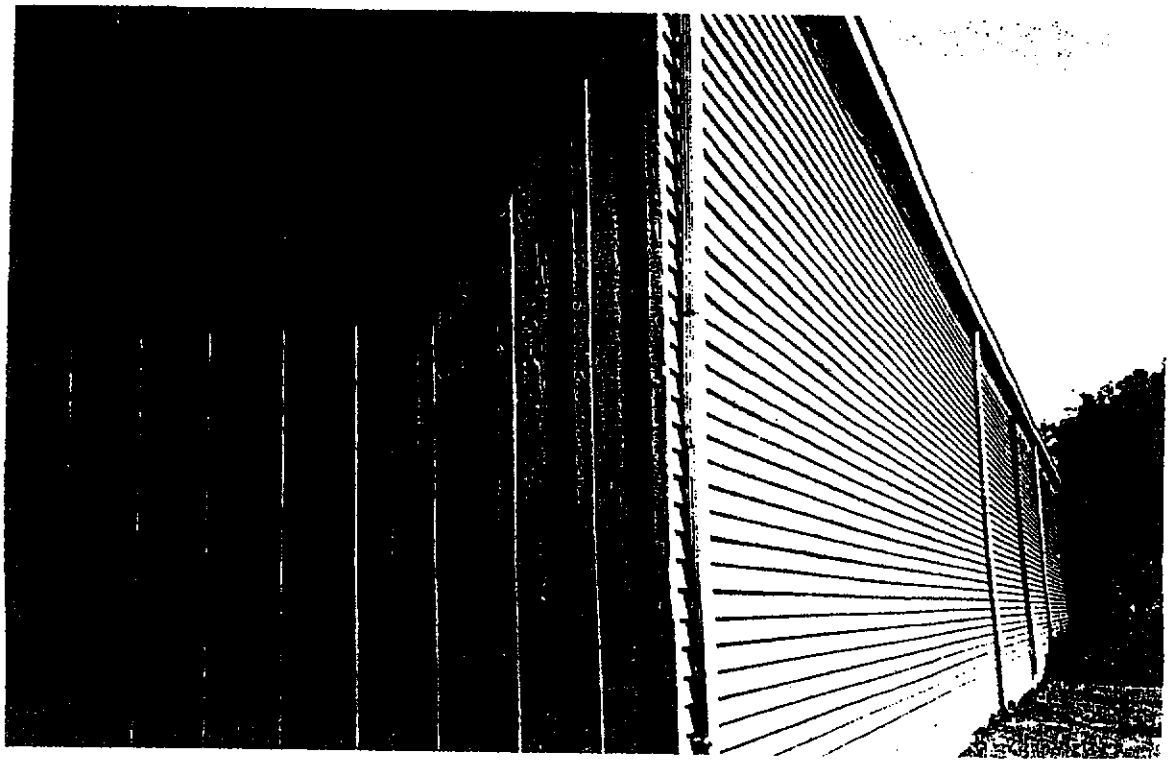


SUBJECT PHOTOGRAPHS









R & J Daycare/Preschool

Monday - Friday
7:00 am - 5:00 pm

A place where loving, caring & sharing takes place!

Jacqueline Mills, Director
Rosie Farr, Asst. Director

909 Poplar • P.O. Box 301 • Helena, AR 72342
Office: (870) 338-3990 • Cell: (870) 338-2913

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Sent To: Kathy Smith Walton Foun..
Street, Apt. No.; or PO Box No.: P.O Box 2030
City, State, ZIP+4: Bentonville, AR 72712-2030

PS Form 3800, June 2002 — See Reverse for Instructions

THE WALTON FAMILY FOUNDATION, INC.

September 15, 2006

Jacqueline Mills
P.L. Perkins Math, Science and Technology Academy
P.O. Box 301
Helena, AR 72342

Dear Ms. Mills,

It is my pleasure to inform you that The Walton Family Foundation, Inc. (the "Foundation") has approved a grant to the P.L. Perkins Math, Science and Technology Academy (the Grantee). This grant is subject to the following terms and conditions:

1. **Purpose:** To support full request as described in application dated 8/24/06. Grantee agrees to use all grant funds exclusively for the grant's purposes. Any changes in these purposes must be authorized in advance by the Foundation in writing.

2. **Amount: Twenty Thousand Dollars ($20,000.00).**

3. **Payable:** The first payment in the amount of $10,000 shall be payable within 14 days of the receipt of a copy of this letter from Grantee acknowledging the terms and conditions set forth herein. The second payment in the amount of $10,000 shall be payable upon valid submission of the charter petition to the Arkansas State Board of Education or submission of an approved business plan, whichever comes first.

4. **Accounting:** (a) Grant funds must be segregated in a separate account established and maintained exclusively for the purposes of the grant. The Foundation encourages, whenever feasible, the deposit of grant funds in an interest-bearing account. For purposes of this letter, the term "grant funds" includes the grant and any income earned thereon.

(b) Grantee will maintain records of receipts and expenditures made in connection with the grant funds and will keep these records during the period covered by the Grantee's reporting obligations specified in paragraph 5 and for at least four years thereafter ("Maintenance Period"). Grantee will make its books and records in connection with the grant funds available for inspection by the Foundation during normal business hours as the Foundation may request at any time during the Maintenance Period.

5. **Reporting:** Grantee will provide the Foundation with an annual report on Grantee's use of the grant funds for the current calendar year and each year thereafter in which grant funds remain to be expended. Each such report should include a copy of the ending month bank statement on the account established by the organization to segregate the funds, an account of expenditures of grant funds and a narrative of what was accomplished by the use of such funds during the year (including a description of progress made in fulfilling the purposes of the grant and a confirmation of Grantee's compliance

with the terms of the grant). Each such report should be submitted by August 31st of the year following the end of the year covered by the report.

6. **Representations:** Grantee represents and warrants to the Foundation that:

(a) Grantee is an organization in good standing, and Grantee will promptly notify the Foundation of any change in Grantee's tax status under the Internal Revenue Code ("Code").

(b) In no event will Grantee use any grant funds:

(i) to carry on propaganda, or otherwise to attempt, to influence legislation (within the meaning of section 4945(d)(1) of the Code);

(ii) to influence the outcome of any specific public election or to carry on, directly or indirectly, any voter registration drive (within the meaning of section 4945(d)(2) of the Code);

(iii) to make grants to individuals or to other organizations that do not comply with the requirements of section 4945(d)(3) or (4) of the Code; or

(iv) to undertake any activity other than for a charitable, educational or other exempt purpose specified in section 170(c)(2)(B) of the Code.

(c) Grantee will comply with all applicable laws and regulations.

7. **Repayment:** Grantee agrees to repay to the Foundation any portion of the grant funds not used for the grant's purposes. In addition, the Foundation may discontinue any further payments to Grantee, and may direct Grantee to repay any unexpended grant funds to the Foundation, if either of the following events occurs:

(i) Grantee fails to comply with the terms of this letter; or

(ii) There is a material change in Grantee's key personnel that adversely affects Grantee's management of the grant.

8. **Grant Publicity:** The Foundation reserves the right to review and approve any and all publicity concerning the grant prior to release. Any information regarding the grant to be released to the general public should be approved in advance by Foundation staff. This requirement is not intended to prevent Grantee from informing members of its Board, other key personnel or potential donors of the grant. Listing the grant in Grantee's general publications in a manner consistent with other grants is permitted.

9. **Gratuities:** The Foundation desires that all of Grantee's resources be dedicated to accomplishing its philanthropic purposes. Therefore, Grantee agrees that it will not furnish the Foundation or its Board of Directors, officers, staff or affiliates with any membership, commemorative items, recognition plaques or gratuities or benefits of any kind.

10. **Contact:** For all communications regarding the grant, your point-of-contact at the Foundation will be Education Program Officer, Kathy Smith. She can be contacted via phone or e-mail as follows: Telephone number (479) 464-1567, Fax number (479) 464-1580 and E-mail klsmith@arvest.com.

We have enclosed two original grant letters. Please sign one copy as Grantee's acknowledgment of the terms and conditions herein stated and return it to me in the enclosed self addressed envelope. If the signed acknowledgment of this letter is not received in the Foundation's office by October 15, 2006 the Foundation will consider the Grantee to have declined the grant.

On behalf of the Foundation, I extend every good wish for the success of your organization's endeavors.

Sincerely,

Buddy D. Philpot
Executive Director

ACKNOWLEDGED AND AGREED

By: _____
Jacqueline Mills
P.L. Perkins Math, Science and Technology Academy

Walton Family Foundation

Public Charter School Proposal Guidelines | START-UP

Walton Family Foundation (WFF) Public Charter School Startup Grants offer financial support to qualified schools while they are waiting for authorizer approval of a submitted charter petition and during their first year of operation. Applicants may apply for startup grants in two phases and use this proposal for either submission:

1) a **Pre-Authorization Grant** for up to $30,000 offered two months before submitting a charter petition, and/or

2) **a Post-Authorization Grant** for up to $200,000 once the school is approved by its authorizer and during the school's first year of operation.

A. To qualify for a WFF planning grant, the applicant **must**:

1) Demonstrate potential for delivering excellent academic results;
2) Serve significant low-income student populations; and
3) Draw a majority of their students from one of WFF's targeted districts (see the WFF website at www.wffhome.com for the current list).

B. Before being awarded a WFF planning grant, the applicant **must**:

1) Submit a complete WFF Public Charter School Startup Grant Proposal, using the attached form.
2) Complete a successful interview with a WFF Program Officer or a Local Grant Partner (*see the WFF website for a current list of Local Grant Partners*).

C. In addition, applicants for a Pre-Authorization Startup Grant without a 501(c)(3) designation from the IRS will be required to submit to a credit check and meet WFF credit standards.

D. Charter Management Organization (CMO) affiliates: Schools affiliated with select CMOs may be eligible to apply for WFF startup assistance through separate programs, and they should not complete this proposal. Please see the WFF website for a current list of these CMOs. If you are affiliated with any of these organizations or other CMOs, please check with your home office about their relationship with the Walton Family Foundation.

E. Fellowship Programs: Schools with leaders trained by Building Excellent Schools or KIPP receive startup assistance from WFF through separate programs, and they should not complete this proposal. If you are affiliated with either of these fellowship programs, please check with your home office about your relationship with the Walton Family Foundation.

F. WFF has concluded that effective management of student and other school data is critical to a school's success. For this reason, WFF requires all recipients of our startup grants to adopt a student information system (such as Apple's PowerSchool) and periodically provide defined data elements to our vendor, CREDO. For every recipient of a Post-Authorization Grant, WFF earmarks $20,000 to cover the cost of licensing fees and technical assistance for two years. This amount is in addition to the startup grant award.

G. Please complete the attached proposal within 30 days of receipt. WFF will not consider proposals submitted after the deadlines noted above. WFF will also not review or consider incomplete proposals (*note required attachments*).

H. Create your proposal by using the electronic (MS WORD) template provided in **11-point font and name your file after the school you represent (*for example: FLCharterAcademy.doc*).** We recommend you limit your answers to the spaces provided. When answering questions that call for a narrative response, clear, concise statements that directly answer the question are best.

I. If a particular question is not applicable to your school, please explain why. Completion of all proposal sections is mandatory for grant consideration.

J. **Mail 2 complete unbound, standalone copies** of all required materials via U.S. POSTAL SERVICE ONLY (*the address listed below will NOT accept other signature-required, delivery services such as FedEx*) to:

Kellie O'Keefe
Senior Program Officer
The Walton Family Foundation
1650 38th Street; Suite 101 W
Boulder, CO 80301

and **E-mail one complete file named after your school** with all required materials to kokeefe@wffmail.com

K. If you have any questions regarding this proposal, please call our Colorado office at 303.442.3434 ext. 2

Walton Family Foundation

Public Charter School Proposal | START-UP

(To be used for both the Pre-Authorization and Post-Authorization Proposal)

GENERAL INFORMATION

Please check the grant(s) for which your group is applying to the Walton Family Foundation (WFF) and note the required attachments for each section:

Pre-Authorization Grant Up to $30,000, offered during the two months before a school submits its charter petition to its authorizer for approval; and/or

Post-Authorization Grant Up to $200,000, offered once a school is approved by its authorizer and during the first year of a school's operation.

Name of school: P.L. Perkins Academy of Math, Science, & Technology Date: January 20, 2007

Address: P.O. Box 301

City: Helena State: Arkansas Zip: 72342

Name of any key supporting organization(s):

Fair Chance Community Development Cooperation, Caring Spirits, Inc, Rosie and Jackie's Preschool

Person completing form: Ms. Jacqueline Mills Title: Founder/CEO
(Primary contact for application)

Telephone: 870-338-2913 Fax: 870-817-0027 E-mail: deltaaeo@yahoo.com

Supporting contact: Mrs. Rosie Farr
(Colleague, board member or assistant of primary grant contact)

Telephone: 870-817-8327 Fax: 870-338-3990 E-mail:

Has any individual or organization affiliated with this application previously received a WFF grant?

☐ No If yes, please describe:

Yes, WWF Planning Grant was received September 2006

Is any individual or organization affiliated with this application currently applying for a WFF grant?

☐ No ☒ If yes, please describe:

Ms. Jacqueline Mills who is the Founder/CEO for P.L. Perkins Math, Science, & Technology Academy

Does the founding organization have 501(c)(3) tax status from the IRS?

☐ No When do you plan to apply for 501(c)(3) tax status? *(date)*_____

☒ Yes Caring Spirits, Inc. & Fair Chance Community Development
Name of organization as listed on the 501(c)(3) tax letter

Do you or will you have a checking account open in the name of the school? ☐ No ☒ Yes

I. CHARTER AUTHORIZATION

Charter approval date (please circle whether anticipated or actual): February 2007

School opening date: August 2007

Length of initial charter term: 5 years. Charter to be renewed/renegotiated in year: 3

Charter school authorizing board, group or agency:

Arkansas State Board of Education

Contact at the authorizing agency: Mary Ann Brown Telephone: 501-683-5313

Has a business plan been created for the school? ☐ No ☒ Yes

II. SCHOOL MISSION

In the space provided, please describe the school's mission statement:

The Perkins Academy is to provide an academically rigorous program for all students regardless of race, ethnic origin, national background, or socioeconomic level. The academy's philosophy is that all children can learn when challenged by high expectations. We believe that all students can learn when challenged by high expectations and provided intensely motivational and supportive classroom environments. Attitude, behavior, effort and attendance determine academics success, as well as lifelong well being.

III. TARGET POPULATION

Please fill in the spaces provided as completely as possible. Where necessary, feel free to include approximations:

Estimated/actual number of Students in Year One and Grades Served:	120 Students – (K) 40 students, (1st) 20 students, (2nd) 20 students, (3rd) 20, (4th) 20
Estimated/actual number of Students at Full Enrollment, Grades Served and Year:	350-400 Students K-4th Grades 2011-2012
Anticipated/actual Racial/Ethnic Composition of Student Body (by %):	African American – 95%, Caucasian – 4% Other - 1%
Anticipated/actual Free and Reduced Lunch Population (by %) and English Language Learner Population (by %):	98% Anticipated Free and Reduced Lunch English Pop. – 99%/ English Learner Pop. - 1%
In which local school district (and sub-district, if applicable) will the school be located?	Helena-West Helena School District
From which local school districts will the school draw its students (by %)	Helena-W.Helena –80% Barton/Lexa (LakeView) –10% Marvell (Elaine) – 10%

In the space provided, please describe how the school is recruiting families, including advertising, community meetings, door-to-door canvassing, etc. and list how many students are on the schools "intent to enroll" list:

Recruitment Process: Timeline December 2006 – April 2007

*Door-to-Door Canvass (Bi-weekly) Phillips County Map

*Advertising –Daily World Newspaper Advertising, Gospel Stations, Radio Stations. (Peak-example Mondays 7:30-8:30 am)

*FallFest Carnival Partnership with R & J's Daycare/Preschool, Caring Spirits, Fair Chance & Faith-Based Churches

*Website and Public Relations *TownHall Meeting –Phillips County Courthouse (Helena-W. Helena)

In the space provided, please briefly outline leadership's experience serving the target population, particularly in providing educational services:

*Former Principal (Alternative Learning, 6 years) * Assistant Principal (Beech Crest Elementary, 1 year) All Core Subjects *Daycare Assistant Director (Rosie & Jackie's, 5 years) *Arkansas Better Chance Preschool Coordinator/Teacher (Rosie & Jackie's, 2 years)
*Smart Start Facilitator (Woodruff Kindergarten) – Trained teachers *Curriculum Specialist (K-12th grade)
*Educator for 12 years – Preschool 2 years - Elementary 4 years – Middle & High School Principal 6 years
*After school Tutoring – Beech Crest Elementary & Stars Academy (Grant for "At Risk" students)
We possess skills of leadership, teambuilding and curriculum development. We have had several opportunities to conduct seminars on instructional techniques, classroom management, and curriculum development. We are dedicated and sincere about bringing a quality educational charter school to the students of this low economic status community.

IV. INSTRUCTIONAL FOCUS & METHODS

Please outline the school's schedule in comparison to its surrounding district:

Number of school days per year:	Applicant School: 188 days District School: 172 days
Hours in core school day (*for 100% of students*):	Applicant School: 6.5 hrs District School: 6.5 hrs
Hours in the extended school day (*including tutoring/mentoring/academic activities*). Note % of students in extended day programs:	Applicant School: 9 hrs District School: 7 hrs
Total hours of operation:	Applicant School: 9 hrs District School: 7 hrs
Within this framework, please summarize how you have structured the school day to allow for instructional time to meet the individual needs of remedial students. Please compare your approach to that of surrounding district schools:	PLATO & Direct Instruction: Learning systems for remediation has been developed to support mastery with conceptual understanding, evaluate students' thinking, build mathematical problem-solving, and support demonstration of learning through unit/semester exams. Vocabulary and audio support in English and Spanish for certain subjects will provide important assistance to students who may otherwise be held back in their learning due to their reading level. NWEA: computer based adaptive assessments will provide immediate data on child's strengths & weaknesses. Core Knowledge: Primary Curriculum

In the space provided, please describe the instructional methods that the teachers will use so that students acquire important skills and knowledge. Why are these methods appropriate to the student population and how will they ensure that students meet state learning requirements?

Students preferentially take in and process information in different ways: by seeing and hearing, reflecting and acting, reasoning logically and intuitively, analyzing and visualizing, steadily and in fits and starts. Teaching methods also vary. Teachers will use a variety of instructional techniques. Teachers will lecture, demonstrate or lead students to self-discovery; focus on principles and applications; emphasize memory and understanding. Teachers will use Plato, Direct Instruction, In-direct whole-class instruction, motivational and educational field lessons, Project based learning, and Discovery based learning. They will also utilize one-to-one, teacher-directed, and cooperative learning techniques in conjunction with the Core Knowledge Sequence. Methods are appropriate for the targeted population, for teachers will reach all learning styles, at-risk students, and any level of socioeconomic status, while bringing students to proficiency. State learning requirements are ensured based upon student test data.

V. TEACHERS

In the space provided, please list the top three criteria used to evaluate a teacher's job performance. Please include who conducts the evaluations, and how compensation is determined:

The director/principal will be responsible for evaluating each teacher's job performance and determining how compensation is distributed. Impacting student achievement is clearly the most important criteria for evaluating teachers and compensation will not be restricted to pay alone, but will also include increased professional responsibilities, financial assistance for further study and recognition by local and state government.

VI. ACADEMIC STANDARDS/ASSESSMENT AND PERFORMANCE

Please outline the sets of standards that form the basis for the school's academic design. Please identify all sources from which the school has drawn standards (*e.g. Core Knowledge Sequence, Modern Red Schoolhouse, New Standards, etc.*) and feel free to expand this table to include additional boxes as necessary:

Sets of Standards	Source	Subject Areas	Reason for Choosing
Example: Ohio State Standards	Ohio DOE	Math, Reading, Social Sciences	Required by State
Read/Write at or Above Grade level (Proficiency)	Arkansas Curriculum Frameworks	Reading, Math, Writing	Required by State
Demonstrate Proficiency in Math	Arkansas Curriculum Frameworks	Mathematics	Required by State
Demonstrate Proficiency in English & Literature	ADE	English, Math	PLATO Assessment Program

Please outline major curricular programs that the school has selected for use, including basil series, textbooks and literacy programs (*i.e. Harcourt Trophy Series, Open Court, Success for All, Saxon Math, Direct Instruction, Junior Great Books, etc.*).

Curriculum Name	Source	Subject Areas	Reason for Choosing
Example: Readers and Writers Workshop	Ohio State Literacy Collaborative	English/Language Arts, Social Science	Balanced literacy approach utilizing shared inquiry practice
Read and Writing at or Above Grade Level (Proficiency)	SAT-10	Reading/English/ Language Arts	Meet AYP Standards
Develop computer skills for research, online homework and tutoring	Mastery in Technology, Distance Learning Consortium	All subject areas	APEX & PLATO Learning Systems
Saxon Math	Arkansas Curriculum Frameworks	Mathematics	Meet AYP Standards
Direct Instruction Core Knowledge	Arkansas Curriculum Frameworks	Reading All Subject Areas	Establish a strong foundation for higher levels of learning

In the space provided, please explain the approaches you will use to incorporate a diversity of cultural viewpoints in the curriculum:

The goal of our program is to promote harmony among all people including people of different cultures, races, religions, age, groups, etc. To incorporate a diversity of cultural viewpoints in the curriculum students will have the opportunities to study the cultural attributes and related differences among groups within a community and nation, and the implications of their attitudes. Teachers will bring various hands-on learning activities to the classroom and arrange field experiences when applicable to further enhance students' understandings of studied cultures.

Please identify all assessments (*e.g., state tests, test company tests*) and other measures (*e.g., teacher-designed assessments, portfolio evaluation, parent surveys*) that the school uses to monitor student learning and school performance.

Assessment Tool Name	When Administered	Purpose for Administering
Ex: Illinois Standards Achievement Test	Grades 6-8; once per year	State mandated test for city, state and federal accountability
IOWA Test of Basic Skills	Grades K-4	State mandated test for city and state accountability
Benchmark Exams	Grades 3-4	Arkansas Department of Education Mandated
Mid-Year – End-of-9 wk	Grades K-4 End of Grading Period	Teacher, City and State accountability
Northwest Evaluation Association	Grade K-4 Quarterly	Teacher, City and State accountability
Plato	Grades K-4 Quarterly	Teacher, City and State accountability
Standford Achievement 10th edition	Grades K-4 Fall and Spring	Teacher, City and State accountability

In the space provided, please describe how the school's assessment plan allows it to track student performance over the course of each year as opposed to tracking performance from one year to the next:

The importance of standards based accountability measures and methods of measuring progress are extremely important. Direct Instruction and PLATO will provide detailed progress tracking. Both program's assessments are aligned to Arkansas Curriculum Frameworks and provide immediate feedback that can be used to tailor a child's educational program according to identified strengths and weaknesses. A ClassTools Achieve gradebook provides details of each student's performance on all graded activities. Students will be involved in a variety of assessment activities. The additional assessment tools will provide individualized results so that appropriate modification of a child's educational program can be made over the course of the year.

In the space provided, please explain how you will raise the achievement of low-performing students to grade level:

Student academic growth will be accelerated, as measured by the SAT-10, Arkansas Benchmark Exam, Iowa and other forms of assessment. Each student's entry level performance will be determined at the beginning of each year using a combination of standardized tests and mastery checklists. At the beginning and end of each school year, each student's progress will be carefully measured and analyzed. Throughout the year, students will take a variety of assessments, therefore, the data will constantly show a student's weakness and strengths. Therefore the teacher will tailor the students individual academic program to meet their deficiencies as well as build on their strengths.

Please complete the following Performance Outcome and Goals table as accurately and comprehensively as possible.

*Performance Outcome	**Charter Agreement Expectation	***School's Internal Goal
Ex: Daily Attendance Rate	Higher daily attendance rate than nearby district schools: which average 90%.	A daily attendance rate of over 95% each year.
Ex: Iowa Test of Basic Skills	A minimum of 0.8 average grade equivalency gains for all students between fall and spring testing.	1.0 average grade level equivalency gains for all students between fall and spring testing.
Daily Attendance Rate	Higher daily attendance rate than Helena-, which average approximately 85%	Daily attendance rate of 95% each year in operation
Benchmark Exams 6-8	Students (1st) year will show strong measurable growth in literacy/math	Students 20 % work at proficient levels in literacy/mathematics-years
ITBS Examination	Students (1st) year will show strong measurable growth in literacy/math	Student 20% work at proficient/advanced levels in literacy/math
Increase Community Involvement	Participate on Advisory Committees, Board of Directors, Business Sponsors	Raise community involvement with education by 50% first year of charter
Increase Parental Involvement Annually	Parent Center "Connected to Kids"	Raise parent support by 50% first year of charter school

*Performance Outcome: Includes a list of such performance indicators as: state tests, national tests, diagnostic tests, survey results, attendance, matriculation, graduation, college placement & college retention.
**Charter Agreement Expectation: Includes expectations agreed to in the charter contract between the school and its authorizer. Progress on these expectations will determine whether or not the school's charter is renewed.
***School's Internal Goal: Includes any goals that the school's leadership and governing board have set for performance beyond what is expected in the charter. These goals form the basis for how the governing board and families are likely to evaluate the school's progress.

In the space provided, please summarize how these expectations and goals will be communicated to parents:

Students and parents will be informed of our high expectations prior to being accepted into the school. Parents will have to agree to support their child's education at Perkins Academy. Parents, Students and Teachers will be required to sign a Commitment to Excellence form which will outline what is expected from each party. Perkins Academy governing board wants parents to become involved and supportive of their child's education, and we plan to assist them with accomplishing this goal through parent meetings and conferences. Parent/Teacher Outreach sessions will be offered, parents are invited to sessions to learn how to be supportive and also how to assist their child with homework. Parents will be required to volunteer at least 100 hours in the school to support the mission and success of every child.

VII. FUNDRAISING

Above and beyond public revenues, how much supplemental funding per year will be required to sustain the school's programs during its first three years of operation?

First Year: $ 156,101 Second Year: $ 170,000 Third Year: $ 210,512 Total: $ 536,613

In the space provided, please briefly describe when the school expects to sustain its core operations solely with per pupil revenue and how the school will maintain fiscal stability and protect against funding fluctuations, emergency facility costs, delays in public payments, as well as other obstacles:

The school expects to sustain its core operations solely with per pupil revenue by the second year of operation. The school is in an area that really favors a charter school and parents are traveling to other surrounding districts searching for quality schools. Approximately five-hundred signatures have been gathered to support this school along with letters of support from the Mayor, County Judge, former State Representative Arnell Willis and a local physician, Dr. David L. Webber. This school will be the only elementary school within a 12 mile radius of another failing elementary school. Presently, there are only public school district elementary schools; thus, Perkins Academy is providing parents a choice.

Please indicate funding that the school will receive and the schedule for those funds (federal, state, local, philanthropic grants, in-kind, etc.).

Source (or note as anonymous)	**Purpose** (facilities, equipment, etc.)	**Amount** (pending or confirmed?)	**Schedule** (month/year)
• Federal Title X	• Startup	$ 50,000 confirmed	• June 2007
• Local/State PPR	• Operations	$ 150,000/month pending	• Starting on Sept. 2007
ADE Charter Start-up Grant	Start-up	$10,000 waiting approval	Dec 2006
WFF Planning Grant	Start-up	$20,000 approved	Sept 2006
WFF Startup Grant WFF Post-Authorization Grant	Start-up	$30,000 waiting approval $200,000 pending charter approval	Oct 2006
ADE State Foundation aid (5662 x 1200) DOE Implementation		$679,440 $150,000	Monthly7/07-6/08 Feb 07
TOTAL		$ 939,440	$60,000 Total Startup $200,000 Pending Charter SB Approval

VIII. STUDENT DATA MANAGEMENT AND ENROLLMENT

In the space provided, please outline your plans for adopting and implementing a student information system (SIS) and describe how this will assist school leaders in managing the school's future academic success. If you have a particular SIS in mind, please also name the program and why you've selected it:

The academy will adopt WFF's recommended student information system. The student information system will help to manage enrollment and recruiting students. The program will be utilized according to guidelines to ensure that student information is accurate and maintaining records. The program will be linked to the state required APSCN.

In the space provided, please outline your plans for enrolling students. Include a timeline of activities and description of enrollment documents/forms that the school anticipates using for the enrollment process (*required attachment*):

Enrollment Timelines

- Sept–Dec. 2006 Open Enrollment Pre-screen for community support/ General Information (Flyers, Banners, Parental Supporters)
- Feb-May 2007 – Open Enrollment Registration (R & J's Preschool) Mondays, Tuesdays & Thursdays 9am to 1 p.m.

Advertisements – Community News/Cable/Gospel Stations & Local Newspapers/Neighborhood Associations
Open House –"Meet and Greet"
Enrollment Process/Check-in

- July/August 2007 (If needed, lottery selection process for student enrollment will be held.)
- Documentations (Medical/Emergency Information, Perkins Academy Handbook, Schedule Assignment, Physical Examination Forms, Parent/Guardian/Student Commitment Form.

In the space provided, please describe how you will engage parents and families in the education and assessment of students. Also include your plans to involve minority families:

The academy will provide opportunities for parent involvement in the education and assessment of students through the school-wide online curriculum model APEX, PLATO and ClassTool Achieve. Parents will be trained on the curriculum models to support greatest needs and to impact student achievement. Throughout the academy, ample opportunities to be actively engaged in the academic process will be accessible to parents and families. Parents will have access to parent resource center, Parent Center Coordinator, Constant surveys of parents and community for support, ideas, and concerns, provide mentoring program for students, conduct new parent orientation, and develop more effective methods of communication between home and school including updated posting on school website.

IX. SCHOOL AUTONOMY

Will the school exercise complete control over its budget and purchasing decisions? ☐ No ☒ Yes

As necessary, please explain: The CEO/Broad of Trustees will exercise complete control over the budget.

Will the school have banking and accounting systems separate from its authorizer? ☐ No ☒ Yes

As necessary, please explain: The charter school will have an account in its name.

Will the school exercise control over staff recruitment, hiring, evaluation, compensation and dismissal? ☐ No ☒ Yes

As necessary, please explain: The Administrator will make recommendations to the Perkins Board of Ed for Hiring and staff concerns. Compensation will be based upon experience, education, and performance. The Perkins board and ADE Will evaluate the Administrator based upon performance and the Administrator will evaluate staff.

Does the founding organization have a 501(c)(3) tax status from the IRS? ☐ No ☒ Yes
As necessary, please explain:

Caring Spirits, Inc, and Fair Chance Community Development

Are your teachers part of a collective-bargaining unit or governed by a local teachers' union contract? ☒ No ☐ Yes

If yes, what is the name of the union?

X. BOARD GOVERNANCE

In the space provided, list the board with short descriptions of their affiliations and backgrounds *(full bios need to be attached)*

Rickey Foremen- Federal Corrections/Counselor	Don Etherly-Wilson,Valley, Etherly Law Firm/Attorney
John Huff – Arkansas Land/Farm/Community Connector	Linda White - Phillip County/Clerk
Cedric Pride - Pastor	Jacqueline Mills, Founder/Director
Parent – Translator	Maxine Bynum- Independent Mortgage/Real Estate Broker
Loistyne Burrell- Helena-W. Helena Schools/Hippy Coordinator	

In the space provided, describe steps the Board is taking to develop its ability to effectively govern the school and oversee its performance?

*Passionate belief in the charter school's mission and core values, *A firm understanding of the goals of the charter and a clear, consistent method of measuring them. *A clear, collective vision about where the school is and where it wants to be in the future, *Focus on results, *Clarity of roles and responsibilities of the full board, individual trustees, and committees, *Appropriate structure in terms of board size, composition, committees, and officers, *Board meetings that focus on strategic issues, no just reporting on a monthly basis, *Appreciation for the difference between governance and management, *Selection of a school leader who has the time to assist in the creation of effective governance, *A strong partnership between the board and the school leader, which is built on mutual trust and respect, *Board members will participate in workshops with the Arkansas Charter School Resource Center, ADE, Great Rivers Co-Op and other workshops offered to keep abreast of legislative changes and learn board governance and protocol.

In the space provided, please describe the Board's primary responsibilities and which areas of expertise and constituencies are represented:

*Oversee the school's performance and provide access to otherwise unavailable assets that are critical for continued functioning. Management of the corporation, *Clearly articulating the mission and vision of the school while focusing on strategic issues, needs and operations. Other responsibilities include Perkins Board of Directors will be comprised of Helena/West Helena parents and community members who wish to donate their time, talents, and experience to support the school's operation. The board should have at least one financial expert, one fundraising expert, one community leader, one parent, and an educational leader when it is at its maximum size. The board will be comprised of an executive committee and several other smaller committees.

XI. SCHOOL LEADERSHIP

In the space provided, who is your school leader(ship) and what measures will be used by the governing board to evaluate the performance of school leadership?

Jacqueline Mills who has been an educator for 12 years and hold an Arkansas license in K-12 Curriculum Specialist, K-9 Elementary Principal, P-4 Early Childhood, and K-6 Elementary Teaching. The school leader will be measured by: High goals and persistence, Solving Problems, Gathering and using data and following up with targeted actions. Align one's own behavior with the needs and goals of the organization.

XII. FACILITY

In the space provided, please describe the school site and facilities agreement in detail (*provide of space, lease/purchase/donation, length of agreement, etc.*), including the timing of your negotiations. Also list the annual facility costs as a percentage of the schools overall annual operating budget:

We will be leasing the building Traylor building on Hwy 49. The site is located on approximately 1 acre of land with 12,500 sq. ft. The lease agreement is for 1 year but the leas or agrees to renew the lease each year for the duration of the school. The negotiations took place in January, 2007.

In the space provided, please describe your contingency plan in the event that the first facilities option becomes unavailable:

We are making weekly contacts with our realtor Mrs. Bynum, Independent Mortgages. She is diligently looking for other property or potential sites that may work for a charter school. However, the leas or of the Traylor building on Hwy 49 is excited about the educational endeavor, yet in the event that the building for some unforeseen reason becomes unavailable, we have looked at another site at 805 Cherry St. We spoke with the owner of that building during the month of Jan. also.

XIII. SERVICE CONTRACTS

If applicable and in the space provided, list the name of any technical assistance, back-office or school management providers with which the school is or will be contracting, which criteria was used to select the services and the annual cost as a percentage of the school's overall operating budget:

The Charter School will utilize the technical assistance from the Arkansas State Department and other educational agencies to assist in establishing effective training for teachers and staff. There will be continuous training for leaders, teachers, parents and board members. The training will be provided by other state charter associations, charter school resource center(s), and other state organizations supporting charter schools. I have also contacted the local Co-op, Great Rivers, and they have stated that as a public school we are entitled to all trainings and assistance offered to the local school district.

In the space provided, please describe what benchmarks will be used to hold the provider(s) accountable for performance and how they are being incorporated into the contractual agreement:

Perkins will participate in the ACTAAP and ITBS. All students will be required to participate in grade-appropriate state-mandated assessments, which will include the following:

Criterion-Referenced – Benchmarks Exams at Grades 3-8 and Additional State Benchmarks as developed

Norm-Referenced – Iowa Test of Basic Skills, or other-norm-referenced test approved by the State Board of Education, at Grades K-8

As a public charter school, Perkins Academy is required to show accountability using state mandated test. Parents will sign a contractual agreement "Commitment to Excellence" form which outlines that all students are required to test.

XIV. GRANT REQUEST BUDGET/ESTIMATED EXPENSES

Please estimate the cost for each area/item to be addressed as well as the total estimated/ projected dollar amount to complete these tasks. Include a brief explanation of each item. Applicants are encouraged to hold the itemized grant request to no more than 3 pages in length:

Public Charter School Startup Grant Budget

Name/Description of Item or Group of Items	Estimated Amount
• Travel	$ $3,500
• Publications/Advertisement	$ $5,500
• Office Supplies	$ $3,500
• Rental Space	$ $3,500
• Educational Team	$ $4,000
• Parent/Community Supporters	$ $2,000
• Telephone	$ $2,500
• Real Estate Broker	$ $1,500
• Paying Staff (Secretary)	$ $4,000
•	$
•	$
•	$
•	$
•	$
•	$
•	$
•	$
•	$
•	$
•	$
•	$
•	$
Insert School Name Here P.L. Perkins Math, Sci, Tech. Academy	**Total:** $ 30, 000

A. BUDGET DETAILS

1. Requested funding amounts should be clearly for the direct service of your students and their academic development. Please review the chart and/or consult with WFF staff to determine an appropriate amount for your request. Grants awarded below the requested amount are based on committee allocations when balanced with other requests, budget constraints and applicant needs.

2. Grant requests may **not** be used for facilities expenses (*e.g. purchase, lease, construction, renovation, etc.*).

3. If your school contracts for services with any outside vendor, you must state clearly and explicitly that the items in your grant request are separate and distinct from services, goods, etc. that fall under the school's management contract. That is, a grant may not be used to offset any costs that are the responsibility of the management company.

4. The grant budget should be applied towards high-priority items that are clearly in the best interest of starting a school.

B. PROPOSAL ATTACHMENTS (*see guidelines for number of copies and mail/e-mail instructions*)

1. [x] Management Team:

   - Resumes for all school leaders who have business, administrative or academic responsibilities beyond full-time classroom duties.

2. [x] Governing Board:

   - School by-laws.
   - Resumes for each member of the Board, including current address and phone number.

3. [x] Business Planning:

   - When applying for any Walton Family Foundation Charter School funding, you must include prepared financial statements along with other information. Please see the WFF website at www.wffhome.com for a template and guidance on this attachment.

4. [X] Charter Status Documentation:

   - If applying for a Pre-Authorization Grant ($30,000) – an Executive Summary of your schools Charter Petition
   - If applying for a Post-Authorization Grant ($200,000) – The official document from your charter authorizer (state board, university, school district, etc.) on stationary stating you are a charter school under their jurisdiction and including the federal tax identification number in the letter.

5. ☐ Miscellaneous Attachments:

- A Conflict of Interest Policy – If the charter school board includes staff, authorizers/sponsors, or any other individuals whose roles as board members could be in conflict with their employment roles, please include 1 copy of a policy that outlines how these conflicts-of-interest will be addressed.
- A signed certification of intent to participate in the CREDO evaluation.
- A sample enrollment form currently being used for the school.

Please include the following attachments only if they apply to your school:

6. ☐ Education Management Partnership

- Include the management contract or agreement with the company you have hired or plan to hire.
- Language stating that any property acquired with the grant proceeds will remain property of the school or other qualified non-profit entity and will not become property of the management company.

7. ☐ School Performance Outcomes and Financials

- If this public charter school has already been in operation for one full year, or other campuses are operating in your "network" of schools, please include a brief, clear and concise 1-4 page analysis of your school's assessment results (*both internal and external*) and what they say about student academic performance and progress at your school. It is preferable that this analysis be value-added, examining student gains cohort-by-cohort while controlling for the "static" caused by ongoing turnover. Hard, comprehensive presentation of data in all grades for all testing is requested, in addition to selective, narrative analysis.
- If this public charter school has already been in operation for one full year, please attach a copy of the school's audited financial statements (*report from an independent and certified public accountant*).

By signing and submitting this request for funding, the requesting organization acknowledges that the Walton Family Foundation has not previously made any promise to provide the funding requested herein and that the requesting organization has not relied to its detriment upon any statement by the Walton Family Foundation or its representatives to obtain the funding requested herein. The requesting organization further acknowledges that any approval of its grant proposal will be communicated only by, and is contingent upon execution of, a written grant agreement between the requesting organization and the Foundation signed by the Foundation's Executive Director.

Signed: Jacqueline D Mills

Primary Contact and Board Member

Date: January 26, 2007

CERTIFICATION OF ACCURACY AND INTENT TO PARTICIPATE IN EVALUATION PROCESS

Required Participation in Charter School Portfolio Evaluation
All schools that are awarded startup grants are required to participate in an evaluation of student achievement that is being conducted on behalf of the Walton Family Foundation by CREDO of the Hoover Institute at Stanford University. Should this grant application be approved, the Foundation will provide your school with a computer-based student information system at no charge, provided that you commit to using that system and sharing the data on an annual basis with the research team at Stanford.

Functional Capabilities
To minimize the impact of gathering, retrieving and transmitting desired data, CREDO is using a student information software package that can be easily adopted by each school. The software offers a broad range of functionality beyond the evaluation requirements – such as student performance profiles and compliance reporting – so that it can serve multiple objectives and provide continuing value to portfolio schools. Use of this software could be very helpful in enabling your organization to sharpen key operational areas that can seem daunting and cost-prohibitive, such as: (1) proactively managing accountability for performance, (2) efficiently handling reporting to authorities, and (3) increasing your capacity for data-driven decision-making.

The system is designed to collect information on each student and teacher in a simple record, requiring input only twice yearly – once in the fall and once in the spring. From these student and teacher records, the software will produce monitoring reports for all participating schools. These reports could then be transmitted, either in paper or electronic format, to CREDO for analysis. In order to receive the software package, participating schools transfer to CREDO a pre-formatted export of data that is required to conduct an evaluation capable of withstanding rigorous professional scrutiny. This data transfer must be performed in a timely manner 1-2 times per year.

Privacy Protections
Please be aware that – to protect student and staff privacy – The Foundation will not require any personally identifying information on any individual at any time. The entire evaluation can be completed using unique ID numbers – either those required by your state data system or ones that are generated for your own use. **Each school will be provided with a Confidentiality and Privacy Agreement that details the protections that CREDO will guarantee for all the data it receives from participating schools.**

Technical Specifications and Support
The software will be made available for installation on a PC platform. CREDO will augment the technical support available from the vendor with Internet-based resources such as Frequently Asked Questions and example pages. CREDO will also develop and distribute a user guide that illustrates the various useful repots and scenarios that the software will support. If you have technical questions, CREDO can be contacted directly at 650-725-3431.

I hereby certify that the above information is correct, the applicant school is willing to participate in the evaluation process, and that I am authorized by the governing board of the school to submit this grant application to The Walton Family Foundation.

Signature: Jacqueline D Mills

Title: Jacqueline Mills Date: January 25, 2007

If your school has not yet been approved as a charter, or it does not have a 501(c) 3 designation, please provide the requested information below:

Consumer Report
Disclosure and Authorization

By this document, the Walton Family Foundation discloses to me that a consumer report on me will be obtained for the purposes of applying for a grant as part of the grant application process and, if I am provided a grant, a consumer report may be obtained at any time during the grant period. Upon my request to the Walton Family Foundation, I will be informed of whether a consumer report was requested and, if so, the name and address of the consumer reporting agency that furnished the report.

By signing below, I hereby authorize the procurement of a consumer report on me by the Walton Family Foundation, and acknowledge that this authorization shall remain on file and shall serve as an ongoing authorization for the Walton Family Foundation to procure such consumer reports at any time during the grant period.

Name _____

Street Address _____

City, State, Zip _____

Signature _____

Social Security Number _____

Date _____

Walton Family Foundation

Public Charter School Proposal Guidelines | START-UP

Walton Family Foundation (WFF) Public Charter School Startup Grants offer financial support to qualified schools while they are waiting for authorizer approval of a submitted charter petition and during their first year of operation. Applicants may apply for startup grants in two phases and use this proposal for either submission:

1) **a Pre-Authorization Grant** for up to $30,000 offered two months before submitting a charter petition, and/or

2) **a Post-Authorization Grant** for up to $200,000 once the school is approved by its authorizer and during the school's first year of operation.

A. To qualify for a WFF planning grant, the applicant **must**:

1) Demonstrate potential for delivering excellent academic results;
2) Serve significant low-income student populations; and
3) Draw a majority of their students from one of WFF's targeted districts (see the WFF website at www.wffhome.com for the current list).

B. Before being awarded a WFF planning grant, the applicant **must**:

1) Submit a complete WFF Public Charter School Startup Grant Proposal, using the attached form.
2) Complete a successful interview with a WFF Program Officer or a Local Grant Partner (*see the WFF website for a current list of Local Grant Partners*).

C. In addition, applicants for a Pre-Authorization Startup Grant without a 501(c)(3) designation from the IRS will be required to submit to a credit check and meet WFF credit standards.

D. Charter Management Organization (CMO) affiliates: Schools affiliated with select CMOs may be eligible to apply for WFF startup assistance through separate programs, and they should not complete this proposal. Please see the WFF website for a current list of these CMOs. If you are affiliated with any of these organizations or other CMOs, please check with your home office about their relationship with the Walton Family Foundation.

E. Fellowship Programs: Schools with leaders trained by Building Excellent Schools or KIPP receive startup assistance from WFF through separate programs, and they should not complete this proposal. If you are affiliated with either of these fellowship programs, please check with your home office about your relationship with the Walton Family Foundation.

F. WFF has concluded that effective management of student and other school data is critical to a school's success. For this reason, WFF requires all recipients of our startup grants to adopt a student information system (such as Apple's PowerSchool) and periodically provide defined data elements to our vendor, CREDO. For every recipient of a Post-Authorization Grant, WFF earmarks $20,000 to cover the cost of licensing fees and technical assistance for two years. This amount is in addition to the startup grant award.

G. Please complete the attached proposal within 30 days of receipt. WFF will not consider proposals submitted after the deadlines noted above. WFF will also not review or consider incomplete proposals (*note required attachments*).

H. Create your proposal by using the electronic (MS WORD) template provided in **11-point font and name your file after the school you represent (*for example: FLCharterAcademy.doc*).** We recommend you limit your answers to the spaces provided. When answering questions that call for a narrative response, clear, concise statements that directly answer the question are best.

I. If a particular question is not applicable to your school, please explain why. Completion of all proposal sections is mandatory for grant consideration.

J. **Mail 2 complete unbound, standalone copies** of all required materials via U.S. POSTAL SERVICE ONLY (*the address listed below will NOT accept other signature-required, delivery services such as FedEx*) to:

Kellie O'Keefe
Senior Program Officer
The Walton Family Foundation
1650 38th Street; Suite 101 W
Boulder, CO 80301

and **E-mail one complete file named after your school** with all required materials to kokeefe@wffmail.com

K. If you have any questions regarding this proposal, please call our Colorado office at 303.442.3434 ext. 2

Walton Family Foundation

Public Charter School Proposal **START-UP**

(To be used for both the Pre-Authorization and Post-Authorization Proposal)

GENERAL INFORMATION

Please check the grant(s) for which your group is applying to the Walton Family Foundation (WFF) and note the required attachments for each section:

Pre-Authorization Grant Up to $30,000, offered during the two months before a school submits its charter petition to its authorizer for approval; and/or

Post-Authorization Grant Up to $200,000, offered once a school is approved by its authorizer and during the first year of a school's operation.

Name of school: P.L. Perkins Academy of Math, Science, & Technology Date: January 20, 2007

Address: P.O. Box 301

City: Helena State: Arkansas Zip: 72342

Name of any key supporting organization(s):

Fair Chance Community Development Cooperation, Caring Spirits, Inc, Rosie and Jackie's Preschool

Person completing form: Ms. Jacqueline Mills Title: Founder/CEO
(Primary contact for application)

Telephone: 870-338-2913 Fax: 870-817-0027 E-mail: deltaaeo@yahoo.com

Supporting contact: Mrs. Rosie Farr
(Colleague, board member or assistant of primary grant contact)

Telephone: 870-817-8327 Fax: 870-338-3990 E-mail:

Has any individual or organization affiliated with this application previously received a WFF grant?

☐ No If yes, please describe:

Yes, WWF Planning Grant was received September 2006

Is any individual or organization affiliated with this application currently applying for a WFF grant?

☐ No ☒ If yes, please describe:

Ms. Jacqueline Mills who is the Founder/CEO for P.L. Perkins Math, Science, & Technology Academy

Does the founding organization have 501(c)(3) tax status from the IRS?

☐ No When do you plan to apply for 501(c)(3) tax status? *(date)* _____

☒ Yes Caring Spirits, Inc. & Fair Chance Community Development
Name of organization as listed on the 501(c)(3) tax letter

Do you or will you have a checking account open in the name of the school? ☐ No ☒ Yes

I. CHARTER AUTHORIZATION

Charter approval date (please circle whether anticipated or actual): February 2007

School opening date: August 2007

Length of initial charter term: 5 years. Charter to be renewed/renegotiated in year: 3

Charter school authorizing board, group or agency:

Arkansas State Board of Education

Contact at the authorizing agency: Mary Ann Brown Telephone: 501-683-5313

Has a business plan been created for the school? ☐ No ☒ Yes

II. SCHOOL MISSION

In the space provided, please describe the school's mission statement:

The Perkins Academy is to provide an academically rigorous program for all students regardless of race, ethnic origin, national background, or socioeconomic level. The academy's philosophy is that all children can learn when challenged by high expectations. We believe that all students can learn when challenged by high expectations and provided intensely motivational and supportive classroom environments. Attitude, behavior, effort and attendance determine academics success, as well as lifelong well being.

III. TARGET POPULATION

Please fill in the spaces provided as completely as possible. Where necessary, feel free to include approximations:

Estimated/actual number of Students in Year One and Grades Served:	120 Students – (K) 40 students, (1st) 20 students, (2nd) 20 students, (3rd) 20, (4th) 20
Estimated/actual number of Students at Full Enrollment, Grades Served and Year:	350-400 Students K-4th Grades 2011-2012
Anticipated/actual Racial/Ethnic Composition of Student Body (by %):	African American – 95%, Caucasian – 4% Other - 1%
Anticipated/actual Free and Reduced Lunch Population (by %) and English Language Learner Population (by %):	98% Anticipated Free and Reduced Lunch English Pop. – 99%/ English Learner Pop. - 1%
In which local school district (and sub-district, if applicable) will the school be located?	Helena-West Helena School District
From which local school districts will the school draw its students (by %)	Helena-W.Helena –80% Barton/Lexa (LakeView) –10% Marvell (Elaine) – 10%

In the space provided, please describe how the school is recruiting families, including advertising, community meetings, door-to-door canvassing, etc. and list how many students are on the schools "intent to enroll" list:

Recruitment Process: Timeline December 2006 – April 2007

*Door-to-Door Canvass (Bi-weekly) Phillips County Map

*Advertising –Daily World Newspaper Advertising, Gospel Stations, Radio Stations. (Peak-example Mondays 7:30-8:30 am)

*FallFest Carnival Partnership with R & J's Daycare/Preschool, Caring Spirits, Fair Chance & Faith-Based Churches

*Website and Public Relations *TownHall Meeting –Phillips County Courthouse (Helena-W. Helena)

In the space provided, please briefly outline leadership's experience serving the target population, particularly in providing educational services:

*Former Principal (Alternative Learning, 6 years) * Assistant Principal (Beech Crest Elementary, 1 year) All Core Subjects *Daycare Assistant Director (Rosie & Jackie's, 5 years) *Arkansas Better Chance Preschool Coordinator/Teacher (Rosie & Jackie's, 2 years)
*Smart Start Facilitator (Woodruff Kindergarten) – Trained teachers *Curriculum Specialist (K-12th grade)
*Educator for 12 years – Preschool 2 years - Elementary 4 years – Middle & High School Principal 6 years
*After school Tutoring – Beech Crest Elementary & Stars Academy (Grant for "At Risk" students)
We possess skills of leadership, teambuilding and curriculum development. We have had several opportunities to conduct seminars on instructional techniques, classroom management, and curriculum development. We are dedicated and sincere about bringing a quality educational charter school to the students of this low economic status community.

IV. INSTRUCTIONAL FOCUS & METHODS

Please outline the school's schedule in comparison to its surrounding district:

Number of school days per year:	Applicant School: 188 days District School: 172 days
Hours in core school day (*for 100% of students*):	Applicant School: 6.5 hrs District School: 6.5 hrs
Hours in the extended school day (*including tutoring/mentoring/academic activities*). Note % of students in extended day programs:	Applicant School: 9 hrs District School: 7 hrs
Total hours of operation:	Applicant School: 9 hrs District School: 7 hrs
Within this framework, please summarize how you have structured the school day to allow for instructional time to meet the individual needs of remedial students. Please compare your approach to that of surrounding district schools:	PLATO & Direct Instruction: Learning systems for remediation has been developed to support mastery with conceptual understanding, evaluate students' thinking, build mathematical problem-solving, and support demonstration of learning through unit/semester exams. Vocabulary and audio support in English and Spanish for certain subjects will provide important assistance to students who may otherwise be held back in their learning due to their reading level. NWEA: computer based adaptive assessments will provide immediate data on child's strengths & weaknesses. Core Knowledge: Primary Curriculum

In the space provided, please describe the instructional methods that the teachers will use so that students acquire important skills and knowledge. Why are these methods appropriate to the student population and how will they ensure that students meet state learning requirements?

Students preferentially take in and process information in different ways: by seeing and hearing, reflecting and acting, reasoning logically and intuitively, analyzing and visualizing, steadily and in fits and starts. Teaching methods also vary. Teachers will use a variety of instructional techniques. Teachers will lecture, demonstrate or lead students to self-discovery; focus on principles and applications; emphasize memory and understanding. Teachers will use Plato, Direct Instruction, In-direct whole-class instruction, motivational and educational field lessons, Project based learning, and Discovery based learning. They will also utilize one-to-one, teacher-directed, and cooperative learning techniques in conjunction with the Core Knowledge Sequence. Methods are appropriate for the targeted population, for teachers will reach all learning styles, at-risk students, and any level of socioeconomic status, while bringing students to proficiency. State learning requirements are ensured based upon student test data.

V. TEACHERS

In the space provided, please list the top three criteria used to evaluate a teacher's job performance. Please include who conducts the evaluations, and how compensation is determined:

The director/principal will be responsible for evaluating each teacher's job performance and determining how compensation is distributed. Impacting student achievement is clearly the most important criteria for evaluating teachers and compensation will not be restricted to pay alone, but will also include increased professional responsibilities, financial assistance for further study and recognition by local and state government.

VI. ACADEMIC STANDARDS/ASSESSMENT AND PERFORMANCE

Please outline the sets of standards that form the basis for the school's academic design. Please identify all sources from which the school has drawn standards (*e.g. Core Knowledge Sequence, Modern Red Schoolhouse, New Standards, etc.*) and feel free to expand this table to include additional boxes as necessary:

Sets of Standards	Source	Subject Areas	Reason for Choosing
Example: Ohio State Standards	Ohio DOE	Math, Reading, Social Sciences	Required by State
Read/Write at or Above Grade level (Proficiency)	Arkansas Curriculum Frameworks	Reading, Math, Writing	Required by State
Demonstrate Proficiency in Math	Arkansas Curriculum Frameworks	Mathematics	Required by State
Demonstrate Proficiency in English & Literature	ADE	English, Math	PLATO Assessment Program

Please outline major curricular programs that the school has selected for use, including basil series, textbooks and literacy programs (*i.e. Harcourt Trophy Series, Open Court, Success for All, Saxon Math, Direct Instruction, Junior Great Books, etc.*).

Curriculum Name	Source	Subject Areas	Reason for Choosing
Example: Readers and Writers Workshop	Ohio State Literacy Collaborative	English/Language Arts, Social Science	Balanced literacy approach utilizing shared inquiry practice
Read and Writing at or Above Grade Level (Proficiency)	SAT-10	Reading/English/ Language Arts	Meet AYP Standards
Develop computer skills for research, online homework and tutoring	Mastery in Technology, Distance Learning Consortium	All subject areas	APEX & PLATO Learning Systems
Saxon Math	Arkansas Curriculum Frameworks	Mathematics	Meet AYP Standards
Direct Instruction Core Knowledge	Arkansas Curriculum Frameworks	Reading All Subject Areas	Establish a strong foundation for higher levels of learning

In the space provided, please explain the approaches you will use to incorporate a diversity of cultural viewpoints in the curriculum:

The goal of our program is to promote harmony among all people including people of different cultures, races, religions, age, groups, etc. To incorporate a diversity of cultural viewpoints in the curriculum students will have the opportunities to study the cultural attributes and related differences among groups within a community and nation, and the implications of their attitudes. Teachers will bring various hands-on learning activities to the classroom and arrange field experiences when applicable to further enhance students' understandings of studied cultures.

Please identify all assessments (*e.g., state tests, test company tests*) and other measures (*e.g., teacher-designed assessments, portfolio evaluation, parent surveys*) that the school uses to monitor student learning and school performance.

Assessment Tool Name	When Administered	Purpose for Administering
Ex: Illinois Standards Achievement Test	Grades 6-8: once per year	State mandated test for city, state and federal accountability
IOWA Test of Basic Skills	Grades K-4	State mandated test for city and state accountability
Benchmark Exams	Grades 3-4	Arkansas Department of Education Mandated
Mid-Year – End-of-9 wk	Grades K-4 End of Grading Period	Teacher, City and State accountability
Northwest Evaluation Association	Grade K-4 Quarterly	Teacher, City and State accountability
Plato	Grades K-4 Quarterly	Teacher, City and State accountability
Standford Achievement 10th edition	Grades K-4 Fall and Spring	Teacher, City and State accountability

In the space provided, please describe how the school's assessment plan allows it to track student performance over the course of each year as opposed to tracking performance from one year to the next:

The importance of standards based accountability measures and methods of measuring progress are extremely important. Direct Instruction and PLATO will provide detailed progress tracking. Both program's assessments are aligned to Arkansas Curriculum Frameworks and provide immediate feedback that can be used to tailor a child's educational program according to identified strengths and weaknesses. A ClassTools Achieve gradebook provides details of each student's performance on all graded activities. Students will be involved in a variety of assessment activities. The additional assessment tools will provide individualized results so that appropriate modification of a child's educational program can be made over the course of the year.

In the space provided, please explain how you will raise the achievement of low-performing students to grade level:

Student academic growth will be accelerated, as measured by the SAT-10, Arkansas Benchmark Exam, Iowa and other forms of assessment. Each student's entry level performance will be determined at the beginning of each year using a combination of standardized tests and mastery checklists. At the beginning and end of each school year, each student's progress will be carefully measured and analyzed. Throughout the year, students will take a variety of assessments; therefore, the data will constantly show a student's weakness and strengths. Therefore the teacher will tailor the students' individual academic program to meet their deficiencies as well as build on their strengths.

Please complete the following Performance Outcome and Goals table as accurately and comprehensively as possible.

*Performance Outcome	**Charter Agreement Expectation	***School's Internal Goal
Ex: Daily Attendance Rate	Higher daily attendance rate than nearby district schools: which average 90%.	A daily attendance rate of over 95% each year.
Ex: Iowa Test of Basic Skills	A minimum of 0.8 average grade equivalency gains for all students between fall and spring testing.	1.0 average grade level equivalency gains for all students between fall and spring testing.
Daily Attendance Rate	Higher daily attendance rate than Helena-, which average approximately 85%	Daily attendance rate of 95% each year in operation
Benchmark Exams 6-8	Students (1st) year will show strong measurable growth in literacy/math	Students 20 % work at proficient levels in literacy/mathematics-years
ITBS Examination	Students (1st) year will show strong measurable growth in literacy/math	Student 20% work at proficient/advanced levels in literacy/math
Increase Community Involvement	Participate on Advisory Committees, Board of Directors, Business Sponsors	Raise community involvement with education by 50% first year of charter
Increase Parental Involvement Annually	Parent Center "Connected to Kids"	Raise parent support by 50% first year of charter school

*Performance Outcome: Includes a list of such performance indicators as: state tests, national tests, diagnostic tests, survey results, attendance, matriculation, graduation, college placement & college retention.
**Charter Agreement Expectation: Includes expectations agreed to in the charter contract between the school and its authorizer. Progress on these expectations will determine whether or not the school's charter is renewed.
***School's Internal Goal: Includes any goals that the school's leadership and governing board have set for performance beyond what is expected in the charter. These goals form the basis for how the governing board and families are likely to evaluate the school's progress.

In the space provided, please summarize how these expectations and goals will be communicated to parents:

Students and parents will be informed of our high expectations prior to being accepted into the school. Parents will have to agree to support their child's education at Perkins Academy. Parents, Students and Teachers will be required to sign a Commitment to Excellence form which will outline what is expected from each party. Perkins Academy governing board wants parents to become involved and supportive of their child's education, and we plan to assist them with accomplishing this goal through parent meetings and conferences. Parent/Teacher Outreach sessions will be offered, parents are invited to sessions to learn how to be supportive and also how to assist their child with homework. Parents will be required to volunteer at least 100 hours in the school to support the mission and success of every child.

VII. FUNDRAISING

Above and beyond public revenues, how much supplemental funding per year will be required to sustain the school's programs during its first three years of operation?

First Year: $ _____ Second Year: $ _____ Third Year: $ _____ Total: $ _____

In the space provided, please briefly describe when the school expects to sustain its core operations solely with per pupil revenue and how the school will maintain fiscal stability and protect against funding fluctuations, emergency facility costs, delays in public payments, as well as other obstacles:

The school expects to sustain its core operations solely with per pupil revenue by the second year of operation. The school is in an area that really favors a charter school and parents are traveling to other surrounding districts searching for quality schools. Approximately five-hundred signatures have been gathered to support this school along with letters of support from the Mayor, County Judge, former State Representative Arnell Willis and a local physician, Dr. David L. Webber. This school will be the only elementary school within a 12 mile radius of another failing elementary school. Presently, there are only public school district elementary schools; thus, Perkins Academy is providing parents a choice.

Please indicate funding that the school will receive and the schedule for those funds (federal, state, local, philanthropic grants, in-kind, etc.).

Source (or note as anonymous)	Purpose (facilities, equipment, etc.)	Amount (pending or confirmed?)	Schedule (month/year)
• Federal Title X	• Startup	$ 50,000 confirmed	• June 2007
• Local/State PPR	• Operations	$ 150,000/month pending	• Starting on Sept. 2007
ADE Charter Start-up Grant	Start-up	$10,000 waiting approval	Dec 2006
WFF Planning Grant	Start-up	$20,000 approved	Sept 2006
WFF Startup Grant WFF Post-Authorization Grant	Start-up	$30,000 waiting approval $200,000 pending charter approval	Oct 2006
ADE State Foundation aid (5662 x 1200) DOE Implementation		$679,440 $150,000	Monthly7/07-6/08 Feb 07
TOTAL		$ 939,440	$60,000 Total Startup $200,000 Pending Charter SB Approval

VIII. STUDENT DATA MANAGEMENT AND ENROLLMENT

In the space provided, please outline your plans for adopting and implementing a student information system (SIS) and describe how this will assist school leaders in managing the school's future academic success. If you have a particular SIS in mind, please also name the program and why you've selected it:

The academy will adopt WFF's recommended student information system. The student information system will help to manage enrollment and recruiting students. The program will be utilized according to guidelines to ensure that student information is accurate and maintaining records. The program will be linked to the state required APSCN.

In the space provided, please outline your plans for enrolling students. Include a timeline of activities and description of enrollment documents/forms that the school anticipates using for the enrollment process *(required attachment)*:

Enrollment Timelines

- Sept–Dec 2006 Open Enrollment Pre-screen for community support/ General Information (Flyers, Banners, Parental Supporters)
- Feb-May 2007 Open Enrollment Registration (R & J's Preschool) Mondays, Tuesdays & Thursdays 9am to 1 p.m.

Advertisements – Community News/Cable/Gospel Stations & Local Newspapers/Neighborhood Associations
Open House –"Meet and Greet"
Enrollment Process/Check-in

- July/August 2007 (If needed, lottery selection process for student enrollment will be held.)
- Documentations (Medical/Emergency Information, Perkins Academy Handbook, Schedule Assignment, Physical Examination Forms, Parent/Guardian/Student Commitment Form.

In the space provided, please describe how you will engage parents and families in the education and assessment of students. Also include your plans to involve minority families:

The academy will provide opportunities for parent involvement in the education and assessment of students through the school-wide online curriculum model APEX, PLATO and ClassTool Achieve. Parents will be trained on the curriculum models to support greatest needs and to impact student achievement. Throughout the academy, ample opportunities to be actively engaged in the academic process will be accessible to parents and families. Parents will have access to parent resource center, Parent Center Coordinator. Constant surveys of parents and community for support, ideas, and concerns, provide mentoring program for students, conduct new parent orientation, and develop more effective methods of communication between home and school including updated posting on school website.

IX. SCHOOL AUTONOMY

Will the school exercise complete control over its budget and purchasing decisions? [ ] No [X] Yes

As necessary, please explain: The CEO/Board of Trustees will exercise complete control over the budget.

Will the school have banking and accounting systems separate from its authorizer? [ ] No [X] Yes

As necessary, please explain: The charter school will have an account in its name.

Will the school exercise control over staff recruitment, hiring, evaluation, compensation and dismissal? [ ] No [X] Yes

As necessary, please explain: The Administrator will make recommendations to the Perkins Board of Ed for hiring and staff concerns. Compensation will be based upon experience, education, and performance. The Perkins board and ADE will evaluate the Administrator based upon performance and the Administrator will evaluate staff.

Does the founding organization have a 501(c)(3) tax status from the IRS? [ ] No [X] Yes
As necessary, please explain:

Delta Public Inc. and Phillips Community Development

Are your teachers part of a collective-bargaining unit or governed by a local teachers' union contract? [X] No [ ] Yes

If yes, what is the name of the union?

X. BOARD GOVERNANCE

In the space provided, list the board with short descriptions of their affiliations and backgrounds *(full bios need to be attached)*

Rickey Foremen- Federal Corrections/Counselor	Don Etherly-Wilson,Valley, Etherly Law Firm/Attorney
John Huff – Arkansas Land/Farm/Community Connector	Linda White - Phillip County/Clerk
Cedric Pride - Pastor	Jacqueline Mills. Founder/Director
Parent - Translator (Gina Jordan)	Maxine Bynum - Independent Mortgage/Real Estate Broker
Loistyne Burrell- Helena-W. Helena Schools/Hippy Coordinator	

In the space provided, describe steps the Board is taking to develop its ability to effectively govern the school and oversee its performance?

*Passionate belief in the charter school's mission and core values, *A firm understanding of the goals of the charter and a clear, consistent method of measuring them. *A clear, collective vision about where the school is and where it wants to be in the future, *Focus on results, *Clarity of roles and responsibilities of the full board, individual trustees, and committees, *Appropriate structure in terms of board size, composition, committees, and officers, *Board meetings that focus on strategic issues, no just reporting on a monthly basis. *Appreciation for the difference between governance and management, *Selection of a school leader who has the time to assist in the creation of effective governance, *A strong partnership between the board and the school leader, which is built on mutual trust and respect, *Board members will participate in workshops with the Arkansas Charter School Resource Center, ADE, Great Rivers Co-Op and other workshops offered to keep abreast of legislative changes and learn board governance and protocol.

In the space provided, please describe the Board's primary responsibilities and which areas of expertise and constituencies are represented:

*Oversee the school's performance and provide access to otherwise unavailable assets that are critical for continued functioning. Management of the corporation, *Clearly articulating the mission and vision of the school while focusing on strategic issues, needs and operations. Other responsibilities include Perkins Board of Directors will be comprised of Helena/West Helena parents and community members who wish to donate their time, talents, and experience to support the school's operation. The board should have at least one financial expert, one fundraising expert, one community leader, one parent, and an educational leader when it is at its maximum size. The board will be comprised of an executive committee and several other smaller committees.

XI. SCHOOL LEADERSHIP

In the space provided, who is your school leader(ship) and what measures will be used by the governing board to evaluate the performance of school leadership?

Jacqueline Mills who has been an educator for 12 years and hold an Arkansas license in K-12 Curriculum Specialist, K-9 Elementary Principal, P-4 Early Childhood, and K-6 Elementary Teaching. The school leader will be measured by: High goals and persistence, Solving Problems, Gathering and using data and following up with targeted actions. Align one's own behavior with the needs and goals of the organization.

XII. FACILITY

In the space provided, please describe the school site and facilities agreement in detail (*provide of space, lease/purchase/donation, length of agreement, etc.*), including the timing of your negotiations. Also list the annual facility costs as a percentage of the schools overall annual operating budget:

We will be leasing the building Traylor building on Hwy 49. The site is located on approximately 1 acre of land with 12,500 sq. ft. The lease agreement is for 1 year but the leas or agrees to renew the lease each year for the duration of the school. The negotiations took place in January, 2007.

In the space provided, please describe your contingency plan in the event that the first facilities option becomes unavailable:

We are making weekly contacts with our realtor Mrs. Bynum, Independent Mortgages. She is diligently looking for other property or potential sites that may work for a charter school. However, the leas or of the Traylor building on Hwy 49 is excited about the educational endeavor, yet in the event that the building for some unforeseen reason becomes unavailable, we have looked at another site at 805 Cherry St. We spoke with the owner of that building during the month of Jan. also.

XIII. SERVICE CONTRACTS

If applicable and in the space provided, list the name of any technical assistance, back-office or school management providers with which the school is or will be contracting, which criteria was used to select the services and the annual cost as a percentage of the school's overall operating budget:

The Charter School will utilize the technical assistance from the Arkansas State Department and other educational agencies to assist in establishing effective training for teachers and staff. There will be continuous training for leaders, teachers, parents and board members. The training will be provided by other state charter associations, charter school resource center(s), and other state organizations supporting charter schools. I have also contacted the local Co-op, Great Rivers, and they have stated that as a public school we are entitled to all trainings and assistance offered to the local school district.

In the space provided, please describe what benchmarks will be used to hold the provider(s) accountable for performance and how they are being incorporated into the contractual agreement:

Perkins will participate in the ACTAAP and ITBS. All students will be required to participate in grade-appropriate state-mandated assessments, which will include the following:

Criterion-Referenced – Benchmarks Exams at Grades 3-8 and Additional State Benchmarks as developed

Norm-Referenced – Iowa Test of Basic Skills, or other-norm-referenced test approved by the State Board of Education, at Grades K-8

As a public charter school, Perkins Academy is required to show accountability using state mandated test. Parents will sign a contractual agreement "Commitment to Excellence" form which outlines that all students are required to test.

XIV. GRANT REQUEST BUDGET/ESTIMATED EXPENSES

Please estimate the cost for each area/item to be addressed as well as the total estimated/ projected dollar amount to complete these tasks. Include a brief explanation of each item. Applicants are encouraged to hold the itemized grant request to no more than 3 pages in length:

Public Charter School Startup Grant Budget

Name/Description of Item or Group of Items	Estimated Amount
• Plato K-12 Software	$ $12,800
• Plato Achieve Software	$ $19,692
• NWEA Computer Assessments	$ $700
• SEAS Software	$ $800
• Technology-Phone system, computers, servers:	$ $150,000
• Printers, projectors; cameras; software, etc.	$
• Staff development, stipends, travel	$ $16,008
•	$
•	$
•	$
•	$
•	$
•	$
•	$
•	$
•	$
•	$
•	$
•	$
•	$
•	$
•	$
Insert School Name HereP.L. Perkins Math, Sci, Tech. Academy	**Total:** $ 200,000

A. BUDGET DETAILS

1. Requested funding amounts should be clearly for the direct service of your students and their academic development. Please review the chart and/or consult with WFF staff to determine an appropriate amount for your request. Grants awarded below the requested amount are based on committee allocations when balanced with other requests, budget constraints and applicant needs.

2. Grant requests may **not** be used for facilities expenses (*e.g. purchase, lease, construction, renovation, etc.*).

3. If your school contracts for services with any outside vendor, you must state clearly and explicitly that the items in your grant request are separate and distinct from services, goods, etc. that fall under the school's management contract. That is, a grant may not be used to offset any costs that are the responsibility of the management company.

4. The grant budget should be applied towards high-priority items that are clearly in the best interest of starting a school.

B. PROPOSAL ATTACHMENTS (*see guidelines for number of copies and mail/e-mail instructions*)

1. ☐ Management Team:

   - Resumes for all school leaders who have business, administrative or academic responsibilities beyond full-time classroom duties.

2. ☐ Governing Board:

   - School by-laws.
   - Resumes for each member of the Board, including current address and phone number.

3. ☐ Business Planning:

   - When applying for any Walton Family Foundation Charter School funding, you must include prepared financial statements along with other information. Please see the WFF website at www.wffhome.com for a template and guidance on this attachment.

4. ☐ Charter Status Documentation:

   - If applying for a Pre-Authorization Grant ($30,000) – an Executive Summary of your school's Charter Petition
   - If applying for a Post-Authorization Grant ($200,000) – The official document from your charter authorizer (state board, university, school district, etc.) on stationary stating you are a charter school under their jurisdiction and including the federal tax identification number in the letter.

5. [ ] Miscellaneous Attachments:

- A Conflict of Interest Policy – if the charter school board includes staff, authorizers/sponsors, or any other individuals whose roles as board members could be in conflict with their employment roles, please include 1 copy of a policy that outlines how these conflicts-of-interest will be addressed.
- A signed certification of intent to participate in the CREDO evaluation.
- A sample enrollment form currently being used for the school.

Please include the following attachments only if they apply to your school:

6. [ ] Education Management Partnership

- Include the management contract or agreement with the company you have hired or plan to hire.
- Language stating that any property acquired with the grant proceeds will remain property of the school or other qualified non-profit entity and will not become property of the management company.

7. [ ] School Performance Outcomes and Financials

- If this public charter school has already been in operation for one full year, or other campuses are operating in your "network" of schools, please include a brief, clear and concise 1-4 page analysis of your school's assessment results *(both internal and external)* and what they say about student academic performance and progress at your school. It is preferable that this analysis be value-added, examining student gains cohort-by-cohort while controlling for the "static" caused by ongoing turnover. Hard, comprehensive presentation of data in all grades for all testing is requested, in addition to selective, narrative analysis.
- If this public charter school has already been in operation for one full year, please attach a copy of the school's audited financial statements *(report from an independent and certified public accountant)*.

By signing and submitting this request for funding, the requesting organization acknowledges that the Walton Family Foundation has not previously made any promise to provide the funding requested herein and that the requesting organization has not relied to its detriment upon any statement by the Walton Family Foundation or its representatives to obtain the funding requested herein. The requesting organization further acknowledges that any approval of its grant proposal will be communicated only by, and is contingent upon execution of, a written grant agreement between the requesting organization and the Foundation signed by the Foundation's Executive Director.

Signed: Jacqueline Mills
Primary Contact and Board Member

Date: January 25, 2007

CERTIFICATION OF ACCURACY AND INTENT TO PARTICIPATE IN EVALUATION PROCESS

Required Participation in Charter School Portfolio Evaluation

All schools that are awarded startup grants are required to participate in an evaluation of student achievement that is being conducted on behalf of the Walton Family Foundation by CREDO of the Hoover Institute at Stanford University. Should this grant application be approved, the Foundation will provide your school with a computer-based student information system at no charge, provided that you commit to using that system and sharing the data on an annual basis with the research team at Stanford.

Functional Capabilities

To minimize the impact of gathering, retrieving and transmitting desired data, CREDO is using a student information software package that can be easily adopted by each school. The software offers a broad range of functionality beyond the evaluation requirements – such as student performance profiles and compliance reporting – so that it can serve multiple objectives and provide continuing value to portfolio schools. Use of this software could be very helpful in enabling your organization to sharpen key operational areas that can seem daunting and cost-prohibitive, such as: (1) proactively managing accountability for performance, (2) efficiently handling reporting to authorities, and (3) increasing your capacity for data-driven decision-making.

The system is designed to collect information on each student and teacher in a simple record, requiring input only twice yearly – once in the fall and once in the spring. From these student and teacher records, the software will produce monitoring reports for all participating schools. These reports could then be transmitted, either in paper or electronic format, to CREDO for analysis. In order to receive the software package, participating schools transfer to CREDO a pre-formatted export of data that is required to conduct an evaluation capable of withstanding rigorous professional scrutiny. This data transfer must be performed in a timely manner 1-2 times per year.

Privacy Protections

Please be aware that – to protect student and staff privacy – The Foundation will not require any personally identifying information on any individual at any time. The entire evaluation can be completed using unique ID numbers – either those required by your state data system or ones that are generated for your own use. **Each school will be provided with a Confidentiality and Privacy Agreement that details the protections that CREDO will guarantee for all the data it receives from participating schools.**

Technical Specifications and Support

The software will be made available for installation on a PC platform. CREDO will augment the technical support available from the vendor with Internet-based resources such as Frequently Asked Questions and example pages. CREDO will also develop and distribute a user guide that illustrates the various useful repots and scenarios that the software will support. If you have technical questions, CREDO can be contacted directly at 650-725-3431.

I hereby certify that the above information is correct, the applicant school is willing to participate in the evaluation process and that I am authorized by the governing board of the school to submit this grant application to The Walton Family Foundation.

Signature: Jacqueline Mills

Title: Jacqueline Mills, CEO/President Date: January 25, 2007

If your school has not yet been approved as a charter, or it does not have a 501(c) 3 designation, please provide the requested information below:

Consumer Report
Disclosure and Authorization

By this document, the Walton Family Foundation discloses to me that a consumer report on me will be obtained for the purposes of applying for a grant as part of the grant application process and, if I am provided a grant, a consumer report may be obtained at any time during the grant period. Upon my request to the Walton Family Foundation, I will be informed of whether a consumer report was requested and, if so, the name and address of the consumer reporting agency that furnished the report.

By signing below, I hereby authorize the procurement of a consumer report on me by the Walton Family Foundation, and acknowledge that this authorization shall remain on file and shall serve as an ongoing authorization for the Walton Family Foundation to procure such consumer reports at any time during the grant period.

Name _____

Street Address _____

City, State, Zip _____

Signature _____

Social Security Number _____

Date _____

PERKINS: Math, Science & Technology Academy

635 Elm Helena, AR 72342 Phone: 870-338-2913 Fax: 870-338-3990

January 26, 2007

To: Ms. Mary Ann Brown, Charter School Office Director
Arkansas Department of Education
#4 State Capitol Mall
Little Rock, AR. 72201-1071

From: Jacqueline Mills, Administrator

RE: Board and School Policies and Procedures

Ms. Mary Ann Brown & Honorable State Board of Education:

I want to thank you all for your dedication and public service directed to the education of the children in the great state of Arkansas. I am enclosing a copy of the Board Policy Handbook that was submitted to current Perkins Board of Education members. I devised this handbook to give them an idea of the duties and responsibilities of being a board of education member.

However, in addition these policies, which may be amended by the board, Perkins Math, Science & Technology Academy will subscribe to the services of the Arkansas School Board Policy Association and the publications will then be modified to charter schools. The Arkansas School Boards Association (ASBA) is a private, nonprofit, membership organization that has been providing leadership, training, advocacy, and specialized services to the locally elected school boards of Arkansas since 1955. ASBA is an affiliate of the National School Boards Association, a federation of state school boards associations. Their publication is a service of the association to enable school board members to effectively govern the school district they have been elected to represent. As new policies are endorsed, the association will automatically send them, which insures that board members remain abreast of the best and current policies.

Perkins Academy Board of Education will also participate in board trainings to ensure that they are carrying out the duties and responsibilities needed to guide Perkins to success.

If you have any questions, please contact me at the aforementioned phone listing.
Thank you in advance for your time and efforts in perusing the documentation submitted.

Signed,

Jacqueline Mills, Administrator

PERKINS: Math, Science & Technology Academy

635 Elm Helena, AR 72342 Phone: 870-338-2913 Fax: 870-338-3990

BOARD OF EDUCATION AGREEMENT
SCHOOL TERM 2007-2008

I, Eugenia Moreno agree to serve as a Board of Education representative for Perkins; Math, Science & Technology Academy for the school term 2007-2008. I understand that this board of education is a self perpetuating board. I further understand that as a board member, I agree to uphold the mission and focus of Perkins Academy. I also agree to operate within the professional code of ethics deemed necessary for holding this appointed position.

The board of Education is the legislative and judicial body of the school. It is not an administrative body. This function is delegated to the administrative staff and faculty. It is the general duty of the Board to provide a system and to establish policies in keeping with the needs and wishes of the community and the general requirements of the statutes of the Arkansas Department of Education and the Legislature.

I understand that the following responsibilities and duties are placed upon me and as the school begins to progress; I agree and understand that other duties and responsibilities may be added based upon need and board adoption to policy to ensure proper operation of the school.

- Support the organization's mission and purpose - Each individual Board member will fully understand and support it.
- The Board will work with the individual serving as Administrator. The Board is also responsible for the development of the annual performance appraisal process by which the Administrator is held accountable for the day-to-day management of the organization.
- Ensure effective organizational planning
- Ensure adequate resources
- Manage resources effectively
- Recruit and orient new board members when needed and assess board performance, Board members will also orient new members to their responsibilities and the organization's history, needs and challenges.
- Ensure legal and ethical integrity and maintain accountability
- The School Board will review the annual budget submitted by the Administrator to ensure that proper financial controls are in place.
- An organization's primary link to the community, including constituents, the public and the media is the Board. Clearly articulating the organization's mission, accomplishments, and goals to the public, as well as garnering support from important members of the community, are important elements of a comprehensive Public Relations strategy.

- The Board is ultimately responsible for ensuring adherence to legal standards and ethical norms. The Board will establish pertinent policies, and adhere to provisions of the organization's bylaws and articles of incorporation.

C. To formulate and uphold written policies of the school

D. To employ a competent faculty and other school personnel upon the recommendation of the Administrator;

E. To ensure proper buildings and facilities;

F. To keep informed and evaluate the needs, the educational programs and the financial status of the school;

G. To assist in obtaining and maintaining good public relations;

H. To adopt and revise an annual budget as needed;

I. To perform specific duties imposed on the Board by state laws;

J. To require and evaluate the reports of the Administrator/Business Manager concerning the progress and financial status of the schools;

K. To review and advise the Administrator on his/her recommendations for the school's educational system;

L. To assist in presenting to the public the needs and progress of the educational system.

M. To adhere to other responsibilities that may be incurred and deemed necessary throughout the year.

I have read, understand and have been given the opportunity to ask questions concerning the above duties and responsibilities of the Perkins Board of Education. EMJ

I have been given a copy of the policy guide and I understand that other policies will be added as they are adopted into policy. EMJ

Jordan 1-28-07

Board Member Date

This document is witnessed by Notary Public on this 29 day of January, 2007.

Commission expires: 10-27-2009

Witnessed by: Mary Ann Watson

Notary Public

OFFICIAL SEAL
MARY ANN WATSON
NOTARY PUBLIC-ARKANSAS
PHILLIPS COUNTY
My Commission Expires 10 - 27 - 2009

PERKINS: Math, Science & Technology Academy

635 Elm Helena, AR 72342 Phone: 870-338-2913 Fax: 870-338-3990

BOARD OF EDUCATION AGREEMENT
SCHOOL TERM 2007-2008

I, Cedric Pride agree to serve as a Board of Education representative for Perkins; Math, Science & Technology Academy for the school term 2007-2008. I understand that this board of education is a self perpetuating board. I further understand that as a board member, I agree to uphold the mission and focus of Perkins Academy. I also agree to operate within the professional code of ethics deemed necessary for holding this appointed position.

The board of Education is the legislative and judicial body of the school. It is not an administrative body. This function is delegated to the administrative staff and faculty. It is the general duty of the Board to provide a system and to establish policies in keeping with the needs and wishes of the community and the general requirements of the statutes of the Arkansas Department of Education and the Legislature.

I understand that the following responsibilities and duties are placed upon me and as the school begins to progress; I agree and understand that other duties and responsibilities may be added based upon need and board adoption to policy to ensure proper operation of the school.

- Support the organization's mission and purpose - Each individual Board member will fully understand and support it.
- The Board will work with the individual serving as Administrator. The Board is also responsible for the development of the annual performance appraisal process by which the Administrator is held accountable for the day-to-day management of the organization.
- Ensure effective organizational planning
- Ensure adequate resources
- Manage resources effectively
- Recruit and orient new board members when needed and assess board performance, Board members will also orient new members to their responsibilities and the organization's history, needs and challenges.
- Ensure legal and ethical integrity and maintain accountability
- The School Board will review the annual budget submitted by the Administrator to ensure that proper financial controls are in place.
- An organization's primary link to the community, including constituents, the public and the media is the Board. Clearly articulating the organization's mission, accomplishments, and goals to the public, as well as garnering support from important members of the community, are important elements of a comprehensive Public Relations strategy.

- The Board is ultimately responsible for ensuring adherence to legal standards and ethical norms. The Board will establish pertinent policies, and adhere to provisions of the organization's bylaws and articles of incorporation.

C. To formulate and uphold written policies of the school

D. To employ a competent faculty and other school personnel upon the recommendation of the Administrator;

E. To ensure proper buildings and facilities;

F. To keep informed and evaluate the needs, the educational programs and the financial status of the school;

G. To assist in obtaining and maintaining good public relations;

H. To adopt and revise an annual budget as needed;

I. To perform specific duties imposed on the Board by state laws;

J. To require and evaluate the reports of the Administrator/Business Manager concerning the progress and financial status of the schools;

K. To review and advise the Administrator on his/her recommendations for the school's educational system;

L. To assist in presenting to the public the needs and progress of the educational system.

M. To adhere to other responsibilities that may be incurred and deemed necessary throughout the year.

I have read, understand and have been given the opportunity to ask questions concerning the above duties and responsibilities of the Perkins Board of Education. CP

I have been given a copy of the policy guide and I understand that other policies will be added as they are adopted into policy. CP

Cedric Wade 1/29/07
Board Member Date

This document is witnessed by Notary Public on this 29 day of January, 2007.

Commission expires: 10-27-2009

Witnessed by: Mary Ann Watson
Notary Public

OFFICIAL SEAL
MARY ANN WATSON
NOTARY PUBLIC-ARKANSAS
PHILLIPS COUNTY
My Commission Expires 10 - 27 - 2009

PERKINS: Math, Science & Technology Academy

635 Elm Helena, AR 72342 Phone: 870-338-2913 Fax: 870-338-3990

BOARD OF EDUCATION AGREEMENT
SCHOOL TERM 2007-2008

I, Rickey Foreman agree to serve as a Board of Education representative for Perkins; Math, Science & Technology Academy for the school term 2007-2008. I understand that this board of education is a self perpetuating board. I further understand that as a board member, I agree to uphold the mission and focus of Perkins Academy. I also agree to operate within the professional code of ethics deemed necessary for holding this appointed position.

The board of Education is the legislative and judicial body of the school. It is not an administrative body. This function is delegated to the administrative staff and faculty. It is the general duty of the Board to provide a system and to establish policies in keeping with the needs and wishes of the community and the general requirements of the statutes of the Arkansas Department of Education and the Legislature.

I understand that the following responsibilities and duties are placed upon me and as the school begins to progress; I agree and understand that other duties and responsibilities may be added based upon need and board adoption to policy to ensure proper operation of the school.

- Support the organization's mission and purpose - Each individual Board member will fully understand and support it.
- The Board will work with the individual serving as Administrator. The Board is also responsible for the development of the annual performance appraisal process by which the Administrator is held accountable for the day-to-day management of the organization.
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- Manage resources effectively
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- The Board is ultimately responsible for ensuring adherence to legal standards and ethical norms. The Board will establish pertinent policies, and adhere to provisions of the organization's bylaws and articles of incorporation.

C. To formulate and uphold written policies of the school

D. To employ a competent faculty and other school personnel upon the recommendation of the Administrator;

E. To ensure proper buildings and facilities;

F. To keep informed and evaluate the needs, the educational programs and the financial status of the school;

G. To assist in obtaining and maintaining good public relations;

H. To adopt and revise an annual budget as needed;

I. To perform specific duties imposed on the Board by state laws;

J. To require and evaluate the reports of the Administrator/Business Manager concerning the progress and financial status of the schools;

K. To review and advise the Administrator on his/her recommendations for the school's educational system;

L. To assist in presenting to the public the needs and progress of the educational system.

M. To adhere to other responsibilities that may be incurred and deemed necessary throughout the year.

I have read, understand and have been given the opportunity to ask questions concerning the above duties and responsibilities of the Perkins Board of Education. R. F.

I have been given a copy of the policy guide and I understand that other policies will be added as they are adopted into policy. R. F.

Rickey Foreman 1-29-2007
Board Member Date

This document is witnessed by Notary Public on this 29 day of January, 2007.

Commission expires: 10-27-2009

Witnessed by: Mary Ann Watson
Notary Public

OFFICIAL SEAL
MARY ANN WATSON
NOTARY PUBLIC-ARKANSAS
PHILLIPS COUNTY
My Commission Expires 10 - 27 - 2009

PERKINS: Math, Science & Technology Academy

635 Elm Helena, AR 72342 Phone: 870-338-2913 Fax: 870-338-3990

BOARD OF EDUCATION AGREEMENT
SCHOOL TERM 2007-2008

I, MAxinee Byrum agree to serve as a Board of Education representative for Perkins; Math, Science & Technology Academy for the school term 2007-2008. I understand that this board of education is a self perpetuating board. I further understand that as a board member, I agree to uphold the mission and focus of Perkins Academy. I also agree to operate within the professional code of ethics deemed necessary for holding this appointed position.

The board of Education is the legislative and judicial body of the school. It is not an administrative body. This function is delegated to the administrative staff and faculty. It is the general duty of the Board to provide a system and to establish policies in keeping with the needs and wishes of the community and the general requirements of the statutes of the Arkansas Department of Education and the Legislature.

I understand that the following responsibilities and duties are placed upon me and as the school begins to progress; I agree and understand that other duties and responsibilities may be added based upon need and board adoption to policy to ensure proper operation of the school.

- Support the organization's mission and purpose - Each individual Board member will fully understand and support it.
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- Ensure legal and ethical integrity and maintain accountability
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- The Board is ultimately responsible for ensuring adherence to legal standards and ethical norms. The Board will establish pertinent policies, and adhere to provisions of the organization's bylaws and articles of incorporation.

C. To formulate and uphold written policies of the school

D. To employ a competent faculty and other school personnel upon the recommendation of the Administrator;

E. To ensure proper buildings and facilities;

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G. To assist in obtaining and maintaining good public relations;

H. To adopt and revise an annual budget as needed;

I. To perform specific duties imposed on the Board by state laws;

J. To require and evaluate the reports of the Administrator/Business Manager concerning the progress and financial status of the schools;

K. To review and advise the Administrator on his/her recommendations for the school's educational system;

L. To assist in presenting to the public the needs and progress of the educational system.

M. To adhere to other responsibilities that may be incurred and deemed necessary throughout the year.

I have read, understand and have been given the opportunity to ask questions concerning the above duties and responsibilities of the Perkins Board of Education. MB

I have been given a copy of the policy guide and I understand that other policies will be added as they are adopted into policy. MB

Marjorie Byrum 01-26-07
Board Member Date

TANYA HARRISON
MY COMMISSION # 12348743
EXPIRES: June 16, 2016
Phillips County

This document is witnessed by Notary Public on this 26th day of January, 2007.

Commission expires: 06/16/2016

Witnessed by: Tanya Harrison
Notary Public

PERKINS: Math, Science & Technology Academy

635 Elm Helena, AR 72342 Phone: 870-338-2913 Fax: 870-338-3990

BOARD OF EDUCATION AGREEMENT
SCHOOL TERM 2007-2008

I, John H. Huff Jr. agree to serve as a Board of Education representative for Perkins; Math, Science & Technology Academy for the school term 2007-2008. I understand that this board of education is a self perpetuating board. I further understand that as a board member, I agree to uphold the mission and focus of Perkins Academy. I also agree to operate within the professional code of ethics deemed necessary for holding this appointed position.

The board of Education is the legislative and judicial body of the school. It is not an administrative body. This function is delegated to the administrative staff and faculty. It is the general duty of the Board to provide a system and to establish policies in keeping with the needs and wishes of the community and the general requirements of the statutes of the Arkansas Department of Education and the Legislature.

I understand that the following responsibilities and duties are placed upon me and as the school begins to progress; I agree and understand that other duties and responsibilities may be added based upon need and board adoption to policy to ensure proper operation of the school.

- Support the organization's mission and purpose - Each individual Board member will fully understand and support it.
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- Ensure legal and ethical integrity and maintain accountability
- The School Board will review the annual budget submitted by the Administrator to ensure that proper financial controls are in place.
- An organization's primary link to the community, including constituents, the public and the media is the Board. Clearly articulating the organization's mission, accomplishments, and goals to the public, as well as garnering support from important members of the community, are important elements of a comprehensive Public Relations strategy.

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D. To employ a competent faculty and other school personnel upon the recommendation of the Administrator;

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F. To keep informed and evaluate the needs, the educational programs and the financial status of the school;

G. To assist in obtaining and maintaining good public relations;

H. To adopt and revise an annual budget as needed;

I. To perform specific duties imposed on the Board by state laws;

J. To require and evaluate the reports of the Administrator/Business Manager concerning the progress and financial status of the schools;

K. To review and advise the Administrator on his/her recommendations for the school's educational system;

L. To assist in presenting to the public the needs and progress of the educational system.

M. To adhere to other responsibilities that may be incurred and deemed necessary throughout the year.

I have read, understand and have been given the opportunity to ask questions concerning the above duties and responsibilities of the Perkins Board of Education. JH

I have been given a copy of the policy guide and I understand that other policies will be added as they are adopted into policy. JH

John H. Huff Jr. 1-29-07
Board Member Date

This document is witnessed by Notary Public on this 29 day of January, 2007.

Commission expires: 10-27-2009

Witnessed by: Mary Ann Watson
Notary Public

OFFICIAL SEAL
MARY ANN WATSON
NOTARY PUBLIC-ARKANSAS
PHILLIPS COUNTY
My Commission Expires 10-27-2009

PERKINS: Math, Science & Technology Academy

635 Elm Helena, AR 72342 Phone: 870-338-2913 Fax: 870-338-3990

BOARD OF EDUCATION AGREEMENT
SCHOOL TERM 2007-2008

I, Lestyne R. Burrell agree to serve as a Board of Education representative for Perkins; Math, Science & Technology Academy for the school term 2007-2008. I understand that this board of education is a self perpetuating board. I further understand that as a board member, I agree to uphold the mission and focus of Perkins Academy. I also agree to operate within the professional code of ethics deemed necessary for holding this appointed position.

The board of Education is the legislative and judicial body of the school. It is not an administrative body. This function is delegated to the administrative staff and faculty. It is the general duty of the Board to provide a system and to establish policies in keeping with the needs and wishes of the community and the general requirements of the statutes of the Arkansas Department of Education and the Legislature.

I understand that the following responsibilities and duties are placed upon me and as the school begins to progress; I agree and understand that other duties and responsibilities may be added based upon need and board adoption to policy to ensure proper operation of the school.

- Support the organization's mission and purpose - Each individual Board member will fully understand and support it.
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C. To formulate and uphold written policies of the school

D. To employ a competent faculty and other school personnel upon the recommendation of the Administrator;

E. To ensure proper buildings and facilities;

F. To keep informed and evaluate the needs, the educational programs and the financial status of the school;

G. To assist in obtaining and maintaining good public relations;

H. To adopt and revise an annual budget as needed;

I. To perform specific duties imposed on the Board by state laws;

J. To require and evaluate the reports of the Administrator/Business Manager concerning the progress and financial status of the schools;

K. To review and advise the Administrator on his/her recommendations for the school's educational system;

L. To assist in presenting to the public the needs and progress of the educational system.

M. To adhere to other responsibilities that may be incurred and deemed necessary throughout the year.

I have read, understand and have been given the opportunity to ask questions concerning the above duties and responsibilities of the Perkins Board of Education. LB

I have been given a copy of the policy guide and I understand that other policies will be added as they are adopted into policy. LB

Leistyne R. Burrell January 29, 2007
Board Member Date

This document is witnessed by Notary Public on this 29 day of January, 2007.

Commission expires: 10-27-2009

Witnessed by: Mary Ann Watson
Notary Public

OFFICIAL SEAL
MARY ANN WATSON
NOTARY PUBLIC-ARKANSAS
PHILLIPS COUNTY
My Commission Expires 10 - 27 - 2009

PERKINS: Math, Science & Technology Academy

635 Elm Helena, AR 72342 Phone: 870-338-2913 Fax: 870-338-3990

BOARD OF EDUCATION AGREEMENT
SCHOOL TERM 2007-2008

I, Don Ethedy agree to serve as a Board of Education representative for Perkins; Math, Science & Technology Academy for the school term 2007-2008. I understand that this board of education is a self perpetuating board. I further understand that as a board member, I agree to uphold the mission and focus of Perkins Academy. I also agree to operate within the professional code of ethics deemed necessary for holding this appointed position.

The board of Education is the legislative and judicial body of the school. It is not an administrative body. This function is delegated to the administrative staff and faculty. It is the general duty of the Board to provide a system and to establish policies in keeping with the needs and wishes of the community and the general requirements of the statutes of the Arkansas Department of Education and the Legislature.

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C. To formulate and uphold written policies of the school

D. To employ a competent faculty and other school personnel upon the recommendation of the Administrator;

E. To ensure proper buildings and facilities;

F. To keep informed and evaluate the needs, the educational programs and the financial status of the school;

G. To assist in obtaining and maintaining good public relations;

H. To adopt and revise an annual budget as needed;

I. To perform specific duties imposed on the Board by state laws;

J. To require and evaluate the reports of the Administrator/Business Manager concerning the progress and financial status of the schools;

K. To review and advise the Administrator on his/her recommendations for the school's educational system;

L. To assist in presenting to the public the needs and progress of the educational system.

M. To adhere to other responsibilities that may be incurred and deemed necessary throughout the year.

I have read, understand and have been given the opportunity to ask questions concerning the above duties and responsibilities of the Perkins Board of Education. D.E.

I have been given a copy of the policy guide and I understand that other policies will be added as they are adopted into policy. D.G.

Don Eckhoff 1/26/07
Board Member Date

This document is witnessed by Notary Public on this 26th day of January, 2007.

Commission expires: 10/22/2014

Witnessed by: Annetta T. Carruth
Notary Public

ANNETTA T. CARRUTH
Phillips County
My Commission Expires
October 22, 2014

PERKINS: Math, Science & Technology Academy

635 Elm Helena, AR 72342 Phone: 870-338-2913 Fax: 870-338-3990

BOARD OF EDUCATION AGREEMENT
SCHOOL TERM 2007-2008

I, Linda White agree to serve as a Board of Education representative for Perkins; Math, Science & Technology Academy for the school term 2007-2008. I understand that this board of education is a self perpetuating board. I further understand that as a board member, I agree to uphold the mission and focus of Perkins Academy. I also agree to operate within the professional code of ethics deemed necessary for holding this appointed position.

The board of Education is the legislative and judicial body of the school. It is not an administrative body. This function is delegated to the administrative staff and faculty. It is the general duty of the Board to provide a system and to establish policies in keeping with the needs and wishes of the community and the general requirements of the statutes of the Arkansas Department of Education and the Legislature.

I understand that the following responsibilities and duties are placed upon me and as the school begins to progress; I agree and understand that other duties and responsibilities may be added based upon need and board adoption to policy to ensure proper operation of the school.

- Support the organization's mission and purpose - Each individual Board member will fully understand and support it.
- The Board will work with the individual serving as Administrator. The Board is also responsible for the development of the annual performance appraisal process by which the Administrator is held accountable for the day-to-day management of the organization.
- Ensure effective organizational planning
- Ensure adequate resources
- Manage resources effectively
- Recruit and orient new board members when needed and assess board performance, Board members will also orient new members to their responsibilities and the organization's history, needs and challenges.
- Ensure legal and ethical integrity and maintain accountability
- The School Board will review the annual budget submitted by the Administrator to ensure that proper financial controls are in place.
- An organization's primary link to the community, including constituents, the public and the media is the Board. Clearly articulating the organization's mission, accomplishments, and goals to the public, as well as garnering support from important members of the community, are important elements of a comprehensive Public Relations strategy.

- The Board is ultimately responsible for ensuring adherence to legal standards and ethical norms. The Board will establish pertinent policies, and adhere to provisions of the organization's bylaws and articles of incorporation.

C. To formulate and uphold written policies of the school

D. To employ a competent faculty and other school personnel upon the recommendation of the Administrator;

E. To ensure proper buildings and facilities;

F. To keep informed and evaluate the needs, the educational programs and the financial status of the school;

G. To assist in obtaining and maintaining good public relations;

H. To adopt and revise an annual budget as needed;

I. To perform specific duties imposed on the Board by state laws;

J. To require and evaluate the reports of the Administrator/Business Manager concerning the progress and financial status of the schools;

K. To review and advise the Administrator on his/her recommendations for the school's educational system;

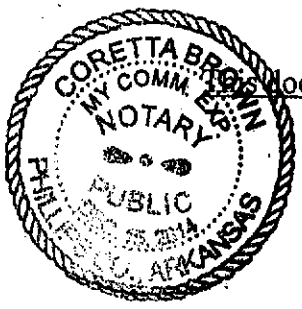
L. To assist in presenting to the public the needs and progress of the educational system.

M. To adhere to other responsibilities that may be incurred and deemed necessary throughout the year.

I have read, understand and have been given the opportunity to ask questions concerning the above duties and responsibilities of the Perkins Board of Education. _____

I have been given a copy of the policy guide and I understand that other policies will be added as they are adopted into policy. _____

Linda White 1-26-07
Board Member Date



This document is witnessed by Notary Public on this ____ day of January, 2007.

Commission expires: Dec. 15, 2014

Witnessed by: Coretta Brown
Notary Public

MANAGEMENT TEAM

1. Jacqueline Mills, Founder/CEO (Administrator)
2. Dwayne Cox, Business Manager/CFO
3. Diana Linzy, Lead Teacher
4. Woodrow Wilson, Counselor

BOARD MEMBERS

1. John Huff, Jr.
2. Linda White
3. Don Etherly
4. Eugenia Jordan
5. Rickey Foreman
6. Loistyne Burrell
7. Rev. Cedric Pride
8. Maxine Bynum
9. Parent
10. Jacqueline Mills

Innovative, Dedicated & Energetic Educational Specialist

Current Location: R & J's ABC Preschool
Jacqueline Mills
1070 Arkansas St.~Helena~Ar. 72342
Phone: (870) 817-0027 Msg: (773) 745-3356

To Whom It May Concern:

I am an enthusiastic, innovative, dedicated and loyal Educational Administrator, with strong moral and ethical character, whose seeking a charter from the Arkansas Department of Education for the 1st Congressional District in Helena-West Helena. If granted this charter, it would present opportunity for professional growth as well as allow me the opportunity to touch the lives of children in this area. As a current administrator, I take pride in my ability to create and maintain a community daycare & preschool that fosters the success of all infants, toddlers, preschools, and families alike while addressing their individual needs. I am knowledgeable of Arkansas Education Initiatives and I realize that educating children is a collaborative effort. Therefore, I will work hard to build and/or maintain partnerships with parents, teachers, students and the community as a whole.

As an educator, I ensure student success, for it is my belief that the education offered to students should enhance their whole being, thus helping to create productive citizens and tomorrow's leaders. I have been successful in contributing greatly to the early education of children as well as elementary and high school students. This year alone, I wrote and received a state grant in the amount of $176,000 with an additional $10,000 provided for start-up funds for a free preschool site, which serves many of the Alternative School teen parents. In addition, I also helped to research and secure an additional $126,000 in state funding for the Alternative School in Helena, AR during my principal-ship for the 2005-2006 school term. I have a passion for teaching, training and helping dreams come true, as an integral part of this community, I look forward to helping to ensure the educational future of all students.

My areas of expertise and certification are Education Administration, Curriculum Specialist K-12, and Early Childhood/Elementary Education. I am a self-motivator with excellent communication skills. I am currently employed as the Assistant Director of R &J's Child Development Center, and also as Alternative School Director for the Helena-West Helena Public Schools. As a result of my work experiences, proven dedication to education, ability to strategically plan, successfully communicate, as well as my ability to be a team player, I am prepared to make a direct and immediate contribution to this community and the educational arena of the state in efforts to equip our students with the necessary tools needed to be productive in the upper-level grades and throughout life. I have enclosed a copy of my resume, which details my qualifications and shows that I am an appealing candidate hold a charter granted from the state. I am seeking this charter in memory of the late Dr. Rev. P.L. Perkins, which was a prominent man in this community. The name of the proposed charter is P.L. Perkins Math, Science and Technology Academy.

Once again, I look forward to becoming an intrinsic part of our growing, educational team for the 2006-2007-school term. I want to thank you in advance for your time and efforts in perusing my resume and application. I know that I can make a difference in this community and I am asking that you would support us in this endeavor, please render your resources and expertise to help make this endeavor a reality.

Thank you,

Resume'
Jacqueline D. Mills
1070 Arkansas St.~ Helena, AR. 72342
PH (870) 817-0027~ Cell (870) 338-2913

Objective: To obtain a position with a growing educational organization, that presents the opportunity for professional and personal growth, while giving children the opportunity to achieve their maximum potential to learn, become productive citizens, and tomorrow's leaders.

Education:

Central High School Helena, AR. 72342 **Diploma** 1993

Arkansas State University Jonesboro, AR. 72467 1998
Bachelors of Science, Early Childhood Elementary Education

Arkansas State University Jonesboro, AR. 72467 2000
Master's of Science, Education Administration (Type 75)
K-12 Curriculum Specialist (K-12)

Professional Experience:

Kindergarten Teacher. Helena-W. Helena Schools.
-Direct Instruction Coach/Facilitator
1998-2001 -Smart Start Student Achievement Facilitator
-Communicate effectively with students and parents
-Increase student achievement on standardized test
-Reinforce Arkansas Frameworks
-Successful delivery of instruction

Success
-Students ranked 2nd place school-wide f or highest achievement scores
-Top school readers in the Direct Instruction Program

Alternative School Director, Counseling Consultants.
-Use a variety of data to assess student achievement
2001-2004 -Assess teachers for strengths and weaknesses
-Staff Development Facilitator/Student Mental Health Case Mgr.
-Develop student curriculum
-Ensure student curriculum aligned with public school district
-Provide written feedback to staff members after evaluation
-Motivate teachers and parents to be positive role models
-Provide meaningful feedback to directors of programs and superintendents
-Disseminate the agency and organization's mission statements
-Create a positive learning environment that fosters success
-Effective Communication

Success
-Lower student absentee rates by 74%.
-Higher measurable achievement scores for alternative education students
-Piloted 1st Alternative School Program
-Student drop-out rate decreased for alternative students
-Stabilized organizational structure -Increased student and staff morale

R&J's Child Development Center. Assistant Director.
-Creates and maintains organizational structure.
2002- -Assists Director with collecting data with regards to community needs.
-Attend and Facilitate Staff Development

-Foster professional growth & enhance instructional techniques of staff
-Supervises, monitors, and evaluates the program and staff
-Maintains budget of the program
-Ensures developmentally appropriate practices for all age groups
-Pre K-Ella Facilitator

Success

-Wrote and secured a $186, 000 preschool grant for community children ages 3-5.

2004-2005 **Helena/W.Helena Schools/ Beech Crest Elementary Asst. Principal**

-Use a variety of data to assess student achievement
-Assess teachers for strengths and weaknesses
-Campus Disciplinarian.
-Assist with development of student rules and procedures
-Handled Parent concerns and conferences
-Provide written feedback to staff members after evaluation
-Motivate teachers and parents to be positive role models
-Teacher Motivator
-Disseminate the agency and organization's mission statements
-Create a positive learning environment that fosters success
-Effective Communication/Community Outreach
-Principal duties in the absence of

2005- **Helena/W.Helena Schools/Alternative School Principal**

-NCLB rules and regulations/Community liaison
-Evaluate Teachers and staff with meaningful feedback
-Staff Development Facilitator and Student Information Systems
-Implement student curriculum with measurable goals
-Ensure student curriculum aligned state's frameworks
-Inspire students and teachers to use a variety of learning/teaching techniques
-Motivate teachers and parents to be positive role models
-Implemented student incentive program based upon attendance & academics
-Disseminate the agency and organization's mission statements
-Create a positive shared environment with the parents and community
-Strong disciplinary policy w/ safe environment while maintaining school culture
-Supervise all staff and ensure that the building is well maintained
-Effective literacy and math programs

Success

-Researched and secured $126,000 additional ALE funding from the state
-Teacher and student morale and parent involvement has improved
-Successful uniform policy
-Successful state review of program

Professional License: Arkansas Teaching Certificate (ECH/Elem.) K-6, K-12 Curriculum Specialist, Education Administration, Labauch Reading Tutor

Affiliations: Order of Eastern Star, Kappa delta Pi: Educational Honor Society, Delta Sigma Theta, Who's Who Among American College Students, Arkansas Literacy Council, Fifty for the Future: Phillips County Community Council

References: Available upon request

Arkansas
DEPARTMENT OF EDUCATION
TEACHER'S LICENSE

JACQUELINE DENIESE MILLS | 429315986 | MASTERS

CODE	AREA	TYPE	GRADE LEVEL	VALID FROM	VALID TO
402	ELEM PRINCIPAL	STANDARD FIVE YEAR	K -09	01/01/2007	12/31/2011
441	CURRICULUMSPEC	STANDARD FIVE YEAR	K -12	01/01/2007	12/31/2011
001	EARLY CHILD ED	STANDARD FIVE YEAR	P -04	01/01/2007	12/31/2011
183	ELEM	STANDARD FIVE YEAR	K -06	01/01/2007	12/31/2011

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T. Kenneth James
COMMISSIONER OF EDUCATION

Ron Tolson
COORDINATOR - PROFESSIONAL LICENSURE

Dwayne Cox
734 N Lockwood
Chicago, Illinois 60644
US

E deeleeme@aol.com
P 773-836-9810
URL: deeleeme@aol.com

WORK EXPERIENCE

Dates Employed	Job Title	Compa
8/2002 - Present	**Store Manager / General Manager**	Dollar Gene Hazel Crest/Illin

Weekly Budget
Making scedules
ordering Merchandise
Payroll
insuring good customer service
Hiring new employees
Training new employers
opening closing stores

5/2000 - 1/2002	**Asst Manager**	Ames Department Sto Chicago IL./I

* OPENING AND CLOSING STORE
* MANAGING LARGE GROUPS OF PEOPLE
* INVENTORY CONTROL
* SCEDULING
* MONEY BALANCING
* CUSTOMER SERVICE
* DAILY STORE FUNCTIONS
* MERCHANDISING
* PLANOGRAMS UPDATES

10/1996 - 5/2000	**OPERATINS MANAGER**	service merchandise ARLINGTON HTS. IL./I

* OPENING AND CLOSING STORE
* DAILY STORE FUNTION
* WEEKLY PAYROLL
* RECRUITING
* SCEDULING
* MONTHLY BUDGET
* INVENTORY CONTROL
* BENEFITS PROGRAMS
* STORE MEETINGS
* CUSTOMER SERVICE

3/1990 - 5/1996	**INVENTORY CONTROL CLERK**	HANDY ANDY HOME IMPROVEMENT CT CHICAGO IL./I

* INPUT DATA
* CHECK STOCK COUNTS
* DAILY INVENTORY
* DAILY SHIPPING RECIEPTS
* REDO PLANOGRAMS
* STOCK
* UNLOAD AND LOAD TRUCKS
* DO DISPLAYS

1/1986 - 2/1990	**RECIEVING CLERK**	childrens memorial hosp CHICAGO IL./I

* CHECK IN MAIL ,UPS DAILY PO
* UNLOAD HOSPITAL TRUCK DELIVER THROUGHOUT HOSPITAL
* PICKUP AND DELIVER MERCHANDISE THROUGHOUT HOSPITAL
* CLEAN AREAS

4/1980 - 11/1985 **SWING SHIFT MANAGER** mcdona

CHICAGO IL./I

* OPEN AND CLOSE STORE
* UNLOAD TRUCKS
* ORDER MERCHANDISE
* MONEY BALANCING
* GRILL COOK
* RING REGISTER
* CLEANING SUPERVISIONS
* SCEDULING

EDUCATION

Dates Attended	School	Degree	Locat
1/1983	Austin Acedamy	High School or equivalent	Chicago - IL -

AFFILIATIONS

Dates Affiliated	Organization	
9/1997 - Present	PTA	Teachers

SKILLS

Skill Name	Skill Level	Last Used/Experience
fork lift operator	Expert	+4 years ago / 4 years

LANGUAGES

Languages	Proficiency Level

REFERENCES

Reference Name:	COREY WALKER
Reference Company	SERVICE MERCHANDISE CO.
Reference Title	STORE MANAGER
Phone	847-967-1280
Email	
Type	Professional

Reference Name:	LINDA JOHNSON
Reference Company	BARN YARD INN
Reference Title	OWNER
Phone	773-638-0565
Email	
Type	Professional

Reference Name:	Mike Mohern
Reference Company	Dollar General
Reference Title	District Manager
Phone	630-918-9788
Email	Mikemohern@dollargeneral.com
Type	Professional
Reference Name:	STEVEN HOSCH
Reference Company	
Reference Title	
Phone	1847-717-4337
Email	
Type	Personal
Reference Name:	TREVA JACKSON
Reference Company	AMES DEPARTMENT STORE
Reference Title	ASST MANAGER
Phone	773-342-6844
Email	
Type	Professional
Reference Name:	william Maynard
Reference Company	Dollar General
Reference Title	District Manager
Phone	630-930-9232
Email	Billmaynarn@dollargeneral.com
Type	Professional

ADDITIONAL INFO

CAREER INFO

Current Career Level:

Manager (Manager/Supervisor of Staff)

Years of relevant work experience:

Military Service:

Active Security Clearance:

TARGET JOB

Work Status:	US - I am authorized to work in this country for any employer.
Desired Type:	Employee
Desired Status:	Full-time
Description of my perfect job:	Working with Company that apprieciates the employees and with good cross training ,so that they become better skilled employees
Desired Salary:	44,000.00 NOK Per Year
Job Titles:	store manager
Company Size:	No Preference
Categories:	Administrative and Support Services
Industries:	Administrative and Support Services
Locations:	US-Illinois-Chicago, US-Illinois-Rockford, US-Illinois-Chicago North, US-Illinois-Chicago Northwest, Illinois-Chicago South, US-Indiana-Gary/Merrillville
Willing to relocate:	No
Willing to travel:	Up to 50% travel

RELATED INFO

Desired Work Shifts:	
Weekend Preference:	
I can start	Immediately

Arkansas
DEPARTMENT OF EDUCATION
TEACHER'S LICENSE

DIANA BAYYINAH LINDSEY	431198529	MASTERS
		VALID FROM: 01/01/2003 VALID TO: 12/31/2007

CODE	TEACHING AREA	TYPE	GRADE LEVEL
001	EARLY CHILDHOOD EDUCATION	STANDARD FIVE YEAR	P -04
183	ELEMENTARY K-6	STANDARD FIVE YEAR	K -06
	--Invalid Below this line--		

Raymond Simon
DIRECTOR - DEPARTMENT OF EDUCATION

Ron Tolson
COORDINATOR - LICENSURE

University of Arkansas
Official Transcript

Hunt Hall 146
Fayetteville, AR 72701
United States
Identifying Code: 001108

Name : Lindsey,Diana Bayyinah
Student ID : 002472521
SSN : 431-19-8529
Birthdate : 06-26 (MM-DD)

Print Date : 04-25-2006

Helena-West Helena School District
c/o Tammy Martin
305 Valley Dr
Helena, AR 72342-1505

- - - - - Beginning of Academic Record - - - - -

Fall 1998

Non Degree Undergraduate

Course		Description	Hrs Att	Grade	QPT	LVL
CIED	3023	SURVEY OF EXCEPTIONALITY	3.00	C	6.000	U
CIED	3033	CLASSROOM LEARNING THEORY	3.00	C	6.000	U
HESC	3403	CHILD GUIDANCE	3.00	C	6.000	U
HESC	4453	PARENT\FAMILY DYNAMICS	3.00	B	9.000	U

UGRD TERM GPA : 2.250 QPT: 27.000 HRS ATT: 12.00 EARN: 12.00

Transfer Credit From Phillips Cmty Coll Of U Of Ar

BIOL	1541L	PRINCIPLES OF BIOLOGY LAB	1.00	CR		U
BIOL	1543	PRINCIPLES OF BIOLOGY	3.00	B		U
BIOL	199TT	TRANSFER BIOL COURSE	4.00	B		U
CIED	1002	INTRODUCTION TO EDUCATION	2.00	C		U
CIED	1011	INTRO TO EDUC PRACTICUM	1.00	C		U
CISQ	2232	BUSINESS INFORM SYSTEMS	4.00	B		U
COMM	1313T	FUNDAMENTALS OF COMM	3.00	B		U
CSCI	199T	CSCE TRANSFER COURSE	0.00	B		U
ENGL	1013	COMPOSITION I	3.00	C		U
ENGL	1023	COMPOSITION II	3.00	A		U
FNAR	299TT	FNAR TRANSFER COURSE	3.00	A		U
GEOG	299TT	TRANSFER GEOGRAPHY	3.00	B		U
HIST	2003	HIST AMER PEOPLE TO 1877	3.00	C		U
HLSC	1103	PERSONAL HLTH/SAFETY	3.00	A		U
MATH	1203	COLLEGE ALGEBRA	3.00	B		U
MATH	2213	SURVEY OF MATH STRUCT I	3.00	B		U
MGMT	1033	INTRODUCTION TO BUSINESS	3.00	B		U
MLIT	1003	MUSIC LECTURE	3.00	A		U
PEAC	199T	PEAC TRANSFER COURSE	1.00	A		U
PEAC	199T	PEAC TRANSFER COURSE	1.00	A		U
PHSC	299TT	PHSC TRANSFER COURSE	4.00	C		U
PLSC	2003	AMERICAN NATIONAL GOVT	3.00	B		U
PSYC	2003	GENERAL PSYCHOLOGY	3.00	B		U
PSYC	3033	INFANCY/EARLY CHILDHOOD	3.00	A		U
SOCI	2013	GENERAL SOCIOLOGY	3.00	C		U
WCIV	1003	WESTERN CIVILIZATION I	3.00	A		U
WCIV	1013	WESTERN CIVILIZATION II	3.00	B		U
WLIT	1123	WORLD LITERATURE II	3.00	B		U

UGRD CUM GPA : 2.250 QPT: 27.000 HRS ATT: 12.00 EARN: 87.00

THE NAME OF THE UNIVERSITY IS PRINTED IN RED ACROSS THE FACE OF THE 11 X 8 ½ TRANSCRIPT

Hunt Hall 146
Fayetteville, AR 72701
United States
Identifying Code: 001108

Name : Lindsey,Diana Bayyinah
Student ID : 002472521
SSN : 431-19-8529
Birthdate : 06-26 (MM-DD)

Print Date : 04-25-2006

Spring 1999

Education & Health Professions

Course		Description	Hrs Att	Grade	QPT	LVL
CIED	4353	CLASSROOM MANAGEMENT	3.00	A	12.000	U
MUED	3813	MUSIC ELEM EDUCATION MAJ	3.00	D	3.000	U
PHED	3373	MTH/MAT PHED FOR CHILDREN	3.00	B	9.000	U
PSYC	3093	CHILDHOOD & ADOLESCENCE	3.00	B	9.000	U

UGRD TERM GPA : 2.750 QPT: 33.000 HRS ATT: 12.00 EARN: 12.00

Transfer Credit From Phillips Cmty Coll Of U Of Ar

MATH	2223	SURVEY OF MATH STRUCT II	3.00	A		U

UGRD CUM GPA : 2.500 QPT: 60.000 HRS ATT: 24.00 EARN: 102.00

Summer 1999

Education & Health Professions

Course		Description	Hrs Att	Grade	QPT	LVL
ENGL	2003	ADVANCED COMPOSITION	3.00	B	9.000	U

UGRD TERM GPA : 3.000 QPT: 9.000 HRS ATT: 3.00 EARN: 3.00
UGRD CUM GPA : 2.556 QPT: 69.000 HRS ATT: 27.00 EARN: 105.00

Fall 1999

Education & Health Professions

Course		Description	Hrs Att	Grade	QPT	LVL
CDIS	3263	LANGUAGE DEVELOP/EDUCATOR	3.00	C	6.000	U
CIED	3103	CHILDREN'S LITERATURE	3.00	C	6.000	U
CIED	3113	EMERG & DEVELOP LITERACY	3.00	C	6.000	U
GEOL	1111L	GENERAL GEOLOGY LAB	1.00	A	4.000	U
GEOL	1113	GENERAL GEOLOGY	3.00	C	6.000	U
HESC	2433	CHILD DEVELOPMENT	3.00	A	12.000	U

UGRD TERM GPA : 2.500 QPT: 40.000 HRS ATT: 16.00 EARN: 16.00
UGRD CUM GPA : 2.535 QPT: 109.000 HRS ATT: 43.00 EARN: 121.00

Spring 2000

Education & Health Professions

Course		Description	Hrs Att	Grade	QPT	LVL
CIED	4101	PRACTICUM	1.00	B	3.000	U
CIED	4113	INTEGRATED COMM SKILLS	3.00	B	9.000	U
CIED	4128	CONTENT INTEGRATION	8.00	B	24.000	U

UGRD TERM GPA : 3.000 QPT: 36.000 HRS ATT: 12.00 EARN: 12.00

Transfer Credit From Phillips Cmty Coll Of U Of Ar

ECON	2013	PRINC OF MACROECONOMICS	3.00	C		U
MATH	199T	MATH TRANSFER COURSE	3.00	C		U

UGRD CUM GPA : 2.636 QPT: 145.000 HRS ATT: 55.00 EARN: 139.00

Summer 2000

Education & Health Professions

Course		Description	Hrs Att	Grade	QPT	LVL
ARED	3603	SCHOOL ART ELEM SCHOOLS	3.00	A	12.000	U

UGRD TERM GPA : 4.000 QPT: 12.000 HRS ATT: 3.00 EARN: 3.00
UGRD CUM GPA : 2.707 QPT: 157.000 HRS ATT: 58.00 EARN: 142.00

- - - - - Degrees/Certificates Awarded - - - - -

Degree : Bachelor of Science in Education
Confer Date : 2000-08-11
Major : Elementary Education

THE NAME OF THE UNIVERSITY IS PRINTED IN RED ACROSS THE FACE OF THE 11 X 8½ TRANSCRIPT

Hunt Hall 146
Fayetteville, AR 72701
United States
Identifying Code: 001108

Name : Lindsey,Diana Bayyinah
Student ID : 002472521
SSN : 431-19-8529
Birthdate : 06-26 (MM-DD)

Print Date : 04-25-2006

Fall 2000

Graduate Education

Course		Description	Hrs Att	Grade	QPT	LVL
CIED	5003	CHILDHOOD SEMINAR	3.00	B	9.000	G
CIED	5022	CLASSROOM MGMT CONCEPTS	2.00	B	6.000	G
CIED	5073	CASE STUDY IN CHED	3.00	A	12.000	G
CIED	508V	CHED COHORT TCH INTERN	3.00	B	9.000	G
CIED	5183	READINGS IN ECE	3.00	B	9.000	G

GRAD TERM GPA : 3.214 QPT: 45.000 HRS ATT: 14.00 EARN: 14.00
GRAD CUM GPA : 3.214 QPT: 45.000 HRS ATT: 14.00 EARN: 14.00

Spring 2001

Graduate Education
Non Degree Undergraduate

Course		Description	Hrs Att	Grade	QPT	LVL
CIED	5032	CURRICULUM DESIGN	2.00	B	6.000	G
CIED	5063	CONTMP & FUT CONCERN CHED	3.00	A	12.000	G
CIED	508V	CHED COHORT TCH INTERN	3.00	A	12.000	G
CIED	5162	APPLIED PRACTICUM	2.00	A	8.000	G
CIED	5173	LITERACY ASSESSMENT	3.00	B	9.000	G
HIST	3383	ARKANSAS & THE SOUTHWEST	3.00	B	9.000	U

GRAD TERM GPA : 3.615 QPT: 47.000 HRS ATT: 13.00 EARN: 13.00
UGRD TERM GPA : 3.000 QPT: 9.000 HRS ATT: 3.00 EARN: 3.00
GRAD CUM GPA : 3.407 QPT: 92.000 HRS ATT: 27.00 EARN: 27.00
UGRD CUM GPA : 2.721 QPT: 166.000 HRS ATT: 61.00 EARN: 145.00

Summer 2001

Graduate Education

Course		Description	Hrs Att	Grade	QPT	LVL
CIED	5012	MEAS RCH & STAT CPT TEACH	2.00	A	8.000	G
CIED	5052	SEM:MULTICULTURAL ISSUES	2.00	C	4.000	G
ETEC	5062	TCH LRN W/COMPUTER TECH	2.00	B	6.000	G

GRAD TERM GPA : 3.000 QPT: 18.000 HRS ATT: 6.00 EARN: 6.00
GRAD CUM GPA : 3.333 QPT: 110.000 HRS ATT: 33.00 EARN: 33.00

- - - - - Degrees/Certificates Awarded - - - - -

Degree : Master of Arts in Teaching
Confer Date : 2001-08-10
Major : Childhood Education

Spring 2004

Graduate Education

Course		Description	Hrs Att	Grade	QPT	LVL
CIED	5723	NAT/NEED OF MLDY DISABLE	3.00	A	12.000	G
CIED	599V	SPECIAL TOPICS ST: INCLUSIVE PRACTICES	3.00	A	12.000	G
CIED	6013	CURRICULUM DEVELOPMENT	3.00	W	0.000	G

GRAD TERM GPA : 4.000 QPT: 24.000 HRS ATT: 6.00 EARN: 6.00
GRAD CUM GPA : 3.436 QPT: 134.000 HRS ATT: 39.00 EARN: 39.00

Summer 2004

Graduate Education

Course		Description	Hrs Att	Grade	QPT	LVL
CIED	576V	TEACH: SEVERE HANDICAPPED	3.00	A	12.000	G
CIED	5873	ASSESSMENT EXCPT STUDENTS	3.00	A	12.000	G

GRAD TERM GPA : 4.000 QPT: 24.000 HRS ATT: 6.00 EARN: 6.00
GRAD CUM GPA : 3.511 QPT: 158.000 HRS ATT: 45.00 EARN: 45.00

THE NAME OF THE UNIVERSITY IS PRINTED IN RED ACROSS THE FACE OF THE 11 X 8 ½ TRANSCRIPT

Hunt Hall 146
Fayetteville, AR 72701
United States
Identifying Code: 001108

Name : Lindsey,Diana Bayyinah
Student ID : 002472521
SSN : 431-19-8529
Birthdate : 06-26 (MM-DD)

Print Date : 04-25-2006

Fall 2004

Graduate Education

Course		Description	Hrs Att	Grade	QPT	LVL
CIED	5343	APPLIED CLASS MANAGEMENT	3.00	A	12.000	G
CIED	5573	TEACHING READING	3.00	B	9.000	G

GRAD TERM GPA : 3.500 QPT: 21.000 HRS ATT: 6.00 EARN: 6.00
GRAD CUM GPA : 3.510 QPT: 179.000 HRS ATT: 51.00 EARN: 51.00

Spring 2005

Graduate Education

Course		Description	Hrs Att	Grade	QPT	LVL
CIED	599V	SPECIAL TOPICS ST: PHYS., SENSORY, & HLTH MTH	3.00	B	9.000	G
CIED	6013	CURRICULUM DEVELOPMENT	3.00	B	9.000	G

GRAD TERM GPA : 3.000 QPT: 18.000 HRS ATT: 6.00 EARN: 6.00
GRAD CUM GPA : 3.456 QPT: 197.000 HRS ATT: 57.00 EARN: 57.00

Fall 2005

Graduate Education

Course		Description	Hrs Att	Grade	QPT	LVL
CIED	5883	RESEARCH IN SPECIAL ED	3.00	A	12.000	G
CIED	6503	EFFECTIVE TEACHING	3.00	A	12.000	G

GRAD TERM GPA : 4.000 QPT: 24.000 HRS ATT: 6.00 EARN: 6.00
GRAD CUM GPA : 3.508 QPT: 221.000 HRS ATT: 63.00 EARN: 63.00

Spring 2006

Graduate Education

Course		Description	Hrs Att	Grade	QPT	LVL
EDFD	5013	RESEARCH METHODS IN EDUC	3.00	W	0.000	G
EDFD	5683	ISSUES IN EDUC POLICY	3.00	W	0.000	G

GRAD TERM GPA : 0.000 QPT: 0.000 HRS ATT: 0.00 EARN: 0.00
***** Withdrew On 2006-04-24
GRAD CUM GPA : 3.508 QPT: 221.000 HRS ATT: 63.00 EARN: 63.00

Academic Level Totals

GRAD CUM GPA : 3.508 QPT: 221.000 HRS ATT: 63.00 EARN: 63.00
UGRD CUM GPA : 2.721 QPT: 166.000 HRS ATT: 61.00 EARN: 145.00

End of Transcript

Registrar

APR 25 2006

THE NAME OF THE UNIVERSITY IS PRINTED IN RED ACROSS THE FACE OF THE 11 X 8 ½ TRANSCRIPT

Arkansas State University

Upon recommendation of the Faculty and by virtue of
the authority vested in the Board of Trustees
confers upon

Woodrow B. Wilson III

the degree of

Master of Rehabilitation Counseling

Rehabilitation Counseling

all the rights and privileges thereunto appertaining.
Issued at Jonesboro, Arkansas on this
Fifteenth Day of December, Two Thousand-six.

Chair of the Board

Secretary of the Board

Chancellor

Vice Chancellor for Research and Academic Affairs

Woodrow B. Wilson, III
101 Holmes Road, No. 10
Jonesboro, AR 72401
(870) 897-8753
Woodrow.Wilson@smail.astate.edu

Education

Spring 2007 Eds. Education/Counseling, Arkansas State University, Jonesboro, AR

Winter 2006 Masters of Rehabilitation Counseling (MRC), Arkansas State University, Jonesboro, Arkansas
Dean's List (academic achievement award)

Practica experience – Success Achievement Academy, Fall 2005, On-site supervisor Cindy Eagle, CRC, LADC

Internship I & II experience- Life Strategies Inc., Spring 2006 and Fall 2006, On-site supervisor Dawn Mitchell, LPC

Summer 2004 Bachelor of Science, Arkansas State University, Jonesboro, Arkansas
Major: Criminology; Minor: Sociology
Who's Who Among College Students (academic achievement award)

Spring 1998 Dipolma, Central High School, Helena-West Helena, Arkansas
Who's Who Among High School Students (academic achievement award)

Employment

Case Manager, Counseling Consultants, Jonesboro, AR
Aug 2005-May 2006
Assist Therapist with children on a case by case need
Assist parents with all needed services for children
Served as mentor for children at home and school

Graduate Assistant, Dean of the College of Education, Arkansas State University, Jonesboro, Arkansas, July 2005 – December 2006
Research for Dean, receptionist, and general office duties

Phlebotomist, DCI Biological, LLC, Jonesboro, Arkansas, September 2003 – July 2005
Drew and processed blood plasma

Organizations

Arkansas State University Rehabilitation Counseling Association (ASURCA)

Criminology Club, Arkansas State University (founding member as an undergraduate)

OUTCAST, Helena, Arkansas (youth mentoring, founding member)

References

Thomas Black, Director
DCI Biological, LLC
2309 East Nettleton, Suite A
Jonesboro, AR 72401
(870) 934-9435

Patti Reed, Administrative Assistant I
College of Education
P.O. Box 940
Arkansas State University, State University, AR 72467
(870) 972-3273

Lisa A. Ochs, J.D., Ph.D., CRC
P.O. Box 1560
Psychology and Counseling
Arkansas State University, State University, AR 72467
(870) 972-3064

Loretta McGreggor, Ph.D.
P.O. Box 1560
Psychology and Counseling
Arkansas State University, State University, AR 72467
(870) 972-3064

John H. Huff Jr.

P. O. Box 851, Marvell, AR 72366
Ph: (870) 338-0591
Email: JHHuff64@yahoo.com

OBJECTIVE: ***To obtain a position that would provide the opportunity for professional and personal growth while utilizing my leadership, organizational and strategic planning skills.***

EXPERIENCE:

April 2006-Present Tri County Rural Health Network — Helena, AR
Community Connector, Phillips & Monroe County

- **Elderly Advocate**
- **Adults with Disabilities Advocate**

March 2006-Present Tri State Civil Process — West Memphis, AR
Process Server

- **Serve legal documents throughout Arkansas**
- **Assist Attorneys with processing**
- **Make reports to legal organizations**
- **Serve legal documents for Office of Child Support**

Jan. 2003-Feb. 2006 AR Land Farm and Development — Fargo, AR
Community Organizer

- **Community Relations Liaison**
- **Property Manager for Rental Properties**
- **Monthly Community Meeting Facilitator**

Jan. 2004-July 2006 Arkansas Minority Health Commission — Little Rock, AR
Community Organizer

- **Facilitate Health Fairs throughout Arkansas**
- **Enhanced the awareness of Minority Health Programs**
- **Provided Health Educational Seminars for targeted population**
- **Needs Assessment for Minority Programs**

EDUCATION:

August 2006 – Present **Phillips Community College/UA**
Program of Study: **Social Work**

August 1983 – May 1986 **University of AR at Pine Bluff**
Program of Study: **Social Work**

May 1983 **Marvell High School** **Diploma**

REFERENCES: ***Available Upon Request***

1302 LITTLE ROCK ROAD
Helena, AR 72342
870-338-5505

LINDA FAYE WHITE

EMPLOYMENT

COUNTY CLERK'S OFFICE-1986-PRESENT

HELENA POLICE DEPARTMENT-1979-1982

COMPUTER SKILLS

MICROSOFT WORD, MICROSOFT OFFICE, EXCEL, WINDOWS 2000, WINDOWS XP

COMMUNITY SERVICES:

GIRL SCOUT TROOP LEADER-12 YRS, PTO PRESIDENT-5 YRS, J F. WAHL SCHOOL BAND PRESIDENT-3YRS, HELENA WEST HELENA BOOSTER CLUB PRESIDENT(REACTIVATED 2006)

EDUCATION

CENTRAL HIGH SCOOL-GRADUATE 1979

PCCCUA/COMPUTER TECHNOLOGY-1979-1981

PCCCUA/ASSOCIATE DEGREE-1981

WORK EXPERIENCE

PHILLIPS COUNTY COURTHOUSE- COUNTY CLERK'S OFFICE
ANSWER THE TELEPHONE, TRANSFERRING CALLS, RECEIVE MONEY FROM THE COUNTER, MAKING COPIES AND FILE PAPERWORK, DOING ACCOUNTS PAYABLE/RECEIVABLE, PAYROLL, VOTER REGISTRATION AND MONTHLY REPORTS.

HELENA POLICE DEPARTMENT-ANSWERING PHONES, METER MAID, AND COLLECTING FINES.

HOBBIES:

READING AND SPENDING TIME WITH FAMILY AND FRIENDS

REFERENCE:

MARION HICKEY, SHERIFF
PHILLIPS COUNTY SHERIFF'S OFF.
HELENA, AR 72342

WILLIE DOUGLAS
JUVENILE OFFICE
HELENA, AR 72342

CHIEF LEROY DAVIS
HELENA POLICE DEPARTMENT
HELENA, AR 72342

Don R. Etherly

423 Rightor
Helena-West Helena, Arkansas 72390
870-338-6487

Objective

Employment

ATTORNEY — APRIL 1999 - PRESENT
Don Etherly, Attorney at Law — *Helena, Arkansas 72342*

Licensed in the state of Arkansas with areas of practice including but not limited to personal injury, criminal defense, divorce, child support, child custody, wills and estates, public interest litigation, and bankruptcy.

LAW CLERK — OCTOBER 1997-APRIL 1999
Wilson & Valley, Attorneys at Law — *Helena, Arkansas 72342*

Typing, research, preparing briefs, handling claims, assisting clients, and preparing cases for trial by scheduling depositions, completing written discovery or preparing exhibits.

FOLLOW-UP COORDINATOR — AUGUST 1995-JULY 1997
Youth Opportunities Unlimited (YOU) — *University of Arkansas-Fayetteville*

Assisted in the continuing development of students who completed the YOU summer program by contacting highschool counselors and making personal contacts with the students via telephone, personal visits, and newsletters.

COOK — SEPTEMBER 1988-MAY, 1997
McDonald's Restaurant. — *1963 W. 6th Street, Fayetteville, Arkansas 72703*

Performed general duties including cooking, cleaning, stocking product, and assisting customers.

Education

UNIVERSITY OF ARKANSAS SCHOOL OF LAW — AUGUST 1994-AUGUST 1997
Received Juris Doctor — *Fayetteville, Arkansas*

UNIVERSITY OF ARKANSAS AT FAYETTEVILLE — 1988-1994
Received B.S.B.A. in Finance — *Fayetteville, Arkansas 72701*

DIPLOMA — 1984-1988
Watson Chapel High School — *Pine Bluff, Arkansas*

HONORS: Beta Club, Watson Chapel Highschool; Minority Achievement Scholarship, University of Arkansas, Fayetteville; 1992 Brother of the Year Award, Kappa Alpha Psi Fraternity; 1997 Silas Hunt Award, University of Arkansas.

References

Andre' Valley
427 Garland Ave.
Helena-West Helena, AR 72390

Judge Kathleen Bell
P.O. Box 3588
Helena-West Helena, AR 72390

James Valley
98 Plaza Street
Helena-West Helena, AR 72390

126 Panama Rd
West Helena, AR 72390

Phone (870) 572-2111
Fax (870) 572-1138

Eugenia M. Jordan

Objective

To provide a learning environment that builds a strong background in the areas of Science, Math, and Technology.

Education

1999 – May 2005 St. Leo University St. Leo, FL
Bachelor of Arts, Human Resource

2002 – 2003 Northwest Community College Southaven, MS
Associate of Applied Science, Funeral Service Technology

Professional Experience

2001 – Present Jackson-Highley Funeral Hm West Helena, AR
Administrative Manager

- In charge of all aspects of running an office to include but not limited to Customer Service, Payroll, Accounts Payable, Accounts Receivable, Memos, etc.

2004 – 2005 Helena/W. Helena School District Helena, AR
Teacher's Aid

- Assisting the teacher with students

2000-2001 J.P. Morgan-Chase Bank Brandon, FL
Wire Transfer Clerk

- Responsible for wiring money continental and intercontinental

1991 – 1992 Merchant and Planters Bank Arkadelphia, AR
Teller

1988-1991 Elk Horn Bank & Trust Co. Arkadelphia, AR
Receptionist/ Bookkeeper

Military

1992 – 2000 U.S. Air Force

University of Mississippi ROTC (08/00-11/00) Oxford, MS

MacDill AFB (1997 – 2000) Tampa, FL

Osan AB (1996 – 1997) South Korea

Tinker AFB (1993 - 1996) Midwest City, OK

Griffis AFB (1992 – 1993) Rome, NY

Personnel Manager

Awards Received

Three Air Force Achievement Medals, Two Air Force Commendation Medal, and Personnel Manager of the Year

REFERENCES AVAILABLE UPON REQUEST

Form Approved
OMB No. 3206-021

OPTIONAL APPLICATION FOR FEDERAL EMPLOYMENT - OF 612

You may apply for most jobs with a resume, this form, or other written format. If your resume or application does not provide all the information requested on this form and in the job vacancy announcement, you may lose consideration for a job.

1 Job title in announcement

Drug Abuse Treatment Specialist

2. Grade(s) applying for
GS-0101-7

3. Announcement number

03-FOR-16

4. Last name
Foreman

First and middle names:
Rickey Reon

5. Social security number

6. Mailing address: 562 Roseland Drive

7. Phone numbers (include area code)

City	State	Zip Code	DAYTIME (870) 630-6000
West-Helena	AR	72390	EVENING (870) 572-6633

WORK EXPERIENCE

8. Describe your paid and nonpaid work experience related to the job for which you are applying. Do not attach job descriptions.

1) Job title (If Federal, include series and grade)
Drug Treatment Specialist (GS-0007-11)

From (MM/YY)	To (MM/YY)	Salary	per year	Hours per week:
August 2004	Present	$		40

FCI-Forrest
P.O. Box 7000
Forrest City, AR 72336

Supervisor's name and phone
Dr. Julie Dodd
(870) 630-6000 ext 1263

Form Approved
OMB No. 3206-021

OPTIONAL APPLICATION FOR FEDERAL EMPLOYMENT - OF 612

You may apply for most jobs with a resume, this form, or other written format. If your resume or application does not provide all the information requested on this form and in the job vacancy announcement, you may lose consideration for a job.

1 Job title in announcement Drug Abuse Treatment Specialist	2. Grade(s) applying for GS-0101-7	3. Announcement number 03-FOR-16
4. Last name Foreman	First and middle names: Rickey Reon	5. Social security number
6. Mailing address: 562 Roseland Drive		7. Phone numbers (include area code) DAYTIME (870) 630-6000
City West-Helena	State AR	Zip Code 72390
		EVENING (870) 572-6633

WORK EXPERIENCE

8. Describe your paid and nonpaid work experience related to the job for which you are applying. Do not attach job descriptions.

1) Job title (If Federal, include series and grade)
Correctional Officer (GS-0007-07)

From (MM/YY) July 2001	To (MM/YY) Present	Salary per year $ . .	Hours per week: 40
FCI-Forrest P.O. Box 7000 Forrest City, AR 72336			Supervisor's name and phone Melvin Smith (870) 630-6000

Describe your duties and accomplishments

* My responsibilities are to ensure persons who are incarcerated reside in a safe, secure, and humane environment and abide with the rules and regulations of the institution.

* Observing the behavior of inmates to prevent disturbances and escapes.

* Inspect security devices such as; locks, keys, and restraints. Monitor inmates' phone calls and communication among inmates as well as their movements. Exchange information with co-workers regarding potential problem a areas.

* Communicate with staff and inmates successfully. Inform inmates of rules and regulations upon on arrival at the institution. Take head counts during scheduled and unscheduled times to ensure all inmates are accounted for.

* Search inmates' living quarters for illegal contraband and conduct visual searches at random.

* Make sure all documentation is clear, concise, and grammatically correct.

* Promote positive change and be professional at all times.

2) Job Title (If Federal, include series and grade)
Counselor/21st Century After School Program

From(MM/YY)	To (MM/YY)	Salary	Hours per week: 20
October 2000	July 2001		

Employer's name and address	Supervisor's name and phone
Helena-West Helena School District 305 Valley Drive Helena, Arkansas	Pam Brown (870) 338-4425

Describe your duties and accomplishments

* While working as Counselor on the 21st Century After School Program, I conducted groups with approximately 15 to 20 students on the effects drugs and alcohol have on the body which includes physical, emotional, social, and psychological. These groups were held four days a week for an hour a day.

* We practiced situations that could arise by engaging in role playing. I would put the students in situations that would likely happen in their lives. I would then have an oral discussion on what students learned about drugs and alcohol and give them a short quiz.

* I held groups on self esteem and how having low self esteem could affect some persons life.

* I discussed with students the importance of dealing with peer pressure when approached with drugs and alcohol. I advised students to talk with an adult when they are feeling peer pressure from their peers.

* I also discussed the importance of education, peer pressure, self esteem, and sex education.

9. May we contact your current supervisor
YES [X] NO [ ] If we need to contact your current supervisor before making an offer, we will contact you first.

EDUCATION

10. Mark highest level completed: Some HS [ ] HS/GED [ ] Associate [ ] Bachelor [X] Master [ ] Doctoral [ ]

11. Last high school (HS) or GED school. Give the school's name, city, State, Zip Code, and year diploma or GED received.

Helena- West Helena Central Helena, Arkansas 72342 Graduated 1989

12. Colleges and universities attended. Do not attach a copy of your transcript unless requested

Name	Total Credits Earned	Major(s)	Degree - Year
University of Arkansas at Pine Bluff	133	Psychology	Bachelor-1995

OTHER QUALIFICATIONS

13. Job-related training courses (give title and year). Job-related skills (other languages, computer software/hardware, tools, machinery, typing speed, etc.). Job-related certificates and licenses (current only). Job-related honors, awards, and special accomplishments (publications, memberships in professional/honor societies, leadership activities, public speaking, and performance awards). Give dates, but do not send documents unless requested.

- Psychology Club (1991)
- Kappa Alpha Psi Fraternity Guide Right Program (1992)
- Student Government Association Board Member (1992)
- 40-Hour Paraprofessional Training on Mental Heath and Substance Abuse (1994)
- CPR certified (1994)
- CPI certified (1994)
- Practitioner Of The Year (1997)
- Outstanding Contributions (2000)
- Certificate of Academic Excellence (2001)
- On the Spot Award (2002)
- On the Spot Award (2003)
- On the Spot Award (2003)
- Special Act Award (2003)

GENERAL

14. Are you a U.S. citizen? YES [X] NO [ ] ▸ Give the country of your citizenship

15. Do you claim veterans' preference? YES [ ] NO [X] ▸ If YES, mark your claim of 5 or 10 points below:

5 POINTS [ ] -- Attach your DD 214 or other proof. 10 POINTS [ ] ▸ Attach an Application for 10-Point Veterans' Preference (SF 15) and proof required.

16. Were you ever a Federal civilian employee?
NO [X] YES [ ]

17. Are you eligible for reinstatement based on Career or career-conditional federal status?
NO [X] YES [ ] If requested, attach SF 50 proof.

APPLICANT CERTIFICATION

18. I certify that, to the best of my knowledge and belief, all of the information on and attached to this application is true, correct, complete and made in good faith. I understand that false or fraudulent information on or attached to this application may be grounds for not hiring me or for firing me after I begin work, and may be punishable by fine or imprisonment. I understand that any information I give may be investigated.

SIGNATURE: Rickey Foreman DATE SIGNED: 1-12-04

3) Job title (If Federal, include series and grade) Residential/Client Trainer			
From (MM/YY) July 2000	To (MM/YY) July 2000	Salary per hour	Hours per week: 16 to 24
Employer's name and address Developmental Center 1200 Hwy 49 West Helena, 72390			Supervisor's name and phone Marvin Jarrett (870) 572-4410

Describe your duties and accomplishments

* My duties were to assist adult clients living in an Intermediate Care Facility who were dually diagnosed (mentally retarded, substance abuse) with activities of daily living skills. This assisted in having input as a team member in developing and implementing individualized treatment plans.

* These daily living skills consisted of grooming, social skills, budgeting, and communication skills.

* I conducted group and individual counseling with a maximum of 10 clients on the negative impact that drugs have had on their lives and the effects drugs and alcohol have on the body. This included physical, emotional, social, and psychological. I also discussed relapse prevention in trying to help clients identify triggers that could lead to a relapse. Group counseling was conducted twice a week for an hour and individual counseling was conducted when needed.

* I also assisted with taking resident's on recreational outings.

4) Job Title (If Federal, include series and grade) Case Manager/Summer Enrichment Program			
From(MM/YY) June 2000	To (MM/YY) July 2000	Salary per hour	Hours per week: 30
Employer's name and address Counseling Services of Eastern Arkansas 801 Newman Drive Helena, AR 72342			Supervisor's name and phone Walter Darnell (870) 338-3900

Describe your duties and accomplishments

* Counseled with at risk students who had multiple suspensions, juvenile records, and who engaged in doing bodily harm to self or others.

* Counseled students who were diagnosed with Attention Deficit Hyperactive Disorder (ADHD), oppositional defiant behavior, and depression.

* Taught conflict resolution, problem solving skills, peer pressure, and communication skills.

* I conducted group and individual counseling with approximately 15 to 20 students concerning drugs and alcohol abuse. I educated students on the importance of saying no to drugs and the importance of dealing with peer pressure if they are approached with drugs and alcohol. Students were shown different video tapes on drugs and alcohol and had oral discussion on what they learned. These groups were conducted four days a week for an hour.

5) Job title (If Federal, include series and grade) Social Worker/Liaison			
From (MM/YY) March 2000	To (MM/YY) June 2001	Salary	Hours per week: 40
Employer's name and address Helena-West Helena School District 305 Valley Drive Helen Ar, 72342			Supervisor's name and phone Dr. Joyce Cottoms (870) 338-4400

Describe your duties and accomplishments

* Assisted the school case manger in effectively using all appropriate resources to improve the learning environment for students..

* Counseled student's regarding classroom disruption and other issues and concerns.

* Conducted orientation for incoming students.

* Taught peer mediation and counseled with approximately 20 to 25 students about drug and alcohol abuse. I focused on the negative impact that drugs and alcohol has on a persons life. We practiced situations that could arise by engaging in role play by creating situations that is likely to happen in a students life. I also let the students participate in oral discussions on things that has happened in their lives concerning drugs and alcohol. These oral discussions assisted the students in dealing with peer pressure. Group counseling was held once a week for an hour and individual counseling was offered as needed.

* Assisted case manager in making follow-up home visits on students exited from the Academy and discussed with parents different strategies for using the community resources to help resolve family problems such as substance abuse, and thus improve the students learning opportunities. I also served as an advocate in linking students to needed services concerning substance problems and any other problems they may have.

* Worked closely with health, welfare, police, and other outside agencies to coordinate all services.

* The information that was gathered from having group and individual counseling assisted the therapist in the on going development of the students treatment plan and progress at Stars Academy Alternative School.

* Maintained visibility on campus.

* I also wrote an SOP, which means Standard Operating Procedure for Disciplinary Actions.

* Performed other duties as assigned by STARS Academy School Director.

6) Job title (If Federal, include series and grade) Adult Case Manager			
From (MM/YY) October 1998	To (MM/YY) March 2000	Salary per hour	Hours per week: 40
Employer's name and address Counseling Services of Eastern Arkansas 801 Newman Drive Helena, AR 72342			Supervisor's name and phone Walter Darnell (870) 338-3900

Describe your duties and accomplishments

* Provided community based services to the dually diagnosed (mentally ill, substance abuse). These services and entitlements included medicaid benefits, medicare benefits, social security benefits, government housing and placement facilities for clients who wasn't taking medication or substance abuse.

* Made home visits to monitor clients daily living.

* Conducted individual counseling with clients concerning drugs and alcohol abuse. I discussed with clients the negative impact drugs and alcohol has on a persons life and the effects drugs and alcohol have on the body. This includes emotional, social, physical, and psychological. I also discussed recovery dynamics which focus on the 12 steps and how the clients should use them as a guide to stay clean and sober. I counseled clients on relapse prevention which helps clients identify triggers which could lead to a relapse. T he goal was to get clients to identify their life problems and how it lead to their addiction. These interventions was conducted off-site and lasted no longer than1 hour and 30 minutes per client. I normally saw 4 to 5 clients daily. My caseload was approximately 50 to 60 clients.

* I personally used the Diagnostic Statistical Manual when conducting individual counseling with dually diagnosed clients who appeared to have been using substances such as (cocaine, marijuana, or methamphetamine).

* Provided crisis stabilization with clients who would relapse or decompensate (stop taking medication). My duties was to serve as an advocate in linking clients to needed services such as substance abuse clinics and hospitals for needed care.

* Counseled with both client and family in understanding mental illness and substance abuse.

* Counseled with clients about how substance abuse affected medication and exacerbated mental illness..

* Documented actual service and relationship to treatment goals and reported it to clients primary therapist.

* Turned in documentation and billing within prescribed time.

7) Job title (If Federal, include series and grade) Residential Trainer			
From (MM/YY) August 1997	To (MM/YY) August 1999	Salary per hour	Hours per week: 16 to 24
Employer's name and address Birch Tree Communities 700 E. Haywood England, AR 72046			Supervisor's name and phone Roderick Nelson (501) 303-3168

Describe your duties and accomplishments

* Assisted dually diagnosed (mentally ill, substance abuse) clients with independent living skills at a independently living facility.

* I conducted group and individual counseling with approximately 20 to 25 resident's on the 12 steps and discussed how the clients should use them as a guide to stay clean and sober. I discussed different topics and situations and had the clients to elaborate on how the topic applies to their addiction and recovery. I would then have the clients role play a situation they may be faced with while living independently. I educated clients by showing different video tapes about drugs and alcohol and had clients to elaborate on how the topic applies to their addiction and recovery. This assisted the clients in identifying triggers which could lead to a relapse. I also confronted behavior that was counterproductive to recovery. Such behavior includes rationalizing, justifying, denial, blaming, and playing the victim. Group and individual counseling was conducted two days a week for no more than 1 hour and 30 minutes.

* Assisted clients with budgeting, sanitation, cooking, and activities of daily living.

* Understood Birch Mission, Vision, Values, and Strategic planning.

* Counseled with clients about how substance abuse affected medication and exacerbated mental illness.

* Documented services rendered and worked as a team member closely with clients primary therapist and Branch Manager in the on going development of the clients treatment.

8) Job title (If Federal, include series and grade) Adult Supporter/Omega Little Brothers and Freedom for Youth			
From (MM/YY) October 1994	To (MM/YY) June 2001	Salary 0.00 Volunteer	Hours per week: 10 to 15
Employer's name and address Freedom for Youth 107 Walnut Helena, AR 72342			Supervisor's name and phone Will Tate or Walter Darnell (870) 338-8781

Describe your duties and accomplishments

* Supervised youth while they participated in different activities and on different outings.

* Counseled with youth about drugs, peer pressure, self esteem, and the importance of education.

* I conducted group and individual counseling on the effects drugs and alcohol have on the body. This included physical, emotional, social, and psychological. I would have these youth to role play different situations they may be put in so it could help them deal with peer pressure they may faced with.

9) Job title (If Federal, include series and grade) Day Treatment Specialist/Adult Case Manager			
From (MM/YY) October 1994	To (MM/YY) September 1998	Salary Per hour	Hours per week 40:
Employer's name and address Behavioral Health Services 305 Valley Drive Helena, AR 72342			Supervisor's name and phone Walter Darnell (870) 338-3900

Describe your duties and accomplishments

* Under the general supervision of the Day Treatment Coordinator, I planned, organized, and directed unit activities.

* I established and communicated unit goals to members on a daily basis.

* I encouraged clients to participate in unit activities.

* I provided direct service in the form of four units of on-site with members per day.

* Provided direction and supervision to members when cleaning an outpatient clinic.

* Lead groups weekly which supported goals of day treatment program (money management, medication, worker support, substance abuse, etc.)

* I conducted group and individual counseling with approximately 25 to 30 clients on drugs and alcohol within a Day Treatment Setting. I discussed the effects drugs and alcohol have on the body. Such effects include physical, emotional, social, and psychological. I taught classes that focused on the 12 steps and how clients should use them as a guide to stay clean and sober. I showed clients different video tapes on drugs and alcohol and gave them different pamplets to read. I had clients to orally discuss different topics and to elaborate on how the topic applies to their addiction and recovery. I conducted different role play situations for the clients so it could assist them in identifying triggers which could lead to a relapse. I was responsible for modeling appropriate behavior which helps the client not be counterproductive to recovery. Such behavior included rationalizing, justifying, denial, blaming, and playing the victim. I also discussed medication with clients and explained how drugs and alcohol exacerbated mental illness. The primary goal of these groups concerning drugs and alcohol was to get clients to identify their life problems and how it lead to their addiction. Group counseling as conducted daily for about 3 hours and individual was conducted as needed.

* I completed daily progress notes and roster and worked closely with the clients primary therapist in the on going development of the clients treatment plan.

* I also drove a van to community outings.

Mrs. Loistyne R. Burrell
69 West Russell Avenue
West Helena, AR. 72390
PH: (870) 572-2811

Objective: To provide a quality educational opportunity for the youth and Hippy families in the area of Helena-W. Helena.

Philosophy: See Attachment

Education: A.M. & N College, Pine Bluff, AR.
University of Arkansas, Pine Bluff, AR
Delta State University, Cleveland, Mississippi

Certification: Elementary Education/Early Childhood Education

Work Experience: Hippy Director-Helena-West Helena Schools
42 years total & 22 years Hippy Director

1. Preschool Coordinator/Director
2. Kindergarten Teacher
3. 1-8th grade Supervisor
4. P.T.A. President

Affiliations: See Attachment

The HIPPY program has been and continues to be a shining light to Loistyne Burrell and an inspirational guide to my path in life.

I was teaching at Beechcrest Elementary School when I was asked to go to Jerusalem, Israel, to study the HIPPY philosophy. It was an honor to be asked by the officials of the Helena/West Helena School District. They told me that they wanted someone who would make the program a continuing, functional program for the future of the children of the Helena/West Helena area. We are proud to say that the HIPPY program has been in existence for nineteen (~~19~~ 20) years in the school district.

I had a chance to talk with Mrs. Ann Kamp in the Governor's Office. She made reservations along with the school district for me to go to Israel. It really meant a great deal to me to be trained in Jerusalem by Dr. Avima Lombard and Key Weinberg, the ladies that developed the program. It meant that I got my training from the experts. That is why I feel that I was so motivated and ready to come home and set up a program in the Helena/West Helena area. I had an exciting time touring and visiting the homes and getting a chance to observe the schools in Jerusalem. The cultural experiences were quite different, but we had all the same interests in improving the future of our students. It gives me a sense of commitment and understanding to the HIPPY program and being able to work with other people.

HIPPY has carried me to places I had never been before and met people I wouldn't have had the opportunity to meet. I was thrilled to travel and get a chance to stop in Paris and to come back home and canvas the areas in Helena/West Helena looking for possible HIPPY families.

I started with fifty families. I've seen the program grow to 200 families plus a waiting list. Parent group meeting/MELD meetings are a plus in our community. HIPPY parents are recognized in the school district as being the largest number of volunteers in the district. We have male participants in our parent group meetings. This is an accomplishment that gives the HIPPY program a great deal of pride.

HIPPY is more like a family to me. Our staff has always been concerned about the HIPPY program and the HIPPY families. It makes a difference when you know someone cares. Parents are a child's first teacher and I tell my parents that you are in charge and not the children.

My philosophy of life is simple: Remember in life, you start at the bottom and work your way to the top. It is not where you live, but what you do while you live there. If I can help someone as I pass this way; then I will have not lived my life in vain. May the works I have done speak for me.

Some of my accomplishments in the HIPPY program are:

- National Television-CBS with Charles Kuralt, "60 Minutes" aired all over the world. Representing the HIPPY program in Arkansas
- Legislataive funding for the Arkansas Better Chance for financial support for HIPPY funding in Arkansas
- Governor's Early Childhood Institute-Little Rock, AR
- Steering Committee for "Capitol for a Day" in Phillips County
- Hosting the new Home Visitors in-service training in Helena/West Helena and the regional training
- Harvey and Bernice Jones Center for Effective Parents, Nicholas Long, Director, Parenting in Arkansas Board of Advisors, Arkansas Children's
- Trainer for HIPPY USA
- Certificate of Appreciation for outstanding service to public education in the Helena/West Helena School District
- Certificate of Appreciation, Workforce Alliance Training
- American Education Week Schools and Communities Partners for a Strong America Business/Education Coalition for outstanding contributions to the Students and staff of the Helena/West Helena School District.
- Certificate of Appreciation for Dedicated Services and participation in the HIPPY USA National Conference, Miami, Florida
- Award of Recognition presented to the District and Loistyne Burrell for 5 years of outstanding service to children and families. Arkansas HIPPY Center, Arkansas Children's Hospital
- Certificate of Appreciation presented to Loistyne Burrell in recognition of outstanding volunteer service benefiting your community. Becky J. Kossover, Director of Arkansas Division of Volunteerism
- Certificate of Achievement awarded to Loistyne Burrell, Middle Level Training, Dr. Patsy Turner, Early Childhood/Reading Advisor
- The first HIPPY Coordinator of the Year in Arkansas, Arkansas HIPPY, Arkansas Children's Hospital.
- Director of the Youth Programs, President of the Ushers Board and Sunday School teacher at the True Vine Missionary Baptist Church, Rev. Jessie King, Pastor
- Delta Sigma Theta Sorority
- Last but not least, I am a mother, grandmother, and an educator.

Cedric Duran Pride
721 Forrest Hill Drive
West Helena, AR. 72390
PH: (870) 572-6838

Objective: To serve as a community outreach connector while providing spiritual leadership in efforts to help save our youth.

Education: Central High School, West Helena, AR. Diploma
American Baptist Technological Extension Unit, Cairo, IL
Marquette University, Milwaukee, WI

Community Experience:

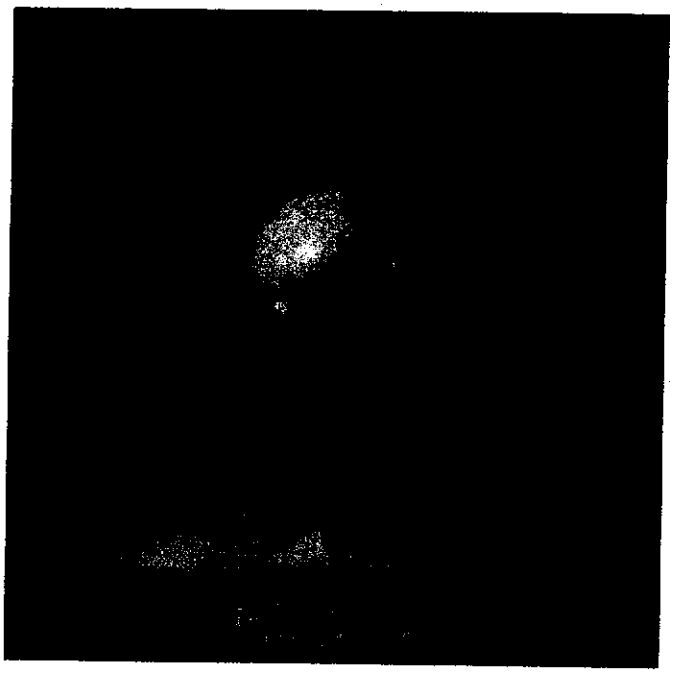
- National Baptist Evangelist Board; National Baptist Congress and Convention, Inc.
- Florida Baptist & Bible Seminary, Lakeland, Fl. Dr. G.I. Bradley-President
- Vice Moderator-Phillips, Lee, Monroe, & Deshea Counties
- King Solomon Youth Outreach Ministry Founder
- Boys & Girls Club Volunteer

Pastoral Experience:

- ❖ Pleasant Hill M.B. Church, Poplar Bluff, Mo.
- ❖ Silver Cloud M.B. Church, Helena, AR
- ❖ Travelors Rest M. B. Church, Stuttgart, AR
- ❖ New Mt. Zion M.B. Church, Haine City, FL.
- ❖ True Vine M.B. Church, Orlando, FL.
- ❖ King Solomon M.B.Church, Helena,AR. – Presently
- ❖ Gumwood M.B.Church, Ratio, AR. -Presently

PERKINS:

Math, Science & Technology Academy



Board of Education Guide
2007-2008

Community, Parents, Students, and Teachers working together to "SAVE OUR FUTURE!"

PERKINS: Math, Science & Technology Academy
635 Elm Helena, AR 72342 Phone: 870-338-2913 Fax: 870-338-3990

BOARD OF EDUCATION AGREEMENT
SCHOOL TERM 2007-2008

I, _____agree to serve as a Board of Education representative for Perkins; Math, Science & Technology Academy for the school term 2007-2008. I understand that this board of education is a self perpetuating board. I further understand that as a board member, I agree to uphold the mission and focus of Perkins Academy. I also agree to operate within the professional code of ethics deemed necessary for holding this appointed position.

The board of Education is the legislative and judicial body of the school. It is not an administrative body. This function is delegated to the administrative staff and faculty. It is the general duty of the Board to provide a system and to establish policies in keeping with the needs and wishes of the community and the general requirements of the statutes of the Arkansas Department of Education and the Legislature.

I understand that the following responsibilities and duties are placed upon me and as the school begins to progress; I agree and understand that other duties and responsibilities may be added based upon need and board adoption to policy to ensure proper operation of the school.

- Support the organization's mission and purpose - Each individual Board member will fully understand and support it.
- The Board will work with the individual serving as Administrator. The Board is also responsible for the development of the annual performance appraisal process by which the Administrator is held accountable for the day-to-day management of the organization.
- Ensure effective organizational planning
- Ensure adequate resources
- Manage resources effectively
- Recruit and orient new board members when needed and assess board performance, Board members will also orient new members to their responsibilities and the organization's history, needs and challenges.
- Ensure legal and ethical integrity and maintain accountability
- The School Board will review the annual budget submitted by the Administrator to ensure that proper financial controls are in place.
- An organization's primary link to the community, including constituents, the public and the media is the Board. Clearly articulating the organization's mission, accomplishments, and goals to the public, as well as garnering support from important members of the community, are important elements of a comprehensive Public Relations strategy.

- The Board is ultimately responsible for ensuring adherence to legal standards and ethical norms. The Board will establish pertinent policies, and adhere to provisions of the organization's bylaws and articles of incorporation.

C. To formulate and uphold written policies of the school

D. To employ a competent faculty and other school personnel upon the recommendation of the Administrator;

E. To ensure proper buildings and facilities;

F. To keep informed and evaluate the needs, the educational programs and the financial status of the school;

G. To assist in obtaining and maintaining good public relations;

H. To adopt and revise an annual budget as needed;

I. To perform specific duties imposed on the Board by state laws;

J. To require and evaluate the reports of the Administrator/Business Manager concerning the progress and financial status of the schools;

K. To review and advise the Administrator on his/her recommendations for the school's educational system;

L. To assist in presenting to the public the needs and progress of the educational system.

M. To adhere to other responsibilities that may be incurred and deemed necessary throughout the year.

I have read, understand and have been given the opportunity to ask questions concerning the above duties and responsibilities of the Perkins Board of Education. _____

I have been given a copy of the policy guide and I understand that other policies will be added as they are adopted into policy. _____

_____

Board Member Date

This document is witnessed by Notary Public on this ____ day of January, 2007.

Commission expires: _____

Witnessed by: _____

Notary Public

POLICIES, RULES AND REGULATIONS

OF THE

PERKINS MATH, SCIENCE, & TECHNOLOGY ACADEMY

BOARD OF EDUCATION

(EDITION 1: 2006-2007)

HELENA-WEST HELENA, ARKANSAS

PERKINS MATH, SCIENCE, & TECHNOLOGY ACADEMY

BOARD OF EDUCATION

FORWARD

The purpose of this document is to outline policies and procedures for the operation of ***PERKINS MATH, SCIENCE, & TECHNOLOGY ACADEMY*** of Helena-West Helena, Arkansas. In keeping with this purpose, the Board of Education is mindful of its duties and responsibilities as a state agent in the provision of a total program, broad in scope, yet specific in character, to the extent that the individual needs of every student shall be met insofar as possible within the capabilities of the district.

The Board of Education is aware that good educational programs are the results of close cooperation between those working in the schools and the public minded, therefore, that these policies and procedures have been developed. Nothing in these policies is to be construed as limiting the powers of the Board of Education in carrying out their functions as defined by the constitution of the Sate of Arkansas or by laws duly passed by the Legislature of the State of Arkansas.

It is the hope of the Perkins Board of Education that this information will assist all who read it in having a better understanding of how the Perkins Academy is operated.

Adopted: January 23, 2007

PHILOSOPHY OF
PERKINS ACADEMY OF MATH, SCIENCE, & TECHNOLOGY

We believe that the public schools in America today are public schools in and for a democracy, that our public schools are for all children and must, therefore, accept each child as he is and make every effort to meet his specific and individual needs in order to help him become as intellectually competent as possible in the ever changing technical, social, and political world. We believe it is imperative that each child should be developed to the utmost of his physical, mental, social, emotional, and spiritual capacity thus developing their holistic being.

Our belief is that the public schools should strive to see that each student acquires the basic skills and knowledge that will enable him/her to think critically and to create a desire to seek greater knowledge on which to base new judgments. We believe that the public schools should seek to develop good work habits and to provide an atmosphere conducive to the learning process.

It is our belief that a sound public school is essential to the continuation of a free democratic way of life. We further believe that the function of the public schools is to provide the learner with the necessary information and skills that will enable him to be an effective and useful member in a democratic society. The children of today along with their ethics, academics and leadership capabilities are a direct mirrored image of our country's future. Therefore, it is our task to create the best academic and character building environment possible.

MISSION STATEMENT

The mission of PERKINS ACADEMY OF SCIENCE/MATH/TECHNOLOGY is to provide an academically rigorous program for all students regardless of race, ethnic origins, national background, or socioeconomic level.

BELIEFS

We believe that all children can learn when challenged by high expectations and provided an intensely motivational and supportive classroom environment.

We believe it is our duty and responsibility to provide a safe orderly environment where learning can take place. We strive to teach not only basic skills, but also skills of critical thinking, self-expression, creativity, and decision-making.

We firmly believe that each student is important and that everyone can learn.

FOCUS

Our focus is preparing every student to be a productive and responsible citizen through ensured preparation for middle and high school academics.

"Laying a Solid Academic Foundation"

Adopted: January 23, 2007

GENERAL OBJECTIVES

In accordance with the stated philosophy of Perkins Academy, the objectives are as follows:

1. To provide a learning atmosphere in which the student may discover his strengths and improve his/her weaknesses to develop their talents, abilities, needs, and interests.

2. To provide a program which will help the student understand the importance of mental and physical health.

3. To meet or exceed Reading and Math grade level norms by grade 4
   - The school, partnering with the Arkansas Charter School Resource Center, will provide a computer in every classroom with access to the Internet and a parent center computer lab.
   - The school will implement a Rising Stars Program to recognize students who have improved in at least one area academically in a nine weeks reporting period.

4. To improve motivation for student academic performance and individual success
   - Improvement of math, reading, and comprehension skills as measured by Arkansas benchmark tests
   - Implement an extended day program aimed at assisting students performing below grade level in order to support basic skills and promote success
   - The school will implement a Classroom of the Month for each classroom fostering good citizenship traits and which supports Character Education objectives.

5. To create better communication between school and parents
   --Reporting periods for student achievement will be nine weeks. Progress reports will be shared with parents/guardians at 4 and 1/2 weeks.
   --The school will sponsor Family Reading Night opportunities which promote reading with students at home and increased reading comprehension.

6. To collect, interpret, publish, and use significant school data
   - The school will use APSCAN, Power School, and others to effectively gather, maintain, and communicate data.
   - The school will increase the use of rubrics for authentic assessment.
   - School students will begin to incorporate personal goal setting and assessment into the daily learning experience with the use of student agendas and with yearly and daily goal-setting activities.

7. To ensure continuous professional learning opportunities for teachers, administrators, and staff
   - School staff will participate in team building exercises aimed at creating a positive atmosphere for all the students and faculty.

- Teachers and staff will participate in enrichment and staff development opportunities to include, but not be limited to, team building and practices that will impact school improvement for all of our learning community.

8. To build strong community relationships
   - The school will promote and implement volunteerism through PTA, parents, community, and former students. The benefits of volunteerism will be the implementation of a reading buddy program, mentorship programs, pen pals, and classroom helpers.
   - The school will develop a Parent Board aimed at increasing parental involvement and collaboration in the implementation of the charter, and fostering a sense of connection with the school, students, and the community.

9. To provide opportunities for students to develop the ability to work and live cooperatively.

10. To create in the students a favorable attitude toward academics and higher education.

11. To encourage each student to develop a sense of value and worthwhile ideas.

12. To teach the student time management with emphasis on the wise use of leisure time.

13. To afford the student an opportunity to enjoy a well-rounded life by cultivating His/her appreciation for good literature, art, music, and physical activities.

14. To maintain open communication between the school and the community.

14. To develop student awareness that responsibility must be taken for their actions.

15. To develop students love, appreciation and understanding of math, science and technology.

A. SCHOOL DISTRICT ORGANIZATION

A - SCHOOL DISTRICT ORGANIZATION

AA Charter School Legal Status (Corporate Name)
SN An information category since the State determines the district's/charter legal status.

AB School Board Legal Status (General Responsibilities)
ABA Duties
ABB Authority
ABC Number, Terms of Office & Election
ABD Vacancies

AC School Attendance Areas

AD Marketing

AE School Year

AF School Calendar

AG School Day

CORPORATE NAME

The corporate name of the Charter is:

PERKINS ACADEMY OF SCIENCE/MATH/TECHNOLOGY

Grades served:
K-4th grade

Adopted: January 23, 2007

GENERAL RESPONSIBILITIES OF BOARD OF EDUCATION

A. The Board of Education is responsible for the operation and the general control of the school, subject to local, state, and federal statutes.

B. The Board of Education represents the community. The law assigns specific powers, duties and responsibilities to the Board of Education as a whole, not to individual members. No individual member has any authority outside the legal school board meeting.

C. All Board of Education members agree to uphold the mission, goals and objectives for Perkins Academy.

D. All Board of Education members agree to display at all times a code of ethics that will portray the positive moral character, ethics, and image that Perkins desire.

E. Attend and preview all agendas and documentation for board meetings.

F. Make decisions based on what is best for the children and school.

Adopted: January 23, 2007

POLICY: ABA

DUTIES OF BOARD OF DIRECTORS

A. The board of Education is the legislative and judicial body of the school. It is not an administrative body. This function is delegated to the administrative staff and faculty. It is the general duty of the Board to provide a system and to establish policies in keeping with the needs and wishes of the community and the general requirements of the statutes of the Arkansas Department of Education and the Legislature.

B. Other responsibilities of the Board are:

- Support the organization's mission and purpose - Each individual Board member will fully understand and support it.
- The Board will work with the individual serving as Administrator. The Board, is also responsible for the development of the annual performance appraisal process by which the Administrator is held accountable for the day-to-day management of the organization.
- Ensure effective organizational planning
- Ensure adequate resources
- Manage resources effectively
- Recruit and orient new board members when needed and assess board performance, Board members will also orient new members to their responsibilities and the organization's history, needs and challenges.
- Ensure legal and ethical integrity and maintain accountability
- The School Board will review the annual budget submitted by the Administrator to ensure that proper financial controls are in place.

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C. To formulate and uphold written policies of the school

D. To employ a competent faculty and other school personnel upon the recommendation of the Administrator;

E. To ensure proper buildings and facilities;

F. To keep informed and evaluate the needs, the educational programs and the financial status of the school;

G. To assist in obtaining and maintaining good public relations;

H. To adopt and revise an annual budget as needed;

I. To perform specific duties imposed on the Board by state laws;

J. To require and evaluate the reports of the Administrator/Business Manager concerning the progress and financial status of the schools;

K. To review and advise the Administrator on his/her recommendations for the school's educational system;

L. To assist in presenting to the public the needs and progress of the educational system.

M. To adhere to other responsibilities that may be incurred and deemed necessary throughout the year

Legal Duties of the Non-Profit Board

- Obedience to the organization's central purposes will guide all decisions and the board will also ensure that LLA functions within the law, both the "law of the land" and within its own by-laws and policies.
- Board members will exercise due care in all dealings with the organization and its interest. This includes careful oversight of financial matters and reading of minutes, attention to issues that are of concern to the organization, and raising questions whenever there is something that seems unclear or questionable.
- Conflicts of interest, including the appearance of conflicts of interest, will be avoided, which includes personal conflicts of interest or conflicts with other organizations with which a board member is connected.

Adopted: January 23, 2007

AUTHORITY OF MEMBERS

Board members have authority only when acting as a Board of Education legally in session. The Board shall not be bound in any way by any statement or action on the part of any individual board member or employee, except when such statement or action is in pursuance of specific instructions by the Board of Education.

Adopted: January 23, 2007

NUMBER, TERMS OF OFFICE & ELECTION OF MEMBERS

The governing structure is consistent with the Corporate or Higher Education model. The original Trustees are appointed by the founding group and becomes a self-perpetuating Board made up of individuals recruited based on the possession of skills, knowledge, or influence most likely to contribute to the success of the organization. In the Charter School arena such members may bring expertise from areas such as law, banking, facilities, health care, higher education, real estate, politics, public service, community activism, advertising, and so forth. The Board of Trustees will be composed of no fewer than SEVEN members, and **will be self perpetuating**.

The Board will elect members to the following offices: President, Vice President, Secretary, and Treasurer. The Board will also work with and request advisory committees as are needed.

Adopted: January 23, 2007

VACANCIES

If a vacancy occurs on the Board, such vacancy shall be filled by a majority vote of the remaining directors. If as a result of several vacancies on the Board, or if the remaining directors fail to fill the vacancy or vacancies within thirty (30) days, such vacancies shall be filled by appointment. All appointed directors shall serve in the usual manner.

Adopted: January 23, 2007

SCHOOL ATTENDANCE AREA

The school will draw students primarily from the Helena-West Helena School District. However, students from neighboring communities will not be excluded.

The Helena-West Helena School District serves approximately 3,113 students. The local district is under receivership from the state because of long standing academic and fiscal distress.

PERKINS ACADEMY OF SCIENCE/MATH/TECHNOLOGY will be established as an academically intensive but caring school that makes every effort possible to meet the needs and desires of students and parents of the Helena-West Helena and surrounding communities.

ADMISSIONS AND ENROLLMENT GEOGRAPHICAL AREAS

The school's admission process will be a cooperative decision between students, parents, and teachers. They must choose to enroll. Parents will be expected to sign the Parent Agreement form. **Siblings of students who attend the academy will be given first priority to attend the school**. Children of employees, board members, and trustees will be subject to the lottery process (see article). In light of the academy's target student population of "at-risk students", the school will work with area school districts to identify those students who would most benefit from the school's unique programs and invite them to enroll. However, the school, in accordance to federal laws, will not deny any student admission based upon race, ethnicity, national origin, gender, academic ability or disability.

Students will be able to withdraw at any point in time. Upon notification of student withdrawal, the school will immediately notify the appropriate local board of education in which the student is zoned.

A. The Board of Education must recognize the student cap is 120 students for fiscal year 1.

B. Every parent, guardian, or other person residing within the State of Arkansas having custody or charge of any child age five (5) through seventeen (17) on or before September 15, of the current school year, shall enroll and send that child to a public, private, or parochial school or provide a home school for the child unless exempted by state law.

Adopted: January 23, 2007

MARKETING

In compliance with federal law, the school's marketing efforts will be equitable to all populations within the area, regardless of race, disability, ethnicity, and gender. The school will comply with state and federal laws and regulations otherwise applicable to public schools with respect to civil rights and individuals with disabilities. The school will not discriminate among potential employees, employees, or pupils in violation of any state or federal law. The school will be nonsectarian in its programs, admissions policies, and employment practices. The school will not be supported by or affiliated with any religion or religious organization or institution.

Adopted: January 23, 2007

SCHOOL YEAR

A. Length of School Year

1. The Perkins Academy shall meet the requirements of the State Department of Education regarding the length of the school year. At the present time the minimum number of days that a school must actually be in session is 178. The Administrator of schools shall prepare a school calendar and present it to the Board for approval. The school calendar should include a sufficient number of days to meet the minimum requirements taking into consideration that the schools may be closed at times due to weather conditions or emergencies. The number of days for professional development should also be considered.

B. Notification of School Opening

1. All school personnel are to be notified as to the time to report for the year's work. Notice to the public will be made as early as practicable through means of the Local Newspaper/TV/Radio.

Adopted: January 23, 2007

SCHOOL CALENDAR

The board of directors shall annually review and approve the school calendar in its regular March meeting. A preliminary calendar shall be developed for year one and board approval.

Adopted: January 23, 2007

SCHOOL DAY

A. The school day for students at the Perkins Academy shall be consistent with NCA and State Department criteria. The lunch periods shall be set by the building principal, consistent with the organization and proper functioning of the program in each building. A daily schedule for each building level will be developed by the Administrator and submitted to the board and any advisory committees for approval prior to the opening of school. No student's day should be shortened for any course without the approval of the Administrator, except in cases of emergency. A student requiring a shortened day due to poor health shall have a written request from a physician.

1. Pupils: Perkins Academy will comply with the state requirements as to the number of hours for daily attendance in grades K-12.

2. Teachers: All teachers of Perkins Academy are expected to arrive at their school not later than fifteen minutes prior to the start of the school day and remain there until 5:30 p.m. Exceptions to this time schedule may be made by the principal, when in his/her opinion; a justifiable request has been made in advance by the teacher. Duty teachers will follow their established time schedule.

B. The school day shall be from 8:00 a.m. to 5:00 p.m. (Monday-Thursday).
The school day shall be from 8:00 a.m. to 3:15 p.m. (Friday).

C. The length of the instructional school day shall be from 8:10 a.m. to 3:20 p.m.

D. Except for those teachers on special duty, all teachers are expected to be at their teaching stations at least by 7:45 a.m. before school starts.

E The lunch period for each school may vary according to the class schedules determined by the principal.

Adopted: January 23, 2007

B. SCHOOL BOARD OPERATIONS

B – SCHOOL BOARD OPERATIONS

BA Internal Organization

BB Duties of Board Officers

BC School Board Policy Regarding Advisory Committee

BD Meeting Of The Board
BDA Agenda
BDB Quorum

BE Policy Development (Cf. CM)

ORGANIZATION MEETING

In the first regular meeting, the Board of Education shall organize by the election of a President, Vice President, and a Secretary from among its members. Each elected officer shall serve for a term of one (1) year, or until his successor is elected and qualified.

Adopted: January 23, 2007

DUTIES OF BOARD OFFICERS

A. President shall preside at all meetings of the Board, appoint committees and perform such other duties as may be prescribed by law or by action of the Board of Education. The president shall have the right to discuss and vote on all questions as do other members of the Board.

B. The Vice President shall perform the duties and functions of the President when he is absent.

C. The Secretary shall keep a record of the Board Meeting and perform such other duties as may be assigned to him by the Board, the Law, or the State Board of Education.

Systems for Financial Reporting and Controls

The school will take several steps to ensure that it is in compliance with all financial regulations and acceptable operating practices. PERKINS ACADEMY OF SCIENCE/MATH/TECHNOLOGY intends to reduce unnecessary inefficiencies and minimize the potential for unethical behavior by using a regulatory system and partnering with the Arkansas Charter School Resource Center Services Consortium for APSCN fiscal services.

All transactions will involve multiple players and steps, where each individual stays within their area of responsibility. It is the responsibility of the Director and Business Manager to plan a budget that is financially stable and allocates the appropriate resources to run an effective school. The APSCN Fiscal Services Unit of the ACSRC will provide data necessary for the decision making process.

The Board of Directors will approve the budget, and School Director will be responsible for implementing that budget. Most transactions will then begin with a faculty requisition. The Business Manager will check the finances and the School Director will approve the acquisition. (A procurement process may be necessary for significant items.) The Business Manager will then order the supplies with the necessary purchase order. The School Director will sign the checks, and a co-signature will be required for all checks. All financial transactions will be recorded and reflected in reports to the board.

Budget Process

The Director and Business Manager will develop an annual budget after soliciting input from faculty members, community members, parents, and board members. The Director will present the proposed budget to the Board of Directors for approval at its regularly scheduled board meeting.

Adopted: January 23, 2007

SCHOOL BOARD POLICY REGARDING ADVISORY COMMITTEE

A. Advisory committee shall be appointed by the Board of Education.

B. The purpose of the advisory group is to furnish advice and information to the School Board from time to time as requested pertaining to and limited to educational matters, i.e.; changes in curriculum, departmentalization, adding new programs. The group will attend all Board meetings except executive sessions.

C. The advisory group will serve as ex-officio members of the Board and as such will not vote on any matters coming before the Board.

D. Discussions by the advisory committee will be limited to those items on the agenda for that meeting unless a Board member should ask a specific question regarding another matter which may be brought up under new business.

E. It is the purpose and intent of this Board to make itself more aware and more knowledgeable in the educational needs of this institution. In the event that an advisory committee is formed, by utilizing the knowledge of this group, the Board will be more sensitive to educational needs and become more knowledgeable in seeing that those needs are met.

Adopted: January 23, 2007

MEETING OF THE BOARD

A. Regular monthly meetings shall be held the third Monday of each month at 6:00 p.m., in the Administrative Office. The time for organizing a local Board of Education shall be the first official Board of Education meeting. The board of education shall yearly elect a president, a vice president, and a secretary from among its members. All Board of Education meetings shall be open to the public.

B. All regular meetings of the Board shall be open to the public and the order of business of any regular meeting shall include an opportunity for the citizens to address the Board of Education. A written request, with any relevant materials included, shall be presented to the Administrator no later than five (5) days before the regularly scheduled Board meeting. The Board of Education, however, is not obligated to, nor will it act on any written request or proposal until the administration has had an opportunity to investigate the matter and make a recommendation to the Board. The requests, petitions, etc., shall become part of the Board material.

C. The Board of Education shall go into closed executive session only for the purpose of discussing or considering employment, appointment, promotion, demotion, disciplining, or resignation of any school employee, or for a student expulsion hearing.

D. The order of business for regular meetings shall be prepared by the Administration and set forth in an agenda that shall be mailed to each Board member.

E. Robert's Rules of Order (revised) shall govern the conduct of all business meetings of the Board of Education.

F. Special Meetings – Special meetings of the Board are held when the need arises and may be called by the President, the secretary, or Administrator.

G. The Board of Education can transact business that is binding on the school district only when it is in session, has a quorum present and minutes are kept. Except in emergencies, all business shall be transacted at regular meetings. Special meetings may be called by the president, the secretary, or Administrator. Such meetings are held in the Board of Education's regular meeting place. Committees may transact business binding on the school district only with authority specifically granted to them.

H. Voting shall be done by voice vote. Each member's vote or failure to vote shall be recorded. The president shall have a vote. The Administrator is an ex-officio member of the Board of Education and does not vote.

I. Any board member who abstains from voting shall not be counted as having voted against the motion or resolution. If a member announces a conflict of interest with regard to the issue, the member may leave the meeting until the voting on the issue is concluded and the member who abstains from voting thereby shall not be counted as having voted.

Adopted: January 23, 2007

AGENDA

A. The Administrator of Perkins, in coordination with the President and Secretary of the Board of Education shall prepare an agenda for each regular meeting of the Board. The order of business will be as follows:

1. Executive Session
2. Opening of Meeting
    a. Invocation
    b. Introduction of guests
3. Minutes of previous meeting read and approved
4. Regular report of the financial secretary (superintendent)
5. Reports from superintendent of schools
6. Reports of special committees
7. Unfinished business
8. New business
9. Miscellaneous
10. Adjournment

Adopted: January 23, 2007

QUORUM

A majority of the Board shall constitute a quorum for the transaction of Board business.

Adopted: January 23, 2007

POLICY DEVELOPMENT

A. Adopting new policies or changing or revising existing policies is solely the responsibility of the Board of Education and may be proposed at any regular or special meeting of the Board. When addressing personnel policies in a special meeting, such meeting will not begin before 5:00 p.m.

B. Any policy change proposed by the Board of Education, other school personnel, or by the general public, shall be submitted to the Administrator for his/her consideration and recommendation.

C. Policies introduced and recommended to the Board shall not be adopted until a subsequent meeting. Thus, time shall be given to permit further study and also to give opportunity to interested parties to react. However, temporary approval may be granted by the Board in lieu of formal policy to meet emergency conditions or special events which will take place before formal action can be taken.

D. The policies and regulations of Perkins Board of Education may be adopted or amended by a majority vote of a quorum.

E. The operation of any section or sections of these policies, not established by law, may be temporarily suspended by a unanimous vote of the entire Board of Education at a regular or special meeting.

Adopted: January 23, 2007

C. GENERAL SCHOOL ADMINISTRATION

C – GENERAL SCHOOL ADMINISTRATION

CA General School Administration

CB Qualification of the Administrator

CC Duties of the Administrator

GENERAL SCHOOL ADMINISTRATION

A. Relations to Principals/Administrators

1. Principals shall work directly with the Board of Education and be responsible to him/her for the efficient operation of the school.

School Director – will possess at least a master's degree in education, business, or a similar area; be exceptionally well versed in school reform efforts; experienced as an administrator; with exceptional leadership abilities.

Board Relations:

- Communicating with and advising the Board
- Prepare Board agendas and meeting materials
- Prepare and submit annual proposed budget to the Board
- Implementing directives from the Board
- Keep the Board continuously informed on issues, needs, and operations
- Recommend policies to the Board for adoption and oversee the implementation of adopted policies

Personnel Management:

- Serve as a liaison between the Board and staff
- Work with all advisory committees established by the Board
- Maintain authority over all employees and over programs they are responsible for implementing
- Demonstrate skill in anticipating, managing, and resolving conflicts
- Deal with discipline and mediate conflicts between parents, students and teachers

School Improvement:

- Ensure that there is a continuous focus on improving student academic performance
- Conduct periodic evaluations of all programs and operations to determine improvements needed to reach the goals of improvements plans
- Promote a positive working environment that fosters high staff morale and excellence

Management of Administrative, Fiscal and Facilities Functions:

- Be informed about all aspects of the instructional program
- Develop and recommend pay-systems, pay increases, or pay adjustments for personnel
- Develop administrative procedures and regulations to manage school operations
- Be informed of developments in state, federal and local laws
- Ensure compliance with all applicable state and federal requirements

School or Community Relations:

- Develop and implement effective communication between the school and community
- Promote community support and involvement with the school
- Represent the school in activities involving other school systems, institutions, agencies, and professional or community groups

Student Management:

- Work with staff, Board, and community to plan and implement support services for students
- Ensure a favorable education environment through the implementation of an equitable and effective system of student discipline management

B. Relations to Teachers

1. Teachers are under the general supervision of the Administrator, and are directly responsible for executing the policies of the Board and the regulations set forth for teachers at Perkins Academy

C. Relation to Classified Personnel

1. Classified Personnel are responsible indirectly to the Board and are directly responsible to the Administrator and supervisors or others to whom supervisory responsibility is delegated. Classified employees include lunch room workers, bus drivers, mechanics, custodians, nurses, secretaries, business managers, cafeteria supervisors, transportation supervisor, building and grounds supervisor.

Adopted: January 23, 2007

QUALIFICATIONS OF ADMINISTRATOR

School Director – will possess at least a master's degree in Education Administration and Curriculum, be exceptionally well versed in school reform efforts; experienced as an administrator and teacher; with at least 6 years of administrative experience and possess exceptional leadership abilities.

DUTIES OF THE ADMINISTRATOR

A. The Administrator shall be responsible for executing the policies of the local School Board of Education.

B. The major responsibilities and duties of the Administrator shall include the following:

1. He/she shall make recommendations to the Board concerning the budget, the selection of teachers and other employees, the selection of textbooks, instructional materials, and the course of study.

2. He/she shall attend all meetings of the Board of Education and Board Committees, except when his own selection, tenure, efficiency, or salary is being considered or when he is otherwise excused from attendance.

3. He/she shall make recommendations for school policies, plans, programs, and otherwise prepare and present facts and explanations necessary to assist the Board with its duties.

4. He/she shall keep the Board informed as to how policies are being carried out, as to effectiveness of such policies, and as to the conditions and efficiency of the different services of the school system.

5. He/she shall recommend for appointment and employment, all employees of the Board of Education. He/she shall assign, transfer, and recommend for promotion or dismissal any or all employees of the Board except himself.

6. He/she shall direct the development of the annual budget for its adoption by the Board of Education.

7. He/she shall administer the budget as enacted by the Board of Education, acting at all times in accord with legal requirements and the adopted policies of the Board.

8. He/she shall represent the schools before the public, and shall maintain through cooperative leadership, both within and outside the school, such a program of publicity and public contacts as may serve to improve understanding and morale within the schools, and keep the public informed as to the activities, needs and successes of the schools.

9. He/she shall see that all constitutional or statutory laws and all charters or state regulations governing the schools are effectively carried out.

10. He/she shall form, when necessary and with the consent of the Board, advisory groups or committees to aid him in formulating policies and plans for carrying on the work of the schools. The membership of such committees shall be representative of the schools and/or community, and their duties shall be advisory only.

11. He/she shall perform such other duties determined by the Board of Education.

Adopted: January 23, 2007

D. FISCAL MANAGEMENT

D – FISCAL MANAGEMENT

DA Budget

DB School Fiscal Year

DC Use of Federal Funds

DD Audit of School Funds

DE Purchasing

DF Student Activity and Athletic Funds

DG Renting School Property

BUDGET

A. The Board will annually adopt a budget in order to meet school expenditures and to limit expenditures for the year to items provided for in the budget. Preparation of the budget is the responsibility of the Administrator and Business Manager. The budget must be signed by the president and the ex-officio financial secretary of the district and be approved by the State Department of Education and local Board of Education prior to its submission to the State Department of Education..

B. The Board of Education shall publish the recommended budget along with the necessary supporting documentation in the APSCN network when required.

C. The Administrator of schools, as ex-officio financial manager, shall be authorized to make expenditures and commitments in keeping with the adopted budget by the Board of Education.

D. A financial report is presented to the Board at each regular monthly meeting for review and approval.

E. November of each year, the Administrator/Business Manager of schools shall formulate a proposed budget for the school year beginning two years hence. In the preparation of this tentative budget, they shall, to the extent feasible, confer with employed personnel and with parent and other public groups in order to make the tentative budget as nearly as possible an expression of interests of all concerned.

F. The Board shall consider, modify and adopt the budget in time for it to be published on the APSCN network. This budget shall list the expected sources of revenue and the allotment of funds to various educational services..

G. The budget, so modified and adopted, shall be considered as a controlled spending plan for the ensuing year.

H. No change shall be made in the allocation of funds to the items in the budget except by board election.

J. Payments of bills shall be made by the Administrator/Business Manager.

Adopted: January 23, 2007

POLICY: DB

SCHOOL FISCAL YEAR

For administrative purposes, the school is operated on the fiscal year July 1 through June 30.

Adopted: January 23, 2007

USE OF FEDERAL FUNDS

Federal funds shall not be expended for partisan political purposes of any kind by any person involved in the administration of federally-assisted programs. Partisan political purposes include lobbying activities, publications or other materials intended for influencing legislation.

Adopted: January 23, 2007

AUDIT OF SCHOOL FUNDS

A. All accounts or income and expenditures are audited each year by the state auditor. A copy of the school audit shall be kept on file in the business office of the school and shall be available for public inspection during the regular business hours.

B. The school will annually request to participate in a legislative audit of all financial and programmatic operations of the school. Perkins Academy of Science/Math/Technology will also conduct internal audits at prescribed intervals.

Adopted: January 23, 2007

PURCHASING

A. All purchases, requisitions, and purchase orders are to be made only by the Administrator or personnel authorized (Business Mgr.) to do so by the Administrator.

B. All bills presented for payment shall be substantiated by invoices or vouchers. These invoices or vouchers shall be attached to the warrant.

C. No debt may be contracted in the name of Perkins without action by the Board of Education except for those items which are provided for in the regular budget. No obligations may be incurred except those approved by the Administrator of schools or his authorized agent.

D. The best interest of the Perkins Academy shall be given first consideration of all transactions.

E. Authority to obligate:

1. No obligation may be incurred in the name of or on behalf of the school other than those incurred by the Administrator of schools or his authorized representative with board approval for substantial purchases.

F. Cost/Quality

1. Purchases shall be made on written order from the Administrator's or Business Manager's office in keeping with properly approved written requisitions. Exceptions may be made only as provided for by administrative directive.

G. Bid Items

1. Items or related items that have a purchase price of less than $10,000.00 may be bought on the open market.

2. Items or related items that have a purchase price of $10,000.00, but less than $20,000.00, must be bought from not less than three (3) bids, if such are available within reason.

3. Items or related items that have a purchase price of $20,000.00 or more must be bought from not less than three (3) formal, written, and signed bids, if such are available within reason. Exceptions may be made upon approval of the Administrator with Board of Education approval in cases of extreme emergency or as allowed by law.

4. State law also allows the district an exemption from the bidding procedure if the commodity costs more than $10,000.00 and one of the following factors exists:

a. Unforeseen or unavoidable emergency

b. Commodity is available only from the federal government

c. Utility Services

d. Used equipment and machinery (except used school buses)

e. Commodities are available only from a single source

5. State law requires that when estimated construction costs exceed $20,000.00, public notice of intent to receive bids shall be published a minimum of one time per week for two consecutive weeks. The bids should be opened one week or more after the last date of publication.

H. Awarding of bids

1. Bid descriptions and specifications shall be sufficiently restrictive or specific, but not to the extent as to prevent competitive bidding.

2. Awards shall be made only after sufficient time has been given to carefully examine bid details and to investigate informalities.

3. When the low bid is not accepted, the reason for non-acceptance must be attached to the bid tabulation sheet.

4. When all bids are considered unreasonable in price or delivery time, all bids may be rejected and a price negotiated, provided it is lower than the lowest quotation.

5. Items for which there is only one source of supply may be purchased on the open market.

I. Request for Prices and Correspondence

1. The Administrator's office has full authority to question the quality, quantity and kind of materials requested and delivered in order that the best interests of the students and school may be served.

J. Quality/Quantity Control

1. The Administrator's office has full authority to question the quality, quantity and kind of materials requested and delivered in order that the best interests of the school may be served.

K. Consolidation of Purchases

1. The Administrator's office shall seek to consolidate purchases into such quantities as will result in the lowest cost to the school within the budget limits and available storage facilities.

L. Food Procurement

1. When purchasing food items the Food Service Supervisor will purchase in accordance with State Guidelines (see Item G, 1 – 4) from those available concerns that provide the best prices, quality and service.

2. Purchases will be made in accordance with needs as determined by menus.

3. The quantity to be purchased will be determined by the length of time the product will keep and by the amount of storage space.

4. The inventory on hand will be considered when ordering foods that can be stored.

5. The Supervisor will do all purchasing except when others have been so authorized in her absence.

6. Items will be closely checked by school personnel when delivered.

7. When making purchases of large amounts or those that are not of a routine nature, the Supervisor will consult with the Administrator or appointed designee.

8. The Supervisor will purchase only what is needed and will not be influenced to purchase items (which are not needed) due to pressure from vendor representatives.

9. The Supervisor will be responsible for reporting to the appointed designee or Administrator information as to purchasing practices. The Supervisor will maintain Financial Records which will be available for monitoring by the Administrator, National School Lunch Program, State Department of Education and Federal Auditors.

M. Activity Funds

1. These funds are kept in separate accounts by each building principal and subject to monthly review by the Board of Education. Most of these funds are raised by the students from their club activities. All expenditures will be properly approved by the student treasurer, teacher-sponsor, and Business Manager/Administrator on the request for payment form with itemized invoices.

2. All fund raising activities done in the name of the Ozark School District shall be approved by the Administrator and accounted for properly through the appropriate activity fund account. All money collected should be deposited immediately with the Business Manager.

3. Fund raising activities will be coordinated in such a way that an undue hardship will not be caused on the students and patrons of the school .

4. Care of Funds

a. School employees are advised that they assume complete responsibility for Activity and miscellaneous funds in their care. Teachers should deposit funds with principals who may arrange for them to be safeguarded. Even small sums of money should not be left in classrooms or school buildings overnight.

N. Fees

1. Student fees are not allowed at Perkins Academy unless a student is held responsible for damaging property.

Adopted: January 23, 2007

STUDENT ACTIVITY FUNDS

A. Business Manager shall receive and receipt all funds from the various clubs, organizations and classes in their schools, the business manager will confer with the Administrator to report all activity funds.

B. Teachers shall count and receipt such activity funds and turn them in to the business office to deposit them in a local bank.

C. Administrators shall receive and count any funds and deposit them with the business office.

D. The Business Manager shall maintain the funds through a checking account with a local bank.

E. All funds will be accounted for in the legislative audit.

Adopted: January 23, 2007

RENTING SCHOOL PROPERTY

It shall be the policy of the Perkins Academy that no school property be rented or leased for commercial business purposes.

Adopted: January 23, 2007

School rules' legality studied

Enrollment policies partial

BY JOHN KRUPA ARKANSAS DEMOCRAT-GAZETTE

The state Department of Education's top attorney is researching the legality of charter schools offering enrollment preferences to certain students.

Scott Smith, the Education Department's general counsel, will present his findings at the state Board of Education meeting on Jan. 8, just before the board is scheduled to vote on eight potential charter schools.

Several of the planned schools want to give enrollment preferences to children of their employees, board members, trustees and other volunteers when space is limited.

But state officials worry that the line between public charters and private schools begins to blur when such preferences are given.

Julie Johnson Thompson, spokesman for the Education Department, said it's questionable whether charter schools have a legal foundation to give preference to any child.

Charter schools are public schools supported by taxpayer dollars. School founders sign agreements, or charters, that grant them freedom from some requirements of traditional public schools and allow for creative approaches to instruction. The charters also bind each school to measurable academic objectives.

Arkansas has two kinds of charter schools: conversion and open-enrollment. Conversion schools are operated by public-school districts and generally are open to children who reside within the district. Open-enrollment charters are run by nonprofit organizations and accept students from a wider region. Eight open-enrollment charters operate in the state.

At their monthly meeting on Dec. 11, state board members questioned a provision in several charter applications that allows for admission preferences.

Arkansas Code Annotated 6-23-306 bans enrollment discrimination based on sex, national origin, race, ethnicity, religion, disability and academic or athletic abilities.

Unlike traditional public schools, charter schools are allowed to cap their enrollments each year.

If demand outpaces space, the code requires charters to use "a random, anonymous student selection method." Most charters use a blind lottery process.

But some of the current charter applicants inserted language that would allow some students to sidestep the lottery process.

For example, the application for the Northwest Arkansas Academy of the Fine Arts states that "enrollment preference will be given to the children of ... school board members, founding board members, administration, staff, parent/student advisory board members and committee leaders."

Applications from the Covenant Keepers Academy for College Bound Students in Little Rock, the Carver Project International in Rondo and Learning for Life Academy in Little Rock contain similar language.

Another state law appears to allow enrollment preferences, said Caroline Proctor, director of the Arkansas Charter School Resource Center at the University of Arkansas at Fayetteville.

Arkansas Code Annotated 6-18-203 states a child of "at least a half-time employee

of a public school" may attend the school where his parent works.

Since charters are public schools, albeit nontraditional ones, children of charter employees should be exempt from a lottery, Proctor said. Also, the state board has approved charter schools with enrollment preferences in the past, she said.

They include Haas Hall Academy in Farmington. It gives automatic admission for children of staff and board members.

Academics Plus in Maumelle gives enrollment privileges to children of employees, founding and current trustees, and siblings of current students.

Another charter school — the Knowledge Is Power Program: Delta College Preparatory Charter School in Helena-West Helena — gives admission privileges to siblings and its staff's children.

Scott Shirey, the Helena-West Helena school's director, said at least 25 percent of its 270 students are the siblings of other students.

Enrolling siblings is important because it ensures the school continues to serve pupils from low-income families, which make up 80 percent of the school.

"Once you produce a quality program, other people want to jump on the bandwagon," Shirey said.

The Benton County School of the Arts in Rogers, which is run by the same nonprofit organization that is applying to operate the Northwest Arkansas Academy of Fine Arts in Rogers, also offers enrollment preferences.

The proposed Northwest Arkansas Academy of Fine Arts — which would open at capacity of 250 high school students — needs to have the freedom to enroll certain students, said Mechel Wall, president of the Benton County Charter School Organization. Children of volunteers such as school board members should be guaranteed a spot even if there are a limited number of desks available, she said.

Charter schools get the same amount of state guaranteed aid per pupil — $5,662 — as a traditional public school. But charter schools cannot generate property tax revenue, as a traditional school district can. So, charter schools sometimes rely on volunteers or find other sources of assistance.

"We rely on [volunteers]," Wall said. "If a parent is going to put that many hours into helping create the program and put the whole thing together, then their child deserves a spot."

Thompson of the Education Department said the law that allows teachers' children to attend their public schools may not apply to charters. Giving preference to anyone seems to contradict the intent of having a random lottery when demand for desks exceeds supply, she said.

"The question is whether you can set criteria that would basically not give all students an equal opportunity to get in," she said.

State board member Naccaman Williams of Bentonville said he hasn't made a decision on how he will vote.

"On the one hand, [some preference] makes sense," Williams said.

"On the other hand, kids have got to have equal access to attend the schools."

JAMES VALLEY, Mayor
SANDI RAMSEY, City Clerk

ANDRE VALLEY, City Attorney
MICHAEL BOONE, Treasurer

CITY OF HELENA-WEST HELENA

January 16, 2007

Arkansas Department of Education
Charter School Office
#4 Capitol Mall, Room 305B
Little Rock, AR 72201

Dear Committee:

It is with pleasure that I write this letter of support for the Perkins Math, Science & Technology Academy.

I have known the individuals making this application for many years and know they have the best interest of the children and this community at heart. Our area desperately needs to give our children the best possible education foundation we can and this Academy is just what is needed.

The Citizens of Helena – West Helena, its Elected Officials and Community Leaders will be ready and waiting to lend assistance with this Academy through volunteer work, mentoring, and other non-monetary avenues.

Please take a moment and give careful consideration to this most important application.

Our children's futures depend on it.

Thank you,

James F. Valley
Mayor

226 Perry Street • Helena-West Helena, AR 72342 • Phone: (870) 338-9831 • Fax: (870) 338-9832

PHILLIPS COUNTY SELF-HELP FEDERAL CREDIT UNION

January 13, 2007

To: Arkansas Department of Education, Education Commission
Cc: Mary Ann Brown, Charter Schools Program Director
#4 State Capitol Mall
Little Rock, AR 72201-1071

From: Mr. Arnell Willis, Former State Representative
Phillips County Self Help Credit Union, Treasurer/ Manager
420 Elm Street
Helena-West Helena, AR 72342

RE: Perkins Math, Science, and Technology Academy, Charter School

Arkansas State Board of Education:

After visiting with the director of Perkins Academy, I am writhing this letter to express my support of the Perkins K-4 charter school in Helena-West Helena, which is located in the 1st Congressional District.

I have witnessed the applicant's ability to serve this community through their public service works and their involvement in the education arena. I have no doubt in their ability to educate children while addressing the needs of both families and children alike. They have provided daycare and preschool services to local families for over 4 years in this community.

However, I do understand that these charters are established based upon the need of the community. As a business owner, native of Helena, and former State Representative of this district, I can attest that this educational endeavor is needed and will help to rebuild the community. As you are aware, the local school district has undergone many changes and yet our children are still not performing academically. The charter school will create an educational choice for parents at the lower level and it will provide children the educational opportunity that they deserve. We are losing our children in this community and any efforts implemented that would help to them the educational foundation and moral character needed to empower their future endeavors is much needed.

P.O. BOX 356 • 420-422 ELM STREET • HELENA-WEST HELENA, AR 72342 • PHONE: 870-338-3798 • FAX: 870-338-7010

Also, a better educational system would generate revenue and potential developers to the city, which would create more jobs thus lowering the unemployment rate and stabilizing our city's economic status. It is for these reasons and many others that I am asking the Educational Board to grant a charter to Perkins Math, Science, & Technology Academy. I am supporting this endeavor and I am appealing to you as the granting board to please do the same.

Thank you for your continued public service works to ensure the educational stability our state. If I can be of assistance, please contact me.

January 11, 2007

To: Arkansas Department of Education, Education Commission
Cc: Mary Ann Brown, Charter Schools Program Director
#4 State Capitol Mall
Little Rock, AR 72201-1071

From: Dr. David L. Webber
Webber Family Practice, Helena-West Helena & Marianna
Webber Medical Complex, Forrest City
504 Pecan Street
Helena-West Helena, AR 72342

RE: Perkins Math, Science, and Technology Academy, Charter School

Arkansas State Board of Education:

As an attending physician of Phillips County, I am writing this letter to you in support of the Charter School for Perkins Academy. I am aware of the educational status of this community, and I can attest that better schools are needed in this area, for I am in constant contact with many families and children daily.

Allowing this charter school into this area would certainly help to rebuild this community. My office is located within 2 blocks of the proposed school. I think that it would be great for the neighborhood children to have a community school again. The local Housing Authority Units are also located in the rear of the proposed site and several local businesses are in the proximity. The charter school would offer these children the educational foundation that's needed to become better students in the upper level grades. Many of the problems that exist in this area are due to the fact that there are single parent families with working mothers and the children aren't given the extra academic attention needed during their early years, however, an academic facility which allows them to have more time on task and a firmer program of study would decrease their time as latch-key children, thus creating a safer environment, providing better academic opportunity, and helping to make them productive citizens. It would also help to rebuild this area of the community by generating more traffic to the business district of the city.

In efforts to exhibit my full support of the charter school, I am excited to provide nursing services from my staff for student health care to the charter school. My clinic in Helena-West Helena is categorized as a Rural Health Clinic and I will work with the Director of this facility to ensure that all student health care needs are met and provided in a timely manner.

I am asking that you would consider granting a charter to Perkins Academy (K-4) school in Helena-West Helena. Our children deserve the opportunity that could be afforded to them by this charter. I know the Director's ability as an educator and as a child activist; therefore, I am offering my full support and collaboration to this educational undertaking.

If you have questions, please contact me at (870) 338-9244. Once again, thank you for your consideration and your commitment to children.

Sincerely,

Dr. David L. Webber, M.D.

DON GENTRY
County Judge
Phillips County Courthouse
620 Cherry Street, Suite 208
Helena, Arkansas 72342
Phone (870) 338-5500

January 11, 2007

To: Arkansas Department of Education, Education Commission
Cc. Mary Ann Brown, Charter Schools Program Director
#4 State Capitol Mall
Little Rock, AR 72201-1071

RE: Perkins Math, Science, and Technology Academy, Charter School

Education Commission:

I am writing this letter in efforts to express my support of the Perkins K-4 charter school applicant for Helena-West Helena in the 1st Congressional District.

I understand that these charters are granted based upon the need of the community. For many years, our town and district has been suppressed with oppositions that in most cases were beyond our control. In that process, children in this community has suffered tremendously and has not been afforded the same or equal opportunities as some other districts. I am appealing to the Education Commission to assist this community with its revitalization process by helping us to rebuild and strengthen the educational system by chartering Perkins Academy. A great educational system will help to rebuild the community's morale, prepare children to be productive and successful and it will also make this small community on the river more appealing to potential developers because we will be able to offer educational choices to their families.

Therefore, I am asking tat you will please assist us in our efforts. If I can be of any assistance, please contact my office. I am supporting Perkins Academy and I hold true that our children deserve a better educational opportunity. Thank you in advance for your attention.

Sincerely,

Don Gentry
Phillips County Judge

DG/rb

Please Help Our Children! We the undersigned citizens of Helena-West Helena/Barton-Lexa/Marvell/Elaine/LakeView desire to have a Research Based K-4 Public School in our community. Beginning in the Fall of 2007.

Perkins Math, Science, & Technology Academy

Printed Name	Address	D.O. B.	Signature
DONNELL KEY	237 South 10 West Helena AR 72390	6-26-71	Donnell Key
Earl Webster	1114 OLD Little Rock RD	1-23-59	Earl Webster
Joseph Cook	6253 Hwy 20	6-9-88	Joseph Cook
Anthony Hughes	906 Biscoe Helena Ark 72342	8-16-65	Anthony Hughes
George Robinson	173 PC Rd.	2-24-65	George Robinson
~~Eugene Johnson~~	~~PO Box 163 Wabash~~	~~12-13-76~~	~~Eugene Johnson~~
Eugene Gum	PO Box 163 Wabash	12-13-76	Eugene Gum
Alvin Randall	1160 Alexander St	5-20-1	Alvin Randall
Alice Hughes	735 Liberty St S	12-26-23	Alice Hughes
Billy Wilkerson	30192 Lula	11-3-54	Billy Wilkerson
Curtis L Anderson Jr	201 Litchem	03-16-80	Curtis L Anderson Jr
Mary Kerr	615 Beech Apt	10-18-61	Mary Kerr
Denise Williams	P.O. Box 2198	9-18-56	Denise Williams
Stella Tate	823 Elaine	5/12/66	Stella Tate
Marvin Greer	1049 Phillips 354 Rd Lexa	8/2/70	marvin Greer
Tina Greer	1049 Phillips 354 Rd Lexa	8/20/70	Tina Greer
MARCUS FOREMAN	302 Lilyhicum Helena AR	2-26-61	Marcus Foreman
Christine Walker	185 MLK DR Lexa, AR 72355	7-22-54	Christie Walker
Benjamin Hardy	509 Beech St, Helena 72342	4-18-55	Benjamin Hardy
Shanita Fay	543 Phillips Rd Mellwood AR 72360	10-5-85	Shanita Fay
Charlie Williams	456 Street Elaine	7-31-45	Charlie Williams
Willie Ziglar Sr	106 Helena Hwy 44	9-16-62	Willie Ziglar Sr
Josephine Speed	301 Phillips 42 Road		Josephine Speed
Shirley Williams	334 Phillips 3	7-16-74	Shirley Williams
Daphne Williams	243 Liberty St	10-3-74	Daphne Williams
Bobby Haynes	205 Joe Brady Dr.	9-8-84	Bobby Haynes
Latonia Avis	205 Joe Brady Dr	6/25/85	Latonia Avis
Roger Ralph	73PC 334 Hwy Helena	12/26/58	Roger Ralph
John Wilson	PO Box 26 Helena	3-28-61	John Wilson
Mae Arthur Franklin	22 Lions ct West Helena	7-10-63	Mae Arthur Franklin
Pete Mueller Stanford	530 N 42nd West Helena AR	3-11-63	Pete Mueller Stanford
Anita Taylor	1116 Old Little Rock	04-10-64	Anita Taylor
Lytis Johnson	4367 Knight Arnold Memphis TN	11-12-80	Lytis Johnson
Stacy Douglas	142 Elk Cir. dr. Helena, AR 72342	11-19-79	Stacy Douglas
Sandra Davis	601 W. Ridge W. Helena	11-19-79	Sandra Davis
Pam Holbrooke	224 N. 11th St W. Helena	3-7-1958	Pam Holbrooke

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Printed Name	Address	D.O. B.	Signature
Margie Holbrook	224 N. 11th St W. Helena	4-16-57	Margie Holbrook
Thomas JACKSON	P.O. Box 317 W. Helena	9-26-47	Thomas Jackson
Jon Sa Lacon	111 Oakland Helena	7/8/58	Jon Salacon
Louis Dilbon	112 Pinga Sq W Helena		Louis Dilbon
Ray Strickland	1152 College St Helena	3-23-80	Ray Strickland
Jarvis Jones	432 W. Park St W. H	6-6-86	Jarvis Jones
Elijah Gilmore	148 Nadeau W. H	28-57-09	Elijah Gilmore
Ronnie Smith	PO BOX 124 HELENA	7-13-57	Ronnie Smith
Dominique Lee	~~410 BANKS HELENA~~	5-17-78	Mitchell Lee
Debra Gadson	PO BOX 57 Helena, AR	12-12-56	Debra Gadson
Bo Lelbon	2528 Hwy 49	10-15-46	Bo Lelbon
Arthur Hughes	2483ph 241 Rd Lexa Ar	7-20-64	Arthur L. Hughes
Steven Brown			
Henry D Parker	#10 NORMAN ST HELENA	2-15-35	Henry Davis
Curtis Wilbeen	390 Phillips 226 Rd. Lexa, AR 72355	10-17-71	Curtis Wilbeen
Bobby Bell, Jr	121 N. Summit Dr. Helena 72342	6-17-66	Bobby Bell, Jr.
Ray Hudson	325 hwy 44 HELENA, AR 72342	8-16-58	Ray Hudson
Eddie GARNER	Old Hwy 107 N. HELENA, ARK	7-22-51	Eddie Garner
Ray L. Williams Sr	Po Box 173 Poplar Grove Ark 72374	7-6-67	Ray L. Williams Sr.
Arthur Henry	513 Jean St Helena	11-29-53	Arthur Henry
Steve Bell	819 Wendland Rd Hlena	3-23-65	Steve Bell
Winston Speed	812 1/2 Wendland Rd Helen	2-28-60	Winston Speed
Zedric Hicks	819 Wendland	5-27-76	
Randy Reed	510 Beech St Apt 2A Helena, AR	12-1-74	Randy Reed
Andrew Hill	111 College Helena	2-26-62	Andrew Hill
Andrew Lee Parks	[illegible]	15-63	[illegible]
[illegible]	529 [illegible]	5-2-36	[illegible]
[illegible]	833 Kentucky	1-13-69	[illegible]
LARRY ALLEN	730	9/30/51	[illegible]
Willie Dixon	~~Willie Dixon~~ 558 Old Dominion	11/14/50	Willie Dixon

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Printed Name	Address	D.O. B.	Signature
Robert Manning	244 N. Sam ST W. Helena	5-21-43	Robert Manning
Katrina Smith	P.O. Box 252 Helena Ar. 72342	1-29-61	Katrina Smith
DAVID PIERCE	1302 old Little Rock Rd. Helena	6-30-59	David C Pierce
M. Tomson Jr.	708 HAJCberry St	12-28-52	
J. Reneats	213 Sam S W Helena	10.10.78	
James Smith	1302 Old Little Rock	12-8-54	James Smith
King Boyd	1001 Cherry St. Helena	8/04/63	King Boyd
M.L. Rachel J. Bufford	1138 Chunn St. Helena	10/28/76	
Charmaine Carter	P.O. Box 3323 W. Helena Ar	11/20/39	
Kathy Jones	111 Lucy St Helena 72342		
C. Baker	112 L Hall Rd Helena	3-6-69	
Pearl Washington	112 Lasalle W. Helena AR 72390		Pearl Washington
JESSIE WYNNE	155 HWY 44 Helena AR	4-3-52	
Theodore Lee	105 GROSS CIRCLE		Theodore Lee
Lonnie Shannon	321 D	6.24.58	
Carlee Stevens	C C 34 Phillips 300	4-22-62	
MICHAEL PAYTON	308 Nth ST	9-21-67	Michael Payton
RANDY L. PORTER SR.	1050 MLK JR. DR HELENA, AR	11-5-65	
Bea W. Bridgett	277 Hwy 44	06-15-80	
Ellis Jones	1311 Old Little Rock Road	11-07-81	
Phillip Mitchell	1110 Little Rock Rd	4-11-71	
Jamelka Tuckett	1243 Hwy 49 Lot 147 HW Helena	9-29-77	
Viola Henry	120 Bledsoe St, Helena	1-29-63	
Jennifer Lancaster	PO Box 516 Helena	8-28-71	
Cecil Carter JR	PO 45 Phillips	4-3-63	
Ca. Hobson	431 west st	7-14-55	
Christy Wyatt	208 Joe Brady	3-1-82	
Willie Henderson	1127 Ohio St / Helena	7/25/64	
CHRISTINE HALL	320 N. 5th W. Helena	7-24-63	
Joe Garner	227 South Dixie Street W. Helena	9/20/82	
Peggy Manuel	204 Gordon	6-6-87	
Helen Farmer	715 Cleburne Street	8-16-06	
Gary Trice	806 Tyson	11-16-69	
Jeanette Wilson	222 PC 218 Rd		
Margie Blake	649 St. Regis W Helena	01/12/67	
Lafayette Shuttle	134 S. 9th	5.6.03	
Ethel Johnson	PO Box 233	11-15-57	

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Printed Name	Address	D.O. B.	Signature
Erlisa Williams	P.O Box 211 Marvell Ar 72366	7-6-65	Erlisa Williams
Helene Boose	P.O BOX 1164 marvell	7-	Helene Boose
Mary Jackson	P.O Box 1164 marvell		Mary Jackson
Jaunita Cain	309 Playa	1-22-62	Jaunita Cain
Christopher Buggs	108 Darrigo st	5-09-89	Christopher Buggs
Alma Davis	241 phillips 637 Rd marvell		Alma Davis
Bobbie Davis	88 phillips 113 Cubar Circle		Bobbie Davis
Charlene Davis	3768 phillips 115 marvell		Charlene Davis
Dwight Hardison	303 S. 5th West. Helena		Dwight Hardison
Dick Morris	115 ward St marvell		Dick Morris
Jimmie Morris	316 Remley Marvell		Jimmie Morris
Mary Wesby	308 ward Marvell		Mary Wesby
Claudine Parks	505 locust st marvell		Claudine Parks
Louis Nixon	2968 Phillip 116 Marvell		Louis Nixon
Randy Williams	P.O. Box 211		Randy Williams
Demond Franklin	67 Lincoln Ct. W. Helena		Demond Franklin
Bertha Young	132 Phillips 113 Marvell		[redacted]
Earl Farr	2775 phillips 609 Marvell		Earl Farr
Tasha Williams	Regular Course		Tasha Williams
David Eschwend	3360 phillips 600 Marvell		David Eschwend
Pleas Davenport	501 McKinney Marvell		Pleas Davenport
Tiva Lois Williams	Regular Course		Tiva Lois Williams
Ater Dotson	P.O BOX 114		Ater Dotson
Sachie Craig	1112 Hwy 49 Marvell		Sachie Craig
Linda Chaytor	131 Carruth Ave Marvell		Linda Chaytor
Anita Mayo	288 phillips 658 Marvell		Anita Mayo
Lynn McCoy	143 Carruth St Marvell		Lynn McCoy
Charlie Jones	16 phillips 707 Marvell		Charlie Jones
Bernice Jackson	2154 Hwy 146 Marvell		Bernice Jackson
Chris Hale	221 carruth Marvell		Chris Hale

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Printed Name	Address	D.O. B.	Signature
Kimberly Rogers	213 Joe Brady Drive Helena	1-4-79	Kimberly Rogers
Felicia Franklin	136 Sacred Heart Helena		Felicia Franklin
Cassandra Allard	1144 Cherry Street Helena		Cassandra Allard
Shantaya Jones	125 Baker Street W-Helena		Shantaya Jones
Tamedra Rogers	225 Joe Brady Drive Helena		Tamedra Rogers
Kamelia Rogers	229 Joe Brady Drive Helena		Kamelia Rogers
Jennifer Franklin	109 Spruce Street Helena		Jennifer Franklin
Shelia Green	431 Poplar Apt 6 Helena		Shelia Green
Jary Rogers	#4 Lincoln Court W-Helena		Jary Rogers
Keigan Thompson	191 Oakland Helena		Keigan Thompson

Please Help Our Children! We the undersigned citizens of Helena-West Helena desire to have a Research Based (KIPP Model) K-4 Public School in our community. Beginning in the Fall of 2007.

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Printed Name	Address	D.O. B.	Signature
Cedric D. Pride	721 Forrest Hill Dr.	8-17-59	Cedric D. Pride
ALONZO DABBNEY	221 ST. FRANCIS	3-14-56	Alonzo Dabbney
DERRON Felix	884 FRANKLIN St. H.W. Helena	12-29-64	D. Felix
Gerald Mc Baker	921 Old Mill Sylvan Hill	4/9/43	Gerald Mc Baker
OKO Harris	803 Old Street	8-3-49	Okoharris
Yolanda Tarlton	803 Old Street	12/18/64	Yolanda Tarlton
LaShun Green	225 St. Francis St.	10-22-66	LaShun Green
Virginia Brewer	213 McDonough	1-29-58	Virginia Brewer
Latrice Green	318 Monroe St. Helena AR	2-22-77	Latrice Green
Reneta Brewer	1118 Cherry St Helena AR	4-28-81	Reneta Brewer
Shawnna Ross	234 Joe Brady Dr	10/23/87	Shawnna Ross
THELMA L. PERKINS	908 Ohio St Helena ark	8-25	Thelma L. Perkins
JOHN W HAWKINS	46 Circle Dr. W Helena	1946-4-12	John W Hawkins
Stephanie M. Jones	721 Forrest Hill Dr.	03/11/85	Stephanie Jones
Dellie Milton	1107 College Helena	1-24-60	Dellie Milton
Ellie Tolbert			
Johnny Carter	208 Poplar	7-16-87	Johnny Carter
Tamiko Nolen	238 South Ash	10-3-75	Tamiko Nolen
Tonya Wilson	727 Pecan St Helena	3-28-72	Tonya Wilson
Cornelius Thomas	115 S. 7th St. West Helena	5-15-1967	Cornelius Thomas
Carolyn Clark	332 N Bangor W. Helena	3-31-63	Carolyn Clark
Ruthie Pride	721 Forrest Hill West Helena	3-25-65	Ruthie Pride
Lavia Young	529 York St Helena, AR	9-22-42	Lavia Young
Dominic Campbell	102 Gross Circle West Helena AR 72390	3-18-1964	Dominic Campbell

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Perkins Math, Science, & Technology Academy

Printed Name	Address	D.O. B.	Signature
Donna Dismuke	#13 Woodvale Lexa AR	7-13-56	Donna Dismuke
Heather Freeman		9-22-86	Heather Freeman
Michelle Williams	1503 Columbia West Helena, AR	9-22-80	Michelle Williams
Latonia Jefferson	West Helena, AR	11-16-79	Latonia Jefferson
Leslie Holmes	W. Helena Ar	[illegible]-07	Leslie Holmes
Erin Johnson	Helena		Erin Johnson
Jo Ellen	416 McKinley St.	12-25-65	Jo Ellen
Willie Mae Smith	61 Phillips 338 RD W. H. Ark 72390	12-25-47	Willie Mae Smith
ELERNA SMITH	203 LITHIC USH #HELENA ARK	10-20-43	Elerna Smith
Janie Jones	1137 Sprungdale Helena AR 72342	6-5-53	Janie Jones
Jenna Mann	458 Tyler W. Helena	6-21-74	Jenna Mann
Venus Parker	512 Perry Street Helena AR	6-16-75	Venus Parker
Monique Davis	301 N. 10th St	6-27-80	Monique Davis
Derek Clark	821 McDonough	8-20-77	Derek Clark
Benjamin Starks	821 McDonough	10-29-02	Benjamin Starks
M Eaton			
Vivian Perry	33 Edgewood Circle W#	11/2d/66	Vivian Perry
Carie Bagley	1027 Park Hill Helena		
Connie Henry	404 College St Helena	9/22/65	Connie Henry
[illegible]	56 Mesa Rd Helena	[illegible]	
Jawona Nelson	106 Melton W. Helena	12-26-82	Jawona Nelson
Gwendolyn Carter	5964 Hwy 242 Lexa	11-16-76	Gwendolyn Carter
Kaylan	1108 walnut		
DASIA SIMPSON	1009 WALNUT	04-09-01	
Adrianne Miller	392 Garland Ave. West Helena AR	4-7-82	Adrianne Miller
Minnie Henry	139 N. 7th W. Helena, Ar. 72390	1-21-40	Minnie Henry
Dean Edwards	174 N 7th W. Helena Ar. 72390	5-5-80	Dean Edwards
Donnell Murray	103 Platz W Helena Ar	6-17-66	Donnell Murray
Anthony D Rodgers	22 Phillips 226 Rd Lexa AR	05/30/77	Anthony D Rodgers
Ara Montague	620 Sioux St. West Helena, Ar	09/23/48	Ara Montague
Deshonda Lee	RR2 PC 226 Rd Lexa AR 72355	10/2/79	Deshonda Lee
Tanya Greer	321 Denise Drive	3/20/77	Tanya Greer
David Weber	504 Arkansas ST	7/16/56	David Weber
Dalanta Haley	456 Phillips 332 Rd	3/7/81	Dalanta Haley
Saundra Scott	1221 Porter, St. Helena AR	12-19-82	Saundra Scott
Robert Scott JR		11-1-79	Robert Scott
Doris Rann	821 McDonough	9/23/07	Doris Rann

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Printed Name	Address	D.O. B.	Signature
Michele Hampton	97 Lincoln CT		Michele Hampton
Bo Winfield	1118 Lilly Way 99		Bo Winfield
Wanda Corbett	1408 Holly St Helena-West Helena		Wanda Corbett
Cheryl Hogan	307-A N 3rd St - Helena W. Helena		Cheryl Hogan
Mavis Perkins	P.O. Box 1264 Marvell		M. Perkins
Michael Boone	361 St. Clair		Michael Boone
Linda Williams	119 College St Helena		Linda Williams
Linda Mullins	270 PC 216 Lexa		Linda Mullins
Coretta Brown	310 Crescent Dr. W. Helena	3-4-69	Coretta Brown
Genova Miller	110 Lucy St.	6-5-63	Genova Miller
Vercie L. Boyce	811 Wendland Rd.	5-14-39	Vercie L. Boyce
James Miller	110 Lucy St.	11-10-60	James A. Miller
Katreda Boyce	811 Wendland Rd.	5-8-75	Katreda Boyce
Linda White	P.O. Box 251 Helena, AR	9-18-60	Linda White
Patricia LENORE	1027 Ohio St - HELENA	9-16-59	Patricia Lenore
Willie Eaton	407 Persimmon	11-18-51	Willie Eaton
KAE KING	473 Knox	11-2-1957	Kae King
Rev. David L. Gray	205 no Ashlar St. W. Helena	10-3-69	Rev. David L. Gray
Victoria Cheeks	1010. Walnut St. Helena	1-6-32	Victoria Cheeks
Sam Gray	905 Walnut St. Helena	6-16-22	Sam Gray
Earnest Womack	1601 Holly St. Helena	7-25-39	Earnest Womack
Pamela Terry	350 Russ St. West Helena	6-18-68	Pamela Terry
Patty Gray	1309 Franklin Helena	4-17-65	Patty Gray
James Stokes	1108 Ohio St. Helena	4-18-40	James Stokes
Mae Swopes	203 west. W. Helena	9-12-63	Mae Swopes
Freddie Gray	607 Jefferson. Helena	6-24-61	Freddie Gray
Anthony Gray	1010 walnut St. Helena	6-5-68	Anthony Gray
Vickie Brown	123 Jordan St West Helena	11-30-65	Vickie Brown
LOIS PHILLIPS	124 PC 216 Rd - LEXA, AR	1-4-52	Lois Phillips
Regener Boards	404 Persimmons Alley, Helena, AR	4-4-57	Regenera Boards
Kim Keyser	2765 Hwy 49 South	2-12-69	Kim Keyser
Takesha Bisbet	P.O. Box 113	7-19-82	Takesha Bisbet
Christopher Vaughn	" "	3-10-83	Christopher Vaughn
Linda Bailey	P.O. Box 25 Helena AR 72342	8-15-63	
Kenneth Scott	810 McDonough	10-18-70	Kenneth Scott
Cheryl Scott	81 McDonough	10-22-68	Cheryl Scott
Belinda Covington	PO Box 3404 W Helena 72390		Belinda Covington

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Printed Name	Address	D.O.B.	Signature
Shell Renala Hudson	501 ½ Ladino W. Helena, AR	1-3-84	Shell Renala Hudson
Allen Hudson	1520 Perry St Helena AR	10-5-70	Allen Hudson
Pamela Hudson	316 Broads Alley Helena, AR	10-14-80	Pamela Hudson
Betty Hudson	316 Broads Alley Helena AR	10-8-67	Betty Hudson
Rosie Hudson	316 Broads Alley Helena, AR	6-7-49	Rosie Hudson
Willie Stevenson Jr.	316 Broads Alley Helena AL	3-25-63	Willie Stevenson Jr.
Carolyn Young	318 Broadway Alley Helena AR	10-28-66	Carolyn Young
[illegible]	[illegible]	12-15-76	[illegible]
Shaneka Stavington	318 Broads Alley	11-28-83	Shaneka Stavington
Don Eberly	24 Cole Helena AR 72342		Don Eberly
Tracy DeBro	110 Lambert Dr. W. H.		Tracy DeBro
Charles Grayson	208 E/m St	1-16-07	Charles Grayson
Andrea Grayson	719 Porter St, Helena, Ark.	6/17/71	Andrea Grayson
Betty Titus	345 Andrea St W Helena	2-10-45	Betty Titus
NONZIO MESSINA, JR.	563 South Ridge Drive, W. Helena	1-9-50	Nonzio Messina, Jr.
Jeffery Bibbs	1234 Poplar St Apt.	7/30/77	Jeffery Bibbs
Albert Graham	645 Biscoe St	11/9/69	Albert Graham
ADRIAN C. MESSINA	101 HIGHLAND PARK	12-17-47	Adrian C. Messina
Shafara Dukes	933 Poe Brady Apt	01-10-07	Shafara Dukes
LaVern Banks	631 West Park	1-10-07	LaVern Banks
Mary Jenkins	P.O. Box 2956	1-10-07	Mary Jenkins
Jacqueline Manney	1310 Pecan Helena AR 72342	8-5-75	Jacqueline Manney
JESSIE JONES	130 Old Little Rock Rd Helena	9-22-54	Jessie Jones
H. Mahammed	125 MARKET ST.	10-22-62	H. Mahammed
Dwayne Lockhart	1122 Poplar Helena	3-19-71	Dwayne Lockhart
Freddie Robinson	P.O. Box 516 Helena AR	1-26-28	Freddie Robinson
JeKiesha Robinson	1113 Walnut Helena AR	4-3-79	JeKiesha Robinson
Hattie Hill	1103 Cherry Helena AR.	2-9-63	Hattie Hill
JB Hall	1116 College	2-11-07	JB Hall
Marcia Anderson	307 Phillips Helena	4-20-48	Marcia Anderson
Cindy Hanley	401 Cherry	5-11-57	Cindy Hanley
Lloyd Bowden	403 Cherry St Helena	9-28-40	Lloyd Bowden
[illegible]	407 Cherry	7/6/79	[illegible]
Reginald Gordon	Hwy 49 #35 Marvell, AR	7/6/83	Reginald Gordon
Tonya Lee	428 Cherry		Tonya Lee
Bettye Stackhouse	563 Alice St. W. Helena	11/11/75	Bettye Stackhouse
[illegible]	165 College St. W. Helena	4-2-77	[illegible]

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Printed Name	Address	D.O. B.	Signature
Janett Wright	1202 Little Rock Rd	1-19-63	Janett Wright
James G. Gilmore	165 Hwy 44	1-10-47	James G. Gilmore
Denita Fair	615 Beech APT #6	1-4-62	Denita Fair
Betty Faye Brumley	831 Elm West Helena, AR 72390	1/18/47	Betty Faye Brumley
Keshia Nunn-Valley	427 East Garland Ave West Helena	12/29/73	Keshia Nunn-Valley
Linda Harris	256 S. Sam, W. Helena, AR.	8-5-58	Linda Harris
Eliza Baker	438 Phillips 415 Rd, Helena	9-24-47	Eliza Baker
Zera Washington	210 Franklin St. Helena AR	4-8-69	Zera Washington
Minnie Lee Linzy	107 Lucy St. Helena, AR 72342	12-23-30	Minnie Lee Linzy
Gwendolyn Harrison	1011 Walnut Helena, AR 72342	1-12-[illegible]	Gwendolyn Harrison
Esther Perry	33 Edgewood Circle	7-26-65	Esther Perry
Nyesha Poole	Ohio Street	11-1-79	Nyesha Poole
Deborah Clark	821 McDonough St. Helena, AR	1-11-72	Deborah Clark
[illegible]	5454 Hwy 242 Lexa Ar	5-11-74	[illegible]
Carla Spencer	141 Sacred Heart	2-8-74	Carla Spencer
Connie Henry	313 Pecan	1-26-[illegible]	Connie Henry
Lyndraral Edwards	308 Cresent Drive	10-23-89	Lyndraral Edwards
Ollie Lee Amos	237 Rose Brady Rd	8-11-46	Ollie Lee Amos
Loveta Johnson	156 AC 325 Rd. West Helena, AR	2/9/83	Loveta Johnson
Timothy Frazier	341 Buss West Helena, Ar	9/30/68	Timothy Frazier
Bonnethus Buckley	704 Phillips Helena, Ar 72342	1-19-83	Bonnethus Buckley
Marcus Hughes	112 Wire Rd Helena, Ar. 72342	2-7-76	Marcus Hughes

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Printed Name	Address	D.O. B.	Signature
Janice Robinson	757 Phillips, St Helena.	04-10-67	Janice Robinson
John McClinton	504 Knox ST. W. Helena	10-24-43	
Oscar Hasgett	123 Spruce ST Helena	7-15-57	
Joyce Keaton	1445 Springdale #47 Helena	7-14-53	Joyce Keaton
Tammy Dow	834 Arkansas		
Jackie Randall	444 So. Cleanza W. Helen		Jackie Randall
Alphonso Jones SR	209 Phillips 231 Road W. Helena		
Marcia Crawford	224 N 7th St West Helena AR	1-9-84	Marcia Crawford
Tyler Gant	923 Cherry Helena Ar		Tyler Gant
Goldie Edwards	113 Hillcrest St Helena 72342		
TAMMY Martinez	17779 Hwy. 20, Elaine 72333	9-11-58	TAMMY Martinez
Delores Hissam	P.O. Box 2087, West Helena, AR	2-24-36	Delores Hissam
Elizabeth Williams	207 poplar St. Helena AR	1-14-07	Elizabeth Williams
Jeanie CAMPBELL	P.O. Box 503, HELENA AR.	7-9-38	Jeanie Campbell
LAURENCE Bowman	301 Adams Helena AR 72342	3-01-61	
Mary Kay Kohnocheck	1162 PC 357 Poplar Grove AR	92053	MKKohnocheck
Jane Luft	627 Pecan St Helena, AR	6/23/60	Jane Luft
Ollie Gatewood	145 Spruce	2/26/40S	Ollie Gatewood
Lynette MCCLINTON	7973 PC 300 Ext Helena, AR	12/8/54	Lynette McClinton
Nyjeda Kay Jones	170 Redberry Pl W. Helena		
Mary Ellis	320 Navajo W. Helena, AR 72390	[redacted]	Mary Ellis
Frederick D. Monroe	7372 Lowdey Helena, AR 72342	2/1/76	Frederick D Monroe
Shelia Davidson	409 Hankley	08-20-70	Shelia Davidson
Tracye Walker	338 N. Baringo St. W. Helena, AR	2-19-80	Tracye Walker
Faye Lard	110 Oakland Apt, Helena Ar	9-26-55	Faye Lard
Jamal Walker	338 N. Baringo St. W. Helena, AR		
Latoya Davis	234 S 10th St W. Helena	7-02-25	Latoya Davis
Ethel F. Williams	P.O. Box 302 Marvell, AR 72366	01-07-1932	Ethel F. Williams
Darron Thomas	146 Sacred Heart		
Sharon Washington	132 N. 14th	1-14-74	
Cynthia Ellis	1105 Otto Street	2881	
Katie Taylor	600 Poplar Apt	3-13-71	
Sarelle Mauldin	220 [redacted] 7th	11-6-84	Sarelle Mauldin
Ernestine Manuel	124 Hy 20 Helena Ark.	3-10-53	Ernestine Manuel
Michael Murphy	405 Franklin St		Michael Murphy
John Hall	1139 E. St	3/10/8/2/54	John Hall
Kimberly Tribblet	903 1/2 N. St	10-22-78	Kimberly Tribblet
Rose M. Monday	316 Franklin St.	6-17-62	Rose M. Monday

Please Help Our Children! We the undersigned citizens of Helena-West Helena/Barton-Lexa/Marvell/Elaine/LakeView desire to have a Research Based K-4 Public School in our community. Beginning in the Fall of 2007.

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Printed Name	Address	D.O.B.	Signature
Amanda Ross	602 Phillips	10/14/79	Amanda Ross
Latrisha Davis	610 Phillips	11/09/87	Latrisha Davis
Brad Dolphin	606 Phillips	3/23/64	Brad L Dolphin
Barbie Randle	620 Phillips	3/3/85	Barbie Randle
Lupine Hazlewood	616 Phillips St Helena	12/12/85	Lupine Hazlewood
Andre Williams	616 Phillips St Helena	7-22-82	Andre Williams
Monica Bailey	612 Phillips St. Helena AR	2-21-91	Ganeira Bailey
Katrina Smith	209 Franklin St Helena, AR	7-22-80	Katrina Smith
Mozetta Dye	203 Franklin Street	10-6-68	Mozetta Dye
Tomeka Price	201 Franklin St. Helena	12-20-81	Tomeka Price
Mary Hunter	P.O. Box 43 Barton	2-18-66	Mary Hunter
JACKIE D. ROSS	1022 Holly St. HELENA	12/15/56	Jackie D. Ross
Ceharlie Henry	1314 Holly St Helena Ark	08/29/57	Ceharlie Henry
Sandra Jones	1314 Holly St. Helena Ark	8/8/69	Sandra Jones
LUELLAR WILLIS	0826 POPLAR ST.	9/2/48	Luellar Willis
Phillip Smithhouse	407 Brooks Ally Helena	10/13/1974	Phillip Smithhouse
Curtis Anderson	201 Chatham	03/16/1980	[illegible]
David Sanders	114 N Third Helena AR	3/2/1978	[illegible]
JESSIE JONES	121 MARKET ALLEY	4/22/50	Jessie Jones
Tonanzex Davis	1124 BEECH ST	12-10-61	[illegible]
Natasha Henry	1127 Beech St	6-1-87	Natasha Henry
Linda Davis	1211 Phillips St	7-16-46	Linda Davis
Jacqueline Jury	1211 Franklin	7-16-78	[illegible]
Perkey Thomas	1020 ARK Street Helena Ark	9-6-31	TROY THOMAS

Please Help Our Children! We the undersigned citizens of Helena-West Helena/Barton-Lexa/Marvell/Elaine/LakeView desire to have a Research Based K-4 Public School in our community. Beginning in the Fall of 2007.

Perkins Math, Science, & Technology Academy

Printed Name	Address	D.O. B.	Signature
Woodrow Wilson	1056 Arkansas St.	6/10/51	Woodrow Wilson
Maxine Bracy	1330 Franklin c	7/5/45	Maxine Bracy
Louis Bailey	Mark Tree, AR.	10/13/68	Louis Bailey
Roosevelt Johnson	903 York St.	10-11-58	Roosevelt Johnson
Elton Henry	127 St Francis st	1-1-58	Elton Henry
Michael Williams	922 Poplar	11-7-60	Michael Williams
Judy K Sanders	62 Phillips Street	4/9/66	Judy K. Sanders

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

January 18, 2007

RECEIVED
JAN 2[illegible]
CHARTER SCHOOL OFFICE

Dr. Carolyn Carter
6604 N.W. 9th Blvd.
Gainesville, FL 32605

RE: Notice of State Board Meeting
Dreamland Academy of Performing and Communication Arts

Dear Dr. Carter:

I am writing to inform you that the consideration of your charter application will continue at the State Board's meeting of February 12, 2007. The meeting will begin at 9:00 a.m. and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

In accordance with the motion adopted by the State Board of Education at its January 17 meeting, please submit the following information for review:

- Prepare an itemized budget for the school, which specifically addresses:
  a) An explanation of the monies ($507,600) listed under line item 127 of the current budget (school events, facility lease), and
  b) Any and all grant monies (include specific amounts) that Dreamland expects to receive.
- Provide clarifying information detailing the Board membership and structure for Dreamland (including those Board members who will reside in Arkansas), and provide clarification and assurance that the Board will be non-sectarian in nature.
- Provide clarification regarding the proposed modular facility; how you are going to address the fact that a variance is needed from the City of Little Rock to use a modular facility, and detailed lease or purchase arrangements.
- Clarify the recruitment process that will be used for students.

This information MUST be received in this office NO LATER THAN 4:30 p.m. on January 30, 2007, in order for the information to be transmitted to the State Board.

Please ensure that you attend the hearing and that you have all necessary personnel and documentation with you to address any questions from the State Board concerning your application.

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

Should you have any questions, please contact Ms. Mary Ann Brown, Charter Schools Unit Leader, at (501) 683-5313.

Sincerely,

Scott Smith
General Counsel

SS/tw/csf

cc: Mary Ann Brown, Charter Schools Unit Leader
Superintendent Roy D. Brooks, Little Rock School District
Superintendent Ken Kirspel, North Little Rock School District
Superintendent James Sharpe, Pulaski County Special School District
Superintendent Tony Prothro, Benton School District
Superintendent Richard Abernathy, Brynat School District
Mona Briggs, Director – Academics Plus Charter School
Omar Ozemeral, Director – LISA Academy

WILSON COMMUNITY DEVELOPMENT CORPORATION

6604 NW 9th Blvd., Ste. A

Gainesville, Florida 32605

RECEIVED
ATTORNEY'S OFFICE
JAN 30 2007
DEPARTMENT OF EDUCATION
GENERAL DIVISION

January 29, 2007

Mr. Scott Smith, General Counsel

Arkansas Department of Education

4 State Capitol Mall

Little Rock, AR 72201-1071

RECEIVED
JAN
CHARTER SCHOOL OFFICE

Dear Mr. Scott:

We appreciate the opportunity to submit additional information to the Arkansas State Board of Education as it considers our application to operate an open enrollment charter school in Little Rock, Arkansas.

In accordance with the motion adopted by the Arkansas State Board of Education, we are submitting the following answers to the questions raised by members of the Arkansas State Board of Education. Documentation supporting these answers is included as well and clearly labeled for ease in identification.

If additional information is required from us, please advise. We may be contacted at 866-903-7323 or via email at cjc01@aol.com. Thank you.

Sincerely,

Carolyn J. Carter

Dreamland Academy of Performing & Communication Arts

1. *Prepare an itemized budget for the school, which specifically addresses: (a) An explanation of monies ($507,600) listed under item 127 of the current budget (school events, facility lease), and (b) any and all grants monies (include specific amounts that Dreamland expects to receive).*

Dreamland Response:

A. In September 2006 when we submitted the application, we arrived at the option the Arkansas State Board of Education saw in the application. The address of this location was 5722 W. 12th Street, Little Rock, AR. Accordingly, the budget that the Board received in the application reflected the same.

As we continued to research, we found a more cost effective and more efficient option. This option does NOT involve a modular. In regards to a modular, we are in complete agreement with the Board as we concur with the observations made.

Please accept our apologies as we did not know how to submit a revised budget to the Board. We greatly appreciate this opportunity to clarify this confusion.

B. Dreamland expects to receive $200,000 from the Walton Foundation in the form of the Walton Foundation Start-Up Grant. No approved charter school in the history of Arkansas has been denied this grant. Additionally, Dreamland expects to receive the $150,000 Federal Start-Up Grant if approved.

Please see Attachment A (Budget). This includes information on the grant monies as well.

Please see Attachment B (Facility Information).

RECEIVED
ATTORNEY'S OFFICE
JAN 30 2007
DEPARTMENT OF EDUCATION
GENERAL DIVISION

Dreamland Academy of Performing & Communication Arts

2. *Provide clarifying information detailing the Board membership and structure for Dreamland (including those Board members who will reside in Arkansas), and provide clarification and assurance that the Board will be non-sectarian in nature.*

Dreamland Response:

The Dreamland School Board will be made up of 5 members: 1 parent, 1 artist from the community, 1 community representative, and 2 educators/child development specialists.

Dreamland's search for the Board members will concentrate in Little Rock, AR.

The Wilson Community Development Corporation assures that the Dreamland Academy School Board will be will be non-sectarian in nature.

Please see below. (Dreamland Charter School Application, Section D3, pg. 9)

COMPOSITION OF THE DREAMLAND ACADEMY BOARD OF DIRECTORS

In a series of meetings held by the Dreamland design team, the composition of the Board of Directors was determined. The design team concluded that the Board should have representation of educators, potential parents of students likely to attend, an artist or representative from the art community including journalists, and a representative from the Little Rock community, proper. Because the purpose of the Academy will be to educate students, the determination was made to create a Board composition that included 2 educators, 1 parent, 1 community representative, and 1 artist or journalist.

Dreamland Academy of Performing & Communication Arts

3. *Provide clarification regarding the proposed modular facility; how are you going to address the fact that a variance is needed from the City of Little Rock to use a modular facility, and detailed lease or purchase arrangements.*

Dreamland Response:

Based on further research and in deference to the Board, the Dreamland Academy is no longer considering the use of a modular facility.

Dreamland Academy of Performing & Communication Arts

4. *Clarify the recruitment process that will be used for students.*

Dreamland Response:

The recruitment process will be city-wide and will target ALL racial and economic groups. Efforts will be placed to appeal to all families throughout Little Rock utilizing various recruitment methods such as a web based process and advertising.

The specific process will include the following:

a. Advertising will be placed in all major local newspapers for open enrollment. Advertising will include the website which allows parents to download forms and submit. It will also include the address of school to submit application in person, providing assistance as needed. Forms will be translated and available for second language speakers (ex. Spanish).
b. Signage will be placed on campus to offer open enrollment.
c. Welcome center will be open to aid families in applying in person and answer any questions they may have.
d. Efforts will be placed to advertise with local grassroots and faith-based agencies (such as local YMCA's, Boys and Girls Club, social welfare agencies).
e. All eligible applicants will be accepted.
f. If Dreamland meets capacity, then the random selection process will be initiated.

Please see below. (Dreamland Charter School Application, Section D4 #11, pg 29)

11. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school. Include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in Code Ann. §6-23-306(14)(C).

Dreamland Academy will be an open enrollment charter school; as such, it will not charge tuition and will not discriminate in its pupil admissions policy or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a school district such as religion, or ethnic identity.

Dreamland Academy will be open to any child who is eligible under the laws of Arkansas for admission to a public school, and Dreamland Staff, Director, and Board of Directors will ensure compliance with all applicable anti-discrimination laws governing public schools. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic

ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

Formal recruitment of incoming students will begin after the Dreamland charter is authorized. If authorized with a charter, Dreamland staff will advertise in various media for students interested in enrolling during the 2007-2008 school year, Dreamland will accept applications for Grades K-5, for up to 300 students. During or before February, 2007, Dreamland will advertise open registration, and families (television, radio, newspapers, ads in church bulletins, distribution of flyers, etc. If parents desire, they will meet with staff and review the Dreamland Academy description, program, curriculum, and concepts. A number of community meetings will be held throughout Little Rock to ensure wider communication of the Dreamland Academy for more prospective students and families. Interested families will submit applications beginning February 15 until March 30 If the number of applicants to Dreamland exceeds capacity, a random selection process conducted by an individual unaffiliated with Dreamland will be used to assign spaces as described below. In the event the requests for enrollment exceed the slots available, a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in Code Ann. §6-23-306(14)(C).

Please see below. (Response to the Arkansas DOE Charter School Application Evaluation Objective 11, pg. 8)

Objective 11: *Does the application describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school? Include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in ACT 463 of 2001.*

Response To Weaknesses Identified in Application Evaluation: (1) All efforts will be expended to ensure a fair and equitable process; enrollment forms will be available at the site and on the website that can be downloaded by parents, completed and submitted to the Director of the school. These will be placed into grade level groups. When a vacancy is available, all students in the grade level will have equal opportunity to be selected from the drawing. (2) Preferential enrollment will be offered to staff and faculty as well as to siblings of students already enrolled in the academy. (3) Students who are returning will be guaranteed a spot in the school. (4) Students on probation or suspension will not be a accepted for enrollment until their probation or suspension is completed. (5) Students who have been expelled will not be accepted for enrollment. (6) Students from Pulaski County School District and North Little Rock School District will be able to attend Dreamland as well as students from Little Rock, Academic Plus, Lisa Academy, Bryant Public Schools, and Benton Public Schools.

Dreamland Academy of Performing and Communication Arts: 2007-2008 Budget Narrative

REVENUE:

			WFF Start up Yr 1	Fed Start-Up Yr 1	Fed Start-Up Yr 2
Foundation Program Aide: 300 students x .85 x $5,662	$ 1,443,810	Textbooks & Other Books	$ 69,000		$ 20,000
Breakfast & Lunch Reimbursement:300 students x .80 eligible (50% Free + 30% Reduced)	$ 138,564	Software		$ 90,250	$ 10,000
Professional Development: 300 students x .85 x $41.23	$ 10,514	Teaching Equipment	$ 90,000		$ 15,000
Special Education: 300 x 12% x $3000/student	$ 108,000	Classroom Supplies	$ 11,000	$ 1,000	
State Categorical Funds: est. $500/student x 300	$ 150,000	Furnishings & Equipment	$ 30,000		$ 13,750
Federal Categorical Funds: est. $350 x 300	$ 105,000				
		NOTES:	Walton Foundation Start-Up Grant = $200,000		
			Federal Start-Up Grant = $150,000		
TOTAL STATE AND FEDERAL REVENUE:	**$ 1,955,888**	**TOTAL GRANT REVENUE:**	**$ 200,000**	**$ 91,250**	**$ 58,750**

EXPENDITURES		**NARRATIVE INFORMATION**
Salaries		
Director	$ 65,000	
Teachers	420,000	12 teachers x $35000/yr (ave.)
Instructional aides	90,000	5 Teaching Asst's x $18000/yr (ave.)
Special Ed Teacher	42,500	
Secretary	26,000	
Counselor	40,000	
Social Worker	42,500	

Child Healthcare Specialist	35,000	
Reading Specialist	42,500	
Accounts Manager	25,000	
Benefits		
Retirement	115,990	
Medicare	12,013	
ARK Unemployment	958	
OASDI (Disability Insurance)	51,367	
ARK Workers Compensation	1,929	
Medical	33,140	
Books and Supplies		
Texts and instructional materials	75,000	$250/student x 300 students
Other books	22,500	$75/student (supplemental texts/materials) x 300 students
Technology	114,000	61 comps x $500/computer + $75000 software + $8500 (supplemental equipment like printers, scanners)
Classroom paper and supplies	75,000	$250/student
Office supplies	9,000	$750/mo x 12 months
Janitorial supplies	7,200	$600/mo x 12 mo's
School Events	18,000	Performances & productions done by students
Field Trips	30,000	$25/student x 4 trips/year x 300 students
Teaching Equipment	90,000	$300/student x 300 students; includes equipment for performing and communication arts courses
Services and Contracts		
Custodial	23,750	Assumes 190 days at $125/day
Bookeeping & Audit	12,000	Assumes $500/month bookeeping + $6,000 audit
Legal	8,000	Assumes $6,000 retainer + $2,000 reserve

Liability & property insurance	12,000	$1000/mo x 12 mo's
Waste disposal	1,800	Assumes $150/month
Student testing & assessment	9,000	$30/student x 300 students
Staff development	29,000	Assumes $1750/teacher plus director; $750/TA (year total)
Special education consultant	20,000	$2000/mo for consultants x 10 mo's
Arts Consultant	20,000	resident artists/consultants to provide authentic experience; $2000/mo x 10 mo's
Psychological Testing	1,500	10 students x $150/student; Medicaid will reimburse for eligible students
Speech and Occupational Therapy	18,000	$50/wk/student x 36 wks x 10 students; Medicaid will reimburse for eligible students
Travel & conferences, board retreat	11,500	Assumes $750 per teacher, plus $2,500 board retreat
Internet service provider	14,640	Assumes 61 accounts at $20/month
Postage	1,440	Assumes $120/month
Copier lease	12,000	1000/mo x 12 mo's
Food	138,564	Equivalent to Breakfast and Lunch allocation
Transportation	25,500	$10/mo x 10 mo's per student x 255 students (85% of pop)
Facilities and Capital		
Rent/lease/mortgage	162,630	20850 sq ft x $0.65/ft x 12; this space is contingent on meeting the target # of 300 students. If that number is not met, we can lease less space at a prorated amount.
Furnishings & equipment	75,000	200/student x 300 students + 15000 for Office/Admin
Gas/electric	15,000	1250/mo x 12 mo's
Phone	4,800	400/mo x 12 mo's
Security Alarm	1,200	100/mo x 12 mo's
Bell system	2,400	200/mo x 12 mo's

Maintenance & Operations (repairs and renovations)	25,000		General school wear and tear items & operations maintenance. $1000/mo x 10 months + $5000 for year end.
Total Expenditures	**$ 2,129,321**		
Surplus (Deficit)	**$ 117,817**		Carryover

OPEN-ENROLLMENT CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT

Lessor (Owner): **Greater Second Baptist Church**

Lessee (Tenant): **Wilson Community Development Corp.**

Describe the present use of the facility and use for prior three (3) years:

Dreamland Academy will use 3 facilities that are located on the campus of Greater Second Baptist Church.

The facilities are (1) Youth Education Building (K-5 Classrooms: a former elementary school that is currently empty; in past years, the facility has been used for storage and used to store clothing donations and provide a clothes closet for needy citizens.

(2) Children's Education Building (Multipurpose building with numerous classrooms, used for conferences, special programming (Specialty Classrooms), and

(3) Multipurpose Recreation Building (Gymnasium), currently used as gym facility for Head Start students.

Premises: (1) Youth Education Building (Will be used to house Dreamland's K-5 Classrooms); (2) Children's Education Building (Will be used to house Dreamland's specialty classrooms, (3) Multipurpose Recreation Building (Will be used to provide a gymnasium for Dreamland students)

Address: **5815 Geyer Springs Rd.**

Square footage: (1) 9350 SF (2) Children's Educational Building, (3) 6500 SF, (3) Multipurpose Recreation Building 9360 SF

Terms of Lease: 3 years

Rental Amount: fair market value

Contingency: The terms of this agreement are contingent upon Wilson Community Development Corporation (sponsoring entity) receiving a charter to operate an open-enrollment charter school from the State Board of Education by August of 2007.

Lessee:
Greater Second Baptist Church
By _____
Date January 30, 2007

Lessor:
Wilson Community Development Corp.
By _____
Date 1/30/07

Grades K-8

Social Studies Curriculum Framework

Revised 2006

Strands	Content Standard
Geography	
1. Physical and Spatial	Students shall develop an understanding of the physical and spatial characteristics and applications of geography.
2. Culture and Diversity	Students shall develop an understanding of how cultures around the world develop and change.
3. Interaction of People and the Environment	Students shall develop an understanding of the interactions between people and their environment.
Civics	
4. Government	Students shall develop an understanding of the forms and roles of government.
5. Citizenship	Students shall develop an understanding of the rights and responsibilities of citizens.
History	
6. History	Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.
Economics	
7. Choices	Students shall analyze the costs and benefits of making economic choices.
8. Resources	Students shall evaluate the use and allocation of human, natural, and capital resources.
9. Markets	Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

*Each grade level continues to address earlier Student Learner Expectations as needed and as they apply to more difficult text.

This icon indicates Student Learning Expectations that focus on topics in grades K-8 relating to Arkansas and may be used to fulfill the requirements of the Arkansas History unit for grades K-6 as defined in Act 787 of 1997. This does not meet the 7-12 Arkansas History requirement as defined in Act 787 of 1997. Refer to the Arkansas History for grades 7-8 framework to fulfill this requirement.

Strand: Geography

Standard 1: Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Location, Place, and Region	G.1.K.1 Identify home address G.1.K.2 Identify the school attended and the city in which the school is located G.1.K.3 Identify the state of Arkansas on a map of the United States	G.1.1.1 Identify and locate student's town/city on an appropriate map G.1.1.2 Locate Arkansas on a United States map	G.1.2.1 Define *relative location* G.1.2.2 Locate the county in which the student lives on an Arkansas map G.1.2.3 Locate the capital of Arkansas	G.1.3.1 Define *absolute location* G.1.3.2 Name and locate the states that border Arkansas G.1.3.3 Discuss the characteristics that define a *region:* • takes up area • has boundaries • has special features	G.1.4.1 Discuss the difference between *relative* and *absolute location* G.1.4.2 Locate and describe physical characteristics of the six natural *regions* of Arkansas: • Arkansas River Valley • Crowley's Ridge • Mississippi Alluvial Plain • Ozark Mountains (plateau) • West Gulf Coastal Plain • Ouachita Mountains

Key: G.1.K.1 = Geography. Standard 1. Kindergarten. 1st Student Learning Expectation

Strand: Geography

Standard 1: Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Location, Place, and Region	G.1.K.4 Recognize the United States on a world map or globe	G.1.1.3 Identify and locate the United States on a world map or globe G.1.1.4 Identify the North and South Poles and the Equator on a map or globe	G.1.2.4 Identify and locate countries bordering the United States G.1.2.5 Locate and define the North and South Poles and the Equator on a map of globe	G.1.3.4 Identify on which continent and in which *hemispheres* the United States is located G.1.3.5 Identify the following using a globe or a map: • *Equator* • *Prime Meridian* • North Pole • South Pole G.1.3.6 Divide the earth into the four *hemispheres using a map or globe:* • northern • southern • eastern • western	G.1.4.3 Locate each of the five r*egions* of the United States and describe each *region's* major physical features: • Northeast • Southeast • Midwest • Southwest • West G.1.4.4 Determine *absolute locations* (*latitude* and *longitude*) of places studied using a grid map G.1.4.5 Locate several countries in each of the four *hemispheres*

Key: G.1.K.4 = Geography. Standard 1. Kindergarten. 4th Student Learning Expectation

Strand: Geography

Standard 1: Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Location, Place, and Region	G.1.K.5 Identify land on maps and globes	G.1.1.5 Recognize that there are seven major continents	G.1.2.6 Locate the seven continents using a map or globe	G.1.3.7 Identify the seven continents	G.1.4.6 Explain the difference between a continent and a country
				G.1.3.8 Locate mountain ranges in Arkansas: • Ozark • Ouachita	G.1.4.7 Locate major mountain ranges in the United States: • Appalachian • Rocky
					G.1.4.8 Locate major mountain ranges in the world: • Andes • Alps • Himalayas • Rocky
	G.1.K.6 Identify water on maps and globes	G.1.1.6 Recognize that there are four major oceans in the world	G.1.2.7 Name and locate the four major oceans	G.1.3.9 Locate major rivers in Arkansas: • Arkansas • Mississippi • Red • White • Ouachita • St. Francis	G.1.4.9 Locate major rivers in the United States: • Mississippi • Ohio • Arkansas • Hudson • Missouri • Colorado

Key: G.1.K.5= Geography. Standard 1. Kindergarten. 5th Student Learning Expectation

Strand: Geography

Standard 1: Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Location, Place, and Region	G.1.K.7 Identify different types of weather	G.1.1.7 Explain how *climate*, location, and physical surroundings affect the way people live (e.g., food, clothing, shelter, transportation, recreation)	G.1.2.8 Describe how *climate* changes with the seasons	G.1.3.10 Describe how seasonal weather changes affect the environment	G.1.4.10 Locate major rivers in the world: • Nile • Amazon • Mississippi • Yangtze • Ganges • Volga • Rhine G.1.4.11 Explore weather changes in various *regions*

Key: G.1.K.7 = Geography. Standard 1. Kindergarten. 7th Student Learning Expectation

Strand: Geography

Standard 1: Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Map and Globe Skills	G.1.K.8 Recognize the difference between maps and globes	G.1.1.8 Understand how and why maps and globes are used	G.1.2.9 Distinguish between different types of maps: • *physical* • *political* • *historical*	G.1.3.11 Explain the purpose of a *physical map*	G.1.4.12 Explain the purpose of *historical* and *political maps*
	G.1.K.9 Recognize that maps and globes represent models of the Earth	G.1.1.9 Recognize that pictorial symbols on a map represent real objects	G.1.2.10 Understand the purpose of map components: • title • *compass rose* • *key/legend* • *map scale*	G.1.3.12 Utilize the map *key/legend* to interpret *physical maps*	G.1.4.13 Utilize the map *key/legend* to interpret *historical* and *political maps*
	G.1.K.10 Use words related to location, direction, and distance: • here/there • near/far • over/under • left/right • up/down • top/bottom • between	G.1.1.10 Show a relationship between places using directional words (e.g., school, home, community)			

Key: G.1.K.8 = Geography. Standard 1. Kindergarten. 8th Student Learning Expectation

Strand: Geography

Standard 1: Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Map and Globe Skills		G.1.1.11 Name and label the *cardinal directions* on a map: • north • south • east • west	G.1.2.11 Describe the *relative location*s of places using *cardinal directions* (e.g., Arkansas is south of Missouri)	G.1.3.13 Locate places on contemporary maps using *cardinal* and *intermediate directions*, *map scales*, *legends*, and titles	G.1.4.14 Interpret a map using *cardinal* and *intermediate directions*, *map scales*, *legends*, and titles to locate places on contemporary maps
		G.1.1.12 Recognize physical features of maps and globes: • rivers • lakes • oceans • mountains • islands • desert • coast (e.g., use pictures, visual aids, stories)	G.1.2.12 Identify and locate physical features on maps and globes: • rivers • lakes • oceans • mountains • islands • desert • coast	G.1.3.14 Label physical features on maps and globes: • rivers • lakes • oceans • mountains • islands • desert • coast • *peninsula* • plain • *plateau*	G.1.4.15 Identify and label *political map* features: • boundaries • capitols • cities
	G.1.K.11 Illustrate a map of a familiar place (e.g. bedroom, playground, school)	G.1.1.13 Illustrate and label a map of a familiar place	G.1.2.13 Construct maps of a familiar place (e.g. classroom, bedroom, fictional place) that includes the following: • title • *compass rose* • *legend/key*	G.1.3.15 Create a *physical map* that includes the following: • title • *compass rose* • *legend/key*	G.1.4.16 Create a *political map* that includes the following: • title • *compass rose* • *legend/key*

Key: G.1.K.11 = Geography. Standard 1. Kindergarten. 11th Student Learning Expectation

Strand: Geography

Standard 2: Culture and Diversity

Students shall develop an understanding of how cultures around the world develop and change.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Culture and Diversity	G.2.K.1 Discuss similarities and differences in families	G.2.1.1 Discuss elements of *culture* (e.g., food, clothing, housing, language, sports/ recreation, customs, traditions, art, music, religion)	G.2.2.1 Compare customs of another *culture* to one's own	G.2.3.1 Discuss several customs in the United States and tell how they originated (e.g., greetings, fireworks, parades)	G.2.4.1 Research elements of *culture* in a community, state, or nation (e.g., food, clothing, housing, language, sports/ recreation, customs, traditions, art, music, religion)
	G.2.K.2 Discuss the location of a community and the ways that location affects the people of a community	G.2.1.2 Explain ways in which the location of a community affects people's lives, dress, and occupation G.2.1.3 Explain the difference between *rural* and *urban* areas	G.2.2.2 Compare the lifestyle, dress, and occupations of Arkansans to those of people in other parts of the world G.2.2.3 Compare and contrast how people in *rural* and *urban* areas live and work	G.2.3.2 Identify *cultural* traits of ethnic groups that live in Arkansas G.2.3.3 Identify reasons people live in *rural*, *urban*, and *suburban* areas G.2.3.4 Compare and contrast the human characteristics of early settlements and contemporary communities in Arkansas	G.2.4.2 Describe the *cultural* characteristics of diverse populations in the United States G.2.4.3 Discuss the advantages and disadvantages of life in a *suburban* area G.2.4.4 Compare and contrast the human characteristics of early settlements and contemporary communities in the five regions of the United States

Key: G.2.K.1 = Geography. Standard 2. Kindergarten. 1st Student Learning Expectation

Strand: Geography

Standard 3: Interaction of People and the Environment

Students shall develop an understanding of the interactions between people and their environment.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Movement	G.3.K.1 Identify different types of transportation	G.3.1.1 Recognize reasons people need various types of transportation	G.3.2.1 Identify the various types of transportation and communication links between communities	G.3.3.1 Discuss different types of transportation and communication links between communities G.3.3.2 Describe human settlements (e.g., cities, towns, communities, villages)	G.3.4.1 Examine different types of transportation and communication links between communities in Arkansas G.3.4.2 Discuss the reasons for human settlement patterns (e.g. jobs, *climate*, family) G.3.4.3 Explain how communities share ideas and information with each other

Key: G.3.K.1 = Geography. Standard 3. Kindergarten. 1st Student Learning Expectation

Strand: Geography

Standard 3: Interaction of People and the Environment

Students shall develop an understanding of the interactions between people and their environment.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Human Environment Interaction	G.3.K.2 Recognize the importance of protecting the air, water, and land	G.3.1.2 Identify ways to take personal action to protect the environment (e.g., cleaning up litter, recycling, Earth Day, Arbor Day)	G.3.2.2 Explore the roles of responsible citizens in preserving the environment: • recycling • planting trees • conserving energy	G.3.3.3 Describe how people affect and alter their environment (e.g., farming, building dams, environmental lighting, irrigation, pit mining)	G.3.4.4 Explain how people are influenced by, adapt to, and alter the environment (e.g., agriculture, housing, occupation, industry, transportation, communication, acid rain, global warming, ozone depletion) G.3.4.5 Describe the social impact of extreme natural events on human and physical environments (e.g., fires, volcanoes, earthquakes, floods, hurricanes, tornados, tsunamis)
	G.3.K.3 Define physical environment	G.3.1.3 Identify ways in which people depend on the physical environment	G.3.2.3 Examine ways in which people affect the physical environment	G.3.3.4 Discuss ways in which the school and community can improve the physical environment by practicing conservation	G.3.4.6 Research ways in which the school and community can improve the physical environment by practicing conservation

Key: G.3.K.2 = Geography. Standard 3. Kindergarten. 2nd Student Learning Expectation

Strand: Civics

Standard 4: Government

Students shall develop an understanding of the forms and roles of government.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Forms and Roles of Government	C.4.K.1 Recognize the need for rules and the consequences of violating rules	C.4.1.1 Understand that government is an organized form of rules and procedures C.4.1.2 Explain the importance of government in the classroom and school	C.4.2.1 Explain the basic purposes of government at the local level	C.4.3.1 Discuss why government is necessary at the local level	C.4.4.1 Compare and contrast the purpose and function of government at the local, state, and federal levels
	C.4.K.2 Identify people in the family and school who hold positions of authority	C.4.1.3 Discuss the roles of people in families and schools who hold positions of authority	C.4.2.2 Identify various people and groups who make, apply, and enforce rules and laws for others		
	C.4.K.3 Identify the name and picture of the current president of the United States and current governor of Arkansas	C.4.1.4 Discuss the basic role of the current president of the United States and current governor of Arkansas	C.4.2.3 Identify local government officials (e.g., mayor, city manager, county judge, sheriff)	C.4.3.2 Describe responsibilities and services of local government (e.g., law enforcement, fire protection, public parks, public schools, roads)	C.4.4.2 Compare responsibilities of local, state, and federal government officials

Key: C.4.K.1 = Civics. Standard 4. Kindergarten. 1st Student Learning Expectation

Strand: Civics

Standard 4: Government

Students shall develop an understanding of the forms and roles of government.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Forms and Roles of Government			C.4.2.4 Define *democracy*	C.4.3.3 Identify the three levels of government: • local • state • federal C.4.3.4 Identify the fundamental ideals of *democracy* (e.g., human rights, justice, common good, equal opportunity)	C.4.4.3 Identify the three branches of government: • executive • legislative • judicial C.4.4.4 Describe how United States citizens apply fundamental principles of *democracy* (e.g., people rule themselves, power of government limited by law, people exercise their authority directly through voting and indirectly through elected officials) C.4.4.5 Recognize that there are different forms of government throughout the world

Key: C.4.2.4 = Civics. Standard 4. Grade 2. 4th Student Learning Expectation

Strand: Civics

Standard 5: Citizenship

Students shall develop an understanding of how to participate, develop, and use the skills necessary for effective citizenship.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Roots of Democracy	C.5.K.1 Recognize national symbols that represent American *democracy:* • American flag • Bald Eagle • Statue of Liberty • White House • United States Constitution	C.5.1.1 Identify and discuss national symbols that represent American *democracy:* • American flag • Bald Eagle • Statue of Liberty • White House • United States Constitution	C.5.2.1 Understand the significance of national symbols (e.g., National Anthem, Liberty Bell, Pledge of Allegiance, American Flag, Statue of Liberty, United States Constitution)	C.5.3.1 Examine the significance of national symbols and the role they play in fostering effective citizenship (e.g., National Anthem, Liberty Bell, Pledge of Allegiance, American Flag, Statue of Liberty, United States Constitution)	C.5.4.1 Identify and explain the role of the Founding Fathers in writing the founding documents: • Benjamin Franklin • John Hancock • Thomas Jefferson • James Madison • George Washington C.5.4.2 Identify and explain the purpose of the founding documents: • Declaration of Independence • Articles of Confederation • United States Constitution C.5.4.3 Examine the meaning of the Pledge of Allegiance

Key: C.5.K.1 = Civics. Standard 5. Kindergarten. 1st Student Learning Expectation

Strand: Civics

Standard 5: Citizenship

Students shall develop an understanding of how to participate, develop, and use the skills necessary for effective citizenship.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Rights and Responsibilities of Citizens	C.5.K.2 Discuss the rights and responsibilities of being a good citizen (e.g., respect others, cooperate, share)	C.5.1.2 Demonstrate the rights and responsibilities of being a good citizen (e.g., politeness, reliability, fairness, honesty, patriotism)	C.5.2.2 Examine the rights and responsibilities that citizens have in a community (e.g., obey laws, voting in elections)	C.5.3.2 Describe how citizens contribute to the improvement of a community (e.g., service projects, volunteerism)	C.5.4.4 Examine characteristics needed for active citizenship
	C.5.K.3 Identify voting procedures by participating in a classroom voting process (e.g., which book to read, what game to play)	C.5.1.3 Discuss the voting process as it relates to an election	C.5.2.3 Explain the voter's role in the democratic process	C.5.3.3 Describe the election process	C.5.4.5 Analyze components of the election process: • candidacy • primary • general
	C.5.K.4 Identify the appropriate procedures for the daily recitation of the Pledge of Allegiance: • standing up straight • placing the right hand over heart • removing hats • observing location of the flag	C.5.1.4 Demonstrate the appropriate procedures for reciting the Pledge of Allegiance: • standing up straight • placing the right hand over heart • removing hats • observing location of the flag	C.5.2.4 Identify rules of etiquette for the American flag	C.5.3.4 Discuss the proper etiquette for the American flag	C.5.4.6 Demonstrate the proper flag etiquette for the American flag

Key: C.5.K.2 = Civics. Standard 5. Kindergarten. 2nd Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Regionalism/ Nationalism	H.6.K.1 Recognize celebrations and holidays as a way of remembering and honoring events and people of the past: • Labor Day • Veteran's Day • Thanksgiving • Columbus Day • Martin Luther King, Jr. Day • President's Day • Independence Day • Memorial Day H.6.K.2 Identify state symbols of Arkansas: • flag • tree • insect • beverage	H.6.1.1 Identify people and events observed in national celebrations and holidays: • Labor Day • Veteran's Day • Thanksgiving • Columbus Day • Martin Luther King, Jr. Day • President's Day • Independence Day • Constitution Day H.6.1.2 Identify state symbols of Arkansas: • flower • bird • fruit/vegetable • folk dance • instrument	H.6.2.1 Explain the purpose in celebrating national holidays: • Labor Day • Veteran's Day • Thanksgiving • Columbus Day • Martin Luther King, Jr. Day • President's Day • Independence Day • Constitution Day H.6.2.2 Identify state symbols of Arkansas: • gem • mineral • rock • mammal • anthem	H.6.3.1 Research the history of the Arkansas state flag	H.6.4.1 Discuss the meaning of the state motto of Arkansas H.6.4.2 Examine the history of the State Seal of Arkansas and its components

Key: H.6.K.1 = History. Standard 6. Kindergarten. 1st Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Regionalism and Nationalism	H.6.K.3 Identify famous Arkansans	H.6.1.3 Identify historical sites of Arkansas (e.g., Old Washington, Arkansas Post)	H.6.2.3 Discuss historical people of Arkansas (e.g., Bill Clinton, Daisy Bates, Sequoia)	H.6.3.2 Examine historical people and events of Arkansas (e.g., Maya Angelou, Civil War, Civil Rights Movement)	H.6.4.3 Examine historical settlements in Arkansas: • Arkansas Post • Old Washington • Fort Smith

Key: H.6.K.3 = History. Standard 6. Kindergarten. 3rd Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Conflict and Consensus			H.6.2.4 Define conflict	H.6.3.3 Discuss that conflicts between countries can lead to war H.6.3.4 Discuss the meaning of revolution H.6.3.5 Discuss the meaning of civil war	H.6.4.4 Name the major causes of the American Revolutionary War: • taxation • distance • lack of communication H.6.4.5 Identify George Washington as the lead general in the Revolutionary War H.6.4.6 Identify events that led to Arkansas' involvement in the Civil War: • excise taxes • state's rights • slavery

Key: H.6.2.4 = History. Standard 6. Grade 2. 4th Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Conflict and Consensus				H.6.3.6 Recognize individuals who contributed to the common good of society (e.g., Rosa Parks, Susan B. Anthony, César Chávez)	H.6.4.7 Identify major historical events that occurred during the 20th century (e.g., World War I, Great Depression, World War II, Space Exploration, Civil Rights) H.6.4.8 Discuss how differences between people lead to conflict (e.g., social, political, economic)

Key: H.6.3.6 = History. Standard 6. Grade 3. 6th Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Continuity and Change	H.6.K.4 Discuss how things change over time using chronological terms: • before/after • first/next/last • now/long ago • yesterday/ today/tomorrow	H.6.1.4 Recognize time equivalency using chronological terms: • yesterday/past • today/present • tomorrow/ future			
	H.6.K.5 Identify events that take place in sequential order (e.g., family photos, pictures from magazines)	H.6.1.5 Determine the sequential order of events on a *timeline* (e.g., school events, holidays, birthday, historical events)	H.6.2.5 Determine the data to be included on a personal *timeline*	H.6.3.7 Analyze a *timeline* that illustrates selected historical events	H.6.4.9 Evaluate data presented on a *timeline* of Arkansas history
	H.6.K.6 Discuss how historical events relate to the present day (e.g., stories of George Washington Carver, Wright Brothers)	H.6.1.6 Explore people and events from the past using primary and secondary sources (e.g., photos, *artifacts*, maps)	H.6.2.6 Determine how photos and documents are used to gather information about the past	H.6.3.8 Compare artifacts from events in various periods of history	H.6.4.10 Examine *artifacts* relating to events in Arkansas history
			H.6.2.7 Define technology and list examples	H.6.3.9 Identify ways in which technology has changed the world (e.g., computers, fax machines, cell phones)	H.6.4.11 Discuss advances in technology (e.g., communications, space travel, medical)

Key: H.6.K.4 = History. Standard 6. Kindergarten. 4th Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Continuity and Change	H.6.K.7 Recognize that family activities have changed over time	H.6.1.7 Discuss daily life in the past and present	H.6.2.8 Describe the ways in which communities have changed over time	H.6.3.10 Examine land development and its impact on a community	H.6.4.12 Analyze changes in Arkansas from past to present

Key: H.6.K.7 = History. Standard 6. Kindergarten. 7th Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Continuity and Change	H.6.K.8 Understand that Pilgrims came to America from another part of the world	H.6.1.8 Recognize that the Pilgrims came to America on the Mayflower and arrived at Plymouth Rock	H.6.2.9 Identify reasons Pilgrims came to the New World: • religious freedom • political freedom H.6.2.10 Discuss the characteristics of a colony	H.6.3.11 Identify Jamestown as the first permanent American settlement H.6.3.12 Discuss John Smith's role and influence in the establishment of a self-sufficient settlement in Jamestown H.6.3.13 Identify the causes for the establishment of the thirteen colonies (e.g., gold, tobacco, religion)	H.6.4.13 Understand the transition of the thirteen colonies into thirteen separate states

Key: H.6.K.8 = History. Standard 6. Kindergarten. 8th Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Continuity and Change	H.6.K.9 Recognize examples of current and early transportation	H.6.1.9 Understand that the name of Arkansas originated from the Quapaw Indians H.6.1.10 Discuss methods of transportation of today and long ago	H.6.2.11 Recognize American Indian tribes of Arkansas: • Osage • Quapaw • Caddo H.6.2.12 Compare past and present means of transportation and communication in Arkansas	H.6.3.14 Describe the early American Indian *cultures* in Arkansas H.6.3.15 Identify the modes of transportation in westward movement (e.g., wagons, horses, railroads)	H.6.4.14 Identify and describe the Arkansas Indian Tribes: • Osage • Quapaw • Caddo H.6.4.15 Identify the reasons for the decline of the native populations of Arkansas (e.g., influenza, small pox, competition for land) H.6.4.16 Describe how new forms of transportation and communication impacted the Westward Expansion of the United States (e.g., pony express, railroads, telegraphs)

Key: H.6.K.9 = History. Standard 6. Kindergarten. 9th Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Movement	H.6.K.10 Discuss Christopher Columbus and his discovery of America	H.6.1.11 Describe the voyage of Christopher Columbus	H.6.2.13 Identify areas settled as a result of Christopher Columbus' voyages to America H.6.2.14 Identify Ferdinand and Isabella and their purpose in supporting Columbus: • gold • silk • spices	H.6.3.16 Identify the following explorers: • Hernando Desoto • La Salle/De Tonti • Marquette/Joliet	H.6.4.17 Identify areas in Arkansas that were explored by the following: • Hernando Desoto • La Salle/De Tonti • Marquette • Joliet H.6.4.18 Identify European nations that claimed authority over territorial Arkansas: • France • Spain

Key: H.6.K.10 = History. Standard 6. Kindergarten. 10th Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Movement				H.6.3.17 Identify the factors leading to the purchase of Louisiana H.6.3.18 Recognize that Arkansas was part of the Louisiana Purchase	H.6.4.19 Discuss the causes and effects of Westward Expansion (e.g., economic opportunity, resources, forced removal, unclaimed lands, religion) H.6.4.20 Compare the area of the United States before and after the Louisiana Purchase H.6.4.21 Identify the following individuals and their roles in the Louisiana Purchase: • Thomas Jefferson • Napoleon • Lewis and Clark • Sacagawea

Key: H.6.3.17 = History. Standard 6. Grade 3. 17th Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Cultural Diversity and Uniformity	H.6.K.11 Recognize the relationship between the American Indians and the Pilgrims (e.g., story, song)	H.6.1.12 Demonstrate the relationship between the American Indians and the Pilgrims (e.g., play, skit, song)	H.6.2.15 Understand the significance of the Thanksgiving feast to the relationship between the American Indians and the Pilgrims	H.6.3.19 Identify similarities and differences among the American Indians and Pilgrims: • housing • clothing • foods • traditions • tools	H.6.4.22 Discuss similarities and differences among the American Indians and Pilgrims: • housing • clothing • foods • traditions • tools

Key: H.6.K.11 = History. Standard 6. Kindergarten. 11th Student Learning Expectation

Strand: Economics

Standard 7: Choices

Students shall analyze the cost and benefits of making economic choices.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Costs and Benefits	E.7.K.1 Recognize that all people have economic wants and needs				
	E.7.K.2 Discuss the concept of making choices related to wants and needs	E.7.1.1 Identify the categories and priorities of wants and needs E.7.1.2 Describe how people satisfy basic wants (e.g., grow food, earn money to buy things, trade with others)	E.7.2.1 Describe an event or situation in daily life in which a *trade off* is made	E.7.3.1 Determine that people make *trade offs* to get the most benefit from scarce resources	E.7.4.1 Evaluate the priority of economic wants and consequences of the *opportunity cost*
	E.7.K.3 Identify the concept of *scarcity* (e.g., not enough items available)	E.7.1.3 Determine the relationships between unlimited wants and limited resources (e.g., *scarcity*)	E.7.2.2 Discuss that because of *scarcity* people must make choices and incur *opportunity costs* E.7.2.3 Discuss making choices based on *incentives*/rewards	E.7.3.2 Evaluate examples from the local community that illustrate *scarcity* E.7.3.3 Recognize that stating the problem and listing the alternatives are part of the *decision making model*	E.7.4.2 Analyze how *scarcity* caused early exploration (e.g., gold, spices, silk) E.7.4.3 Recognize and use the *decision making model* to make an economic decision: • state the problem • list the alternatives • state the criteria • evaluate the criteria • make a decision

Key: E.7.K.1 = Economics. Standard 7.Kindergarten. 1st Student Learning Expectation

Strand: Economics

Standard 8: Resources

Students shall evaluate the use and allocation of *human, natural,* and *capital resources.*

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Factors of Production	E.8.K.1 Identify *human resources* (e.g., community workers)				
	E.8.K.2 Discuss the roles of *producers* and *consumers*	E.8.1.1 Recognize that people are *producers* of *goods* and *services* (e.g., make a bed, turn in homework, make a craft)	E.8.2.1 Distinguish between *consumers* and *producers* in a local community		
		E.8.1.2 Recognize that people are *consumers of goods* and *services* (e.g., buy a toy, get a haircut, go to a movie)		E.8.3.1 Discuss *human capital*	E.8.4.1 Discuss *productivity*
	E.8.K.3 Discuss how people earn a living in the community and the places they work	E.8.1.3 Discuss skills and education necessary to perform a job	E.8.2.2 Research the skills and education needed for specific jobs	E.8.3.2 Recognize ways people become more skillful in the workplace	E.8.4.2 Compare the increase in *productivity* when improved *human capital* is available

Key: E.8.K.1 = Economics. Standard 8.Kindergarten. 1st Student Learning Expectation

Strand: Economics

Standard 8: Resources

Students shall evaluate the use and allocation of *human, natural, and capital resources.*

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Factors of Production	E.8.K.4 Discuss *natural resources*	E.8.1.4 Identify uses for *natural resources*	E.8.2.3 Discuss the availability of *natural resources*	E.8.3.3 Recognize the product associated with the *natural resources* from which it is created	E.8.4.3 Examine the impact of sc*arcity* of *natural resources* on production decisions
	E.8.K.5 Discuss *capital resources*	E.8.1.5 Understand that *capital resources* are the tools of trade (e.g., carpenter uses hammer and nails, painter uses paint)	E.8.2.4 Give examples of *capital resources*	E.8.3.4 Explain how *capital resources* are related to specific jobs	E.8.4.4 Analyze how *capital resources* are used to produce *goods* and *services*
				E.8.3.5 Define and discuss characteristics of an *entrepreneur*	E.8.4.5 Identify Arkansas *entrepreneurs*
				E.8.3.6 Define profit	E.8.4.6 Describe how profit is an *incentive* for *entrepreneurship*

Key: E.8.K.4 = Economics. Standard 8.Kindergarten. 4th Student Learning Expectation

Strand: Economics

Standard 9: Markets

Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Financial Markets		E.9.1.1 Discuss *barter* as a method of exchange	E.9.2.1 Identify items that have been used as currency (e.g., shells, beads, pelts)	E.9.3.1 Research items that represented money throughout time (e.g., shells, beads, pelts)	E.9.4.1 Discuss the characteristics of money: • *portability* • *divisibility* • *durability* • *uniformity*
	E.9.K.1 Recognize that money is used to purchase items	E.9.1.2 Recognize that money is a *medium of exchange*	E.9.2.2 Understand that the use of money facilitates exchange	E.9.3.2 List and explain the functions of money: • *medium of exchange* • *measure of value* • *store of value*	
		E.9.1.3 Discuss the role of a financial institution	E.9.2.3 Discuss a variety of services that financial institutions provide	E.9.3.3 Discuss costs and benefits of saving in a financial institution	E.9.4.2 Describe the reasons for saving money in a financial institution: • interest • safety

Key: E.9.K.1 = Economics. Standard 9.Kindergarten. 1st Student Learning Expectation

Strand: Economics

Standard 9: Markets

Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Goods and services	E.9.K.2 Identify *goods* that people use E.9.K.3 Identify services people do for each other E.9.K.4 Recognize that people choose among a variety of *goods and services* E.9.K.5 Recognize that people work to earn money to purchase items E.9.K.6 Understand that *markets* exist in a community	E.9.1.4 Understand that the production of any good or service requires: • *natural resources* • *human resources* • *capital resources* E.9.1.5 Recognize that *markets* exist in various places (e.g., physical locations home, Internet)	E.9.2.4 Classify *productive resources* into the following categories: • *natural resources* • *human resources* • *capital resources* E.9.2.5 Investigate *goods and services* provided by *markets* in the local community E.9.2.6 Identify exchanges made: • monetary • *barter*	E.9.3.4 Identify and explain the role of each *productive resource* in producing a *good* or *service* (e.g., school lunches) E.9.3.5 Research *goods and services* provided by *markets* in the local community E.9.3.6 Describe the benefits of *voluntary exchange* (e.g., trade)	E.9.4.3 Research the *productive resources* that go into the production of a product E.9.4.4 Research public *goods and services* that are provided by taxes E.9.4.5 Explain why countries trade

Key: E.9.K.2 = Economics. Standard 9.Kindergarten. 2nd Student Learning Expectation

Strand: Economics

Standard 9: Markets

Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Goods and services			E.9.2.7 Define *specialization* and *interdependence*	E.9.3.7 Recognize the connection between *specialization* and *interdependence* E.9.3.8 Define *supply* and *demand*	E.9.4.6 Explain the benefits of *specialization* and *interdependence* E.9.4.7 Discuss the effect of *supply* and *demand* in a community E.9.4.8 Define *inflation*

Key: E.9.2.7 = Economics. Standard 9.Grade 2. 7th Student Learning Expectation

Strand: Economics

Standard 9: Markets

Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Global markets				E.9.3.9 Define import and export	E.9.4.9 Identify imported and exported goods E.9.4.10 List exported goods associated with Arkansas (e.g., rice, chicken, auto parts) E.9.4.11 Explain how foreign trade affects daily life

Key: E.9.3.9 = Economics. Standard 9. Grade 3. 9th Student Learning Expectation

Strand: Geography

Standard 1: Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Location, Place, and Region	G.1.5.1 Classify locations as *absolute* or *relative*	G.1.6.1 Apply the proper usage of *absolute* and *relative location*	G.1.7.1 Determine the *absolute* and *relative location* of a specific place	G.1.8.1 Compare and contrast information about *absolute* and *relative location*
	G.1.5.2 Identify and describe the region of the United States in which Arkansas is located	G.1.6.2 Examine the location, place, and region of Arkansas and determine the characteristics of each	G.1.7.2 Compare and contrast common regional characteristics of Arkansas and other locations at the same latitude on the globe	G.1.8.2 Compare and contrast the regional characteristics of Arkansas to other locations
	G.1.5.3 Distinguish between the major regions of the United States and evaluate their interdependence	G.1.6.3 Identify the countries on the continent of North America and analyze their geographical relationship	G.1.7.3 Compare the location of North America to the other continents of the world and recognize the significance of the global region of each continent to its geographic location	G.1.8.3 Evaluate the location of each hemisphere and determine the location of rainforests, deserts, and other major characteristics of global regions on each continent
	G.1.5.4 Locate the major bodies of water that are related to the United States: • Atlantic Ocean • Caribbean Sea • Great Lakes • Gulf of Mexico • Pacific Ocean	G.1.6.4 Explain the importance of the major river systems of the United States and Arkansas: • Arkansas River • Colorado River • Mississippi River • Ohio River • St. Lawrence River	G.1.7.4 Locate the major bodies of water and river systems of countries of the world: • Amazon River • Arctic Ocean • Atlantic Ocean • Indian Ocean • Nile River • Pacific Ocean • Panama Canal • Suez Canal	G.1.8.4 Analyze the importance of river systems of countries of the world and determine the unique characteristics of each river system: • Amazon River • Ganges River • Mississippi River • Nile River • Volga River • Yangtze River

Key: G.1.5.1 = Geography. Standard 1. Grade 5. 1st Student Learning Expectation

Strand: Geography

Standard 1: Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
Grade 8	Grade 5	Grade 6	Grade 7	Grade 8
Location, Place, and Region	G.1.5.5 Identify a variety of charts and graphs used to display data on a variety of topics such as climate or population G.1.5.6 Distinguish between geography terms that describe or indicate region, place, or location (e.g., tundra, desert, rainforest, mountains)	G.1.6.5 Illustrate information relating to population, climate, weather patterns, or other specific topics on selected types of charts or graphs G.1.6.6 Analyze a map of the fifty states and identify regions (e.g., Northeast, Southeast, Midwest, Southwest, West)	G.1.7.5 Design specific types of charts and graphs showing weather patterns, climate, population, or other specific topics G.1.7.6 Describe a variety of regions in the United States and the Western Hemisphere (e.g., landform, climate, and vegetation regions)	G.1.8.5 Evaluate a variety of information relating to demographics, weather, or other specific topics using charts and graphs G.1.8.6 Analyze a map of significant world regions (e.g., Amazon Rainforest, Sahara Desert, Arctic Circle, Himalayan Mountains, Nile River Delta)

Key: G.1.5.5 = Geography. Standard 1. Grade 5. 5th Student Learning Expectation

Strand: Geography

Standard 1: Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Map and Globe Skills	G.1.5.7 Recognize the various types of maps used by geographers (e.g., *physical, political, historical, special purpose*, and other types of maps)	G.1.6.7 Examine different maps and globe projections and recognize the differences of each map or projection	G.1.7.7 Construct a specialized map using data (e.g., population, resources, climate, political units)	G.1.8.7 Design maps of places and regions throughout the world that contain map elements: • title • *compass rose* • *key/legend* • *map scale* • grid system • *inset map*
	G.1.5.8 Demonstrate an understanding of the following: • *latitude* • *longitude* • parallels • meridians • degrees • grid systems • coordinates • Tropic of Cancer • Tropic of Capricorn • Equator • Prime Meridian	G.1.6.8 Construct a map of the United States using all basic map components: • *compass rose* • *map scale* • *key/legend* • *inset map* • title	G.1.7.8 Determine the importance of latitude and longitude in constructing maps or globes such as those used by meteorologists, survey crews, or the military	G.1.8.8 Evaluate the necessity of using latitude and longitude by creating a special purpose map using latitudinal and longitudinal coordinates
	G.1.5.9 Compare and contrast major landforms characterized as physical features of Earth (e.g., plateaus, rivers, deltas, seas, oceans, peninsulas)	G.1.6.9 Compare the location of specific places on both maps and globes	G.1.7.9 Discuss the tools used by geographers to develop maps and globes [e.g., Global Positioning System (GPS), Internet sites, Landsat]	G.1.8.9 Analyze a physical map or global projection using Global Positioning System (GPS), Internet sources, or other geographer's tools
		G.1.6.10 Discuss reasons for the location of political boundaries and capital cities due to physical features of the nation or states	G.1.7.10 Construct maps that display the location of a variety of Earth's physical features (e.g., plateaus, rivers, deltas, seas, oceans, peninsulas)	G.1.8.10 Evaluate the impact of Earth's physical features on the development of regions of the world

Key: G.1.5.7 = Geography. Standard 1. Grade 5. 7th Student Learning Expectation

Strand: Geography

Standard 2: Culture and Diversity

Students shall develop an understanding of how cultures around the world develop and change.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Culture/Diversity	G.2.5.1 Describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in Arkansas and the United States G.2.5.2 Understand the contributions of people of various racial, ethnic, and religious groups in Arkansas and the United States G.2.5.3 Recognize examples of *cultural diffusion, cultural exchange*, and *assimilation*	G.2.6.1 Examine the effects of the contributions of people from selected racial, ethnic, and religious groups to the cultural identify of Arkansas and the United States G.2.6.2 Describe how people from selected racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the culture of Arkansas and the United States G.2.6.3 Identify the occurrences of *cultural diffusion*, *cultural exchange,* and *assimilation* in local and national history	G.2.7.1 Examine the work of writers and artists as examples of cultural heritage from communities around the world G.2.7.2 Summarize the contributions of people of various racial, ethnic, and religious groups in the development of nations around the world G.2.7.3 Demonstrate examples of *cultural exchange* throughout specific periods of world history	G.2.8.1 Evaluate the connection between artistic and literary movements with the changes in social and cultural life in specific nations or world regions G.2.8.2 Analyze the impact of world leaders on culture around the world (e.g., Mahatma Gandhi, Golda Meir, Martin Luther King, Jr., Nelson Mandela) G.2.8.3 Evaluate modern cultures to determine the level of *assimilation* and *cultural exchange* brought about by technological advances

Key: G.2.5.1 = Geography. Standard 2. Grade 5. 1st Student Learning Expectation

Strand: Geography

Standard 3: Interaction of People and the Environment

Students shall develop an understanding of the interactions between people and their environment.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Movement	G.3.5.1 Recognize factors that influence migration (e.g., employment, natural resources)	G.3.6.1 Describe the location of major cities in Arkansas and the United States and the availability of resources and transportation in those areas	G.3.7.1 Distinguish between the distribution of early population centers and modern population centers	G.3.8.1 Evaluate the factors that influence the growth of population centers (e.g., location, transportation corridors and barriers, distribution of resources)
	G.3.5.2 Define *push-pull factors*	G.3.6.2 Distinguish between *push-pull factors*	G.3.7.2 Examine *push-pull factors* and the effects of these factors on demographics of specific regions of North America	G.3.8.2 Interpret the results of *push-pull factors* around the world by using demographic data
	G.3.5.3 Identify various forms of technology and methods of transferring ideas and information	G.3.6.3 Compare methods of communication through present day technology	G.3.7.3 Compare and contrast the advantages and disadvantages of various methods of transferring ideas and information	G.3.8.3 Analyze how the exchange of ideas and information have made the world more interdependent
	G.3.5.4 Recognize the concepts of *interstate, intrastate*, *infrastructure*, and *globalization*	G.3.6.4 Distinguish between *interstate* and *intrastate* transportation and the effects *globalization* has on these methods of transportation	G.3.7.4 Examine the *infrastructure* of population centers and the effects of weak or strong *infrastructure*	G.3.8.4 Evaluate the effects *globalization* has on the increase or decline of *infrastructure* in major world population centers

Key: G.3.5.1 = Geography. Standard 3. Grade 5. 1st Student Learning Expectation

Strand: Geography

Standard 3: Interaction of People and the Environment

Students shall develop an understanding of the interactions between people and their environment.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Human Environment Interaction	G.3.5.5 Identify renewable and nonrenewable resources (e.g., fossil fuels, fertile soils, timber) G.3.5.6 Identify ways people have modified the physical environment G.3.5.7 Discuss ways in which Arkansans adapted to and modified the environment	G.3.6.5 Describe the physical processes that produce renewable and nonrenewable resources G.3.6.6 Describe ways in which technology influences capacity to modify the physical environment G.3.6.7 Analyze the consequences of environmental modification on Arkansas and specific areas of the United States: • acid rain • global warming • ozone depletion • erosion • desertification	G.3.7.5 Interpret the outcome of physical processes that provide renewable and nonrenewable resources G.3.7.6 Analyze ways people have adapted to the physical environment in selected places and regions G.3.7.7 Discuss ways in which people from various regions of the world have adapted to and modified the environment during specific time periods throughout history (e.g., exploration, colonization)	G.3.8.5 Determine the impact population growth has on acquisition of renewable and nonrenewable resources G.3.8.6 Evaluate the methods used to modify the physical environment in selected places and regions G.3.8.7 Analyze the consequences of environmental modification on world regions and regional populations: • acid rain • global warming • ozone depletion • erosion • desertification

Key: G.3.5.5 = Geography. Standard 3. Grade 5. 5th Student Learning Expectation

Strand: Civics

Standard 4: Government

Students shall develop an understanding of the forms and roles of government.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Forms and Roles of Government	C.4.5.1 Recognize that the Arkansas and the United States governments are composed of three branches: • executive • legislative • judicial C.4.5.2 Identify the system of checks and balances in government C.4.5.3 Identify the roles and responsibilities of the executive branch (e.g., state/governor, federal/president)	C.4.6.1 Compare and contrast the three branches of government at the state and national levels of government: • executive • legislative • judicial C.4.6.2 Discuss the system of checks and balances in government C.4.6.3 Discuss the roles and responsibilities of the executive branch (e.g., state/governor, federal/president)	C.4.7.1 Identify the different ways legislative and judicial branches have been organized in the United States: • federalism • bicameral • unicameral • court systems C.4.7.2 Compare and contrast the system of checks and balances with systems of other nations C.4.7.3 Recognize that nations of the world have different forms of executive leadership: • premier • president • prime minister	C.4.8.1 Discuss the benefits of the organization of the legislative and judicial branches of the United States government: • federalism • bicameral • unicameral • court systems C.4.8.2 Analyze the effectiveness of the United States system of checks and balances C.4.8.3 Compare different forms of executive leadership: • premier • president • prime minister

Key: C.4.5.1 = Civics. Standard 4. Grade 5. 1st Student Learning Expectation

Strand: Civics

Standard 4: Government

Students shall develop an understanding of the forms and roles of government.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Forms and Roles of Government	C.4.5.4 Identify and describe the roles of the legislative branch (e.g., general assembly/congress, state congress and federal congress, house, senate)	C.4.6.4 Compare and contrast the roles of the legislative branch (e.g., general assembly/congress, state congress and federal congress, house, senate)	C.4.7.4 Identify the various types of legislative branch in governments of the world	C.4.8.4 Discuss how governments similar to and different from the United States utilize the legislative branch of government
	C.4.5.5 Identify and describe the roles of the judicial branch (e.g., local, state, and federal)	C.4.6.5 Compare and contrast the roles of the judicial branch (e.g., local, state, and federal)	C.4.7.5 Identify nations of the world that have developed judicial branches of government	C.4.8.5 Examine various forms of the judicial branch of government in nations other than the United States
	C.4.5.6 Identify the forms of government (e.g., democracy, monarchy, dictatorship, oligarchy, totalitarian)	C.4.6.6 Discuss the forms of government (e.g., democracy, monarchy, dictatorship, oligarchy, totalitarian)	C.4.7.6 Compare and contrast forms of government (e.g., democracy, monarchy, dictatorship, oligarchy)	C.4.8.6 Analyze forms of government (e.g., democracy, monarchy, dictatorship, oligarchy, totalitarian)
	C.4.5.7 Identify elected state and federal government officials (e.g., terms and qualifications)	C.4.6.7 Recognize elected state and federal government officials (e.g., terms and qualifications)	C.4.7.7 Identify current government officials from selected countries	C.4.8.7 Compare the terms and qualifications for current government officials in selected countries

Key: C.4.5.4 = Civics. Standard 4. Grade 5. 4th Student Learning Expectation

Strand: Civics

Standard 4: Government

Students shall develop an understanding of the forms and roles of government.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Forms and Roles of Government	C.4.5.8 Discuss the succession of leadership at the state level C.4.5.9 Discuss the two-party system	C.4.6.8 Discuss the succession of leadership at the federal level C.4.6.9 Describe the development of the two-party system and the influence of third parties	C.4.7.8 Discuss the succession of leadership for selected countries C.4.7.9 Identify political parties of selected nations of the world	C.4.8.8 Compare and contrast the succession of leadership in selected countries with other selected countries C.4.8.9 Discuss the influence world events have on political parties

Key: C.4.5.8 = Civics. Standard 4. Grade 5. 8th Student Learning Expectation

Strand: Civics

Standard 5: Citizenship

Students shall develop an understanding of the rights and responsibilities of citizens.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Roots of Democracy	C.5.5.1 Identify the founding documents that helped to establish laws for the United States (e.g., Mayflower Compact, Declaration of Independence, United States Constitution)	C.5.6.1 Determine the way rights and laws of the United States were created by examining founding documents (e.g., Declaration of Independence, United States Constitution, Mayflower Compact)	C.5.7.1 Examine written laws from other eras in world history: • Hammurabi's Code • Justinian's Code • Napoleonic Code	C.5.8.1 Analyze the impact of written laws from other eras on the development of the United States Constitution: • Hammurabi's Code • Justinian's Code • Napoleonic Code
	C.5.5.2 Identify the purpose of the Declaration of Independence	C.5.6.2 Examine the effects of the Declaration of Independence	C.5.7.2 Examine documents other countries have written in order to declare independence	C.5.8.2 Analyze the significance of written declarations of independence for various nations of the world
	C.5.5.3 Identify the significance of the following individuals in establishing the government of the United States: • John Adams • Benjamin Franklin • Alexander Hamilton • Thomas Jefferson • John Marshall • James Madison • George Washington	C.5.6.3 Evaluate reasons for writing the United States Constitution	C.5.7.3 Discuss the significance of individuals that formed various governments in the world (e.g., Alexander the Great, Julius Caesar, William the Conqueror, Charlemagne, Vladimir Lenin, Atilla the Hun)	C.5.8.3 Research the contributions of individuals in changing governments of countries of the world using primary and secondary sources (e.g., Lech Walesa, Nelson Mandela, Ayottallah Khomeni, Fidel Castro, Mikhail Gorbechev)
	C.5.5.4 Identify the significance of the Articles of Confederation	C.5.6.4 Evaluate the importance of the United States Constitution as a governing document for the United States	C.5.7.4 Compare and contrast other national constitutions to the United States Constitution	C.5.8.4 Analyze constitutions or other governing documents used by nations of the world

Key: C.5.5.1 = Civics. Standard 5. Grade 5. 1st Student Learning Expectation

Strand: Civics

Standard 5: Citizenship

Students shall develop an understanding of the rights and responsibilities of citizens.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Roots of Democracy	C.5.5.5 Discuss how the ineffectiveness of the Articles of Confederation led to the creation of the United States Constitution		C.5.7.5 Examine how the influence of the United States Constitution has spread to other nations of the world	C.5.8.5 Analyze how the United States Constitution has impacted the governing documents of other nations
	C.5.5.6 Research national symbols and explain their significance using primary and secondary sources (e.g., Pledge of Allegiance, Lady Liberty)	C.5.6.5 Research national symbols and movements using primary and secondary sources (e.g., Uncle Sam, political party symbols, Vietnam Memorial, Mt. Rushmore)	C.5.7.6 Discuss the significance of national symbols of other nations of the world (e.g., national flags, statues, monuments)	C.5.8.6 Identify the background of national symbols from other nations of the world (e.g., national flags, statues, monuments)
	C.5.5.7 Identify significant examples of patriotic music from various periods of United States history	C.5.6.6 Analyze significant examples of music from various periods of United States history		

Key: C.5.5.5 = Civics. Standard 5. Grade 5. 5th Student Learning Expectation

Strand: Civics

Standard 5: Citizenship

Students shall develop an understanding of how to participate develop and use the skills necessary for effective citizenship.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Rights and Responsibilities of Citizens	C.5.5.8 Identify the requirements for becoming a citizen of the United States	C.5.6.7 Examine the process of becoming a citizen of the United States	C.5.7.7 Identify the rights and responsibilities citizens have had in various world civilizations	C.5.8.7 Analyze the rights and responsibilities citizens currently have in various nations of the world
	C.5.5.9 Identify the rights and responsibilities of United States citizenship (e.g., voting, obeying laws, volunteerism)	C.5.6.8 Evaluate ways being a good citizen is important for every individual (e.g., voting, obeying laws, volunteerism)	C.5.7.8 Examine the rights and responsibilities of citizenship in other countries of the world	C.5.8.8 Analyze ways in which good citizenship may be characterized in other countries of the world
	C.5.5.10 Discuss the importance of the rights of United States citizens set forth in the Bill of Rights	C.5.6.9 Examine ways citizens utilize the rights guaranteed in the Bill of Rights	C.5.7.9 Identify other countries that have written rights of citizenship	C.5.8.9 Discuss the struggle other countries have had in order to gain rights for citizens
	C.5.5.11 Identify the proper procedure for voting in the United States and in Arkansas (e.g., registration, voting sites, maintaining the right to vote)	C.5.6.10 Examine the importance of the procedure for voting in the United States and in Arkansas (e.g., registration, maintaining the right to vote, voicing opinion)	C.5.7.10 Identify the procedure for voting in other countries	C.5.8.10 Examine the value citizens of other countries place on voting rights
	C.5.5.12 Discuss ways citizens participate in government at the state and local level	C.5.6.11 Analyze the importance of citizen participation in government at the state and local level	C.5.7.11 Identify ways citizens participate in government at the state, national, and international levels	C.5.8.11 Analyze the influence citizen participation has in government at the state, national, and international levels

Key: C.5.5.8 = Civics. Standard 5. Grade 5. 8th Student Learning Expectation

Strand: Civics

Standard 5: Citizenship

Students shall develop an understanding of how to participate develop and use the skills necessary for effective citizenship.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Rights and Responsibilities of Citizens	C.5.5.13 Identify the Bill of Rights in the United States Constitution	C.5.6.12 Examine the rights guaranteed to United States citizens in the Bill of Rights	C.5.7.12 Discuss the importance of world organizations involved in citizen's rights (e.g., League of Nations, United Nations, North Atlantic Treaty Organization)	C.5.8.12 Analyze the world organizations involved in citizen's rights (e.g., United Nations, North Atlantic Treaty Organization)
	C.5.5.14 Identify the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments	C.5.6.13 Compare U.S. Constitutional Amendments granting citizen's rights	C.5.7.13 Research various international policies granting or limiting citizen's rights using primary and secondary source documents	C.5.8.13 Evaluate various international policies granting or limiting citizen's rights
	C.5.5.15 Identify various organizations from U.S. History through which citizen's rights were affected (e.g., Women's *Suffrage*, NAACP, Chinese Immigration Act, *Emancipation Proclamation*)	C.5.6.14 Examine how citizens rights are exercised through organizations that influenced societal and governmental change (e.g., ACLU, NAACP, CORE, ERA)	C.5.7.14 Discuss various national movements throughout world history in which citizen's rights were affected (e.g., Reformation, Enlightenment, Crusades, French Revolution)	C.5.8.14 Examine selected movements that influenced citizen's rights throughout world history (e.g., Communist Revolution, Boxer Rebellion, Nazism, Fascism, Holocaust)

Key: C.5.5.13 = Civics. Standard 5. Grade 5. 13th Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Continuity and Change	H.6.5.1 Discuss the purpose of political cartoons H.6.5.2 Read and interpret timelines using the terms: • ca (circa) • Before Common Era/Common Era (BCE/CE) • millennia • millennium • decade • century H.6.5.3 Identify the contributions of significant individuals and explorers during the period of early European exploration of the Americas (e.g., Christopher Columbus, Ferdinand Magellan, Hernando de Soto)	H.6.6.1 Determine the meaning of various political cartoons H.6.6.2 Create/construct timelines using the terms: • ca (circa) • Before Common Era/Common Era (BCE/CE) • millennia • millennium • decade • century H.6.6.3 Define and discuss post-Civil War Reconstruction from a state and national perspective	H.6.7.1 Compare the opinions of opposing viewpoints in political cartoons H.6.7.2 Analyze historical events using timelines H.6.7.3 Examine the characteristics of civilization (e.g., writing, growth of cities, complex institutions, government, religion, specialized workers, advanced technology) H.6.7.4 Analyze the achievements of the early river civilizations: • Mesopotamia • Egypt • India • China	H.6.8.1 Evaluate the viewpoints expressed in political cartoons H.6.8.2 Evaluate events in world history using timelines H.6.8.3 Describe the efforts of the Spanish monarchy to make Spain Christian (e.g., Reconquista, Spanish Inquisition) H.6.8.4 Examine the contributions of *Renaissance* writers and artists: • Michelangelo • Leonardo Da Vinci • Machiavelli • William Shakespeare H.6.8.5 Discuss the impact of the Gutenberg printing press H.6.8.6 Identify the power struggle between the Roman Catholic Church and the monarchs of Europe (e.g., the investiture struggle)

Key: H.6.5.1 = History. Standard 6. Grade 5. 1st Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Continuity and Change	H.6.5.4 Identify areas of the New World colonized by Spain, Great Britain, and France H.6.5.5 Describe the role and impact of legislative bodies in the colonial government (e.g., town meetings) H.6.5.6 Identify important people and events during Arkansas' Territorial period (e.g., Robert Crittenden, James Miller, relocation of government) H.6.5.7 Analyze the impact of the American Industrial Revolution: • cotton gin • reaper • steam engine	H.6.6.4 Discuss the impact of *Manifest Destiny* on the United States H.6.6.5 Research early 20th century inventions and their impact on Americans (e.g., telephone, electricity, automobile) H.6.6.6 Explain the impact of the American industrial revolution: • communications • mass production H.6.6.7 Analyze the impact of World War I on daily life in the United States (e.g., prohibition, food distribution, fuel distribution, propaganda)	H.6.7.5 Examine the major accomplishments of ancient African civilizations (e.g., Mali, Ghana, Kush) H.6.7.6 Evaluate the contributions of Socrates, Plato, and Aristotle to Greek philosophy and politics H.6.7.7 Describe the development of drama in ancient Greece H.6.7.8 Trace the development of ancient Rome: • origins • republic • empire	H.6.8.7 Examine the policies of the Catholic Church prior to the *Protestant Reformation* (e.g., Great Schism, Babylonian Captivity, Indulgences) H.6.8.8 Identify Martin Luther and his role in the *Protestant Reformation* (e.g., Ninety-five Theses) H.6.8.9 Describe the English Reformation (e.g., Henry VIII, Church of England) H.6.8.10 Identify John Calvin and the beliefs of Calvinism H.6.8.11 Describe the actions of the Catholic Church in the *Counter Reformation* (e.g., Jesuits, Council of Trent, Inquisition)

Key: H.6.5.5 = History. Standard 6. Grade 5. 5th Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Continuity and Change	H.6.5.8 Identify and explain the significance of the following people: • Fredrick Douglas • Harriet Tubman • John Brown • Abraham Lincoln • Ulysses S. Grant • Robert E. Lee • Sojourner Truth • Dorothea Dix	H.6.6.8 Analyze the causes and effects of the Great Depression: • *Federal Reserve* actions • farm prices • crop failures • stock market crash • Roosevelt's New Deal H.6.6.9 Explain how the Women's Rights movement led to the Nineteenth Amendment H.6.6.10 Locate the countries who were part of the World War II Axis and Allied Powers H.6.6.11 Analyze the scientific and technological innovations that affected society in the mid to late 20th century: • communication • technology • medicine • transportation	H.6.7.9 Describe the contributions that Rome made to the modern world (e.g., artistic, architectural, legal system, plumbing, transportation) H.6.7.10 Describe the effects of the Pax Romana H.6.7.11 Identify the basic tenets of various world belief systems: • Buddhism • Christianity • Hinduism • Islam • Judaism H.6.7.12 Describe the development of the dynastic system in China (e.g., Mandate of Heaven) H.6.7.13 Describe the development of the caste system in India	H.6.8.12 Identify the new technologies that made European exploration possible: • *astrolabe* • cartography • *caravel* • compass H.6.8.13 Describe Spanish conquest of the Aztec and Incan empires H.6.8.14 Analyze the establishment of Spanish colonies in the New World H.6.8.15 Discuss the development of China under the Ming and Qing Dynasties

Key: H.6.5.8 = History. Standard 6. Grade 5. 8th Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Continuity and Change		H.6.6.12 Identify major contributions and achievements of the US space program (e.g., Apollo 11, International Space Station)	H.6.7.14 Investigate the roles of the Christian church in Medieval Europe H.6.7.15 Describe life in Medieval Europe (e.g., feudalism) H.6.7.16 Describe the effects of major events on the 14th Century: • Black Death • One Hundred Years War H.6.7.17 Investigate the motives for the writing of the Magna Carta and the influence on political power in England (e.g., establishment of Parliament) H.6.7.18 Examine the rise of early Japan: • Samurai • Shogunates	H.6.8.16 Evaluate the contributions of the Muslim/Islamic Empires of the 14th–18th centuries: • Ottomans • Mughals H.6.8.17 Identify major contributions of the Scientific Revolution: • Isaac Newton • Galilei Galileo • Frances Bacon • Johannes Kepler • Nicholas Copernicus H.6.8.18 Discuss the rise of absolutism (e.g., Catherine the Great, Louis XIV, Frederick the Great, Maria Theresa and Peter the Great) H.6.8.19 Analyze the economic consequences of *Triangular Trade* between Europe, Africa, and the Americas

Key: H.6.6.12 = History. Standard 6. Grade 6. 12th Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Continuity and Change			H.6.7.19 Describe the role Constantinople played in the Byzantine Empire as a crossroads for trade	H.6.8.20 Investigate the contributions of Enlightenment thinkers: • John Locke • The Baron de Montesquieu • Jean Jacques Rousseau H.6.8.21 Evaluate how Enlightenment ideas influenced the leaders of the following revolutions: • American Revolution • French Revolution • Latin America Revolutions H.6.8.22 Discuss the effect Enlightenment ideas had on Europe after Napoleon: • Revolutions of 1848 • Congress of Vienna • Concerts of Europe H.6.8.23 Investigate the causes and consequences of the Industrial Revolution (e.g., changing technology, mass production)

Key: H.6.7.19 = History. Standard 6. Grade 7. 19th Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Continuity and Change				H.6.8.24 Describe the societal changes that resulted from the industrial revolution (e.g., urbanization, migration, public education, social Darwinism) H.6.8.25 Investigate late 19th century social and political reform movements (e.g., abolition, universal *suffrage*, rise of socialism) H.6.8.26 Explain the influence that changing technology had on World War II (e.g., weapons, medicine, transportation, communication) H.6.8.27 Examine the impact of the Cold War between the United States and the Union of Soviet Socialist Republics (USSR) H.6.8.28 Identify the Organization of Petroleum Exporting Countries (OPEC) and its role in the world economy

Key: H.6.8.24 = History. Standard 6. Grade 8. 24th Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Continuity and Change				H.6.8.29 Discuss the downfall of communist governments (e.g., Soviet Union, Mikhail Gorbachev, fall of Berlin Wall, Lech Walensa) H.6.8.30 Examine the reasons for the transformation of world economies in the late 20th century: • technology • communication • transportation H.6.8.31 Discuss the growth of technology during the race to reach space (e.g., Sputnik, National Aeronautics and Space Administration)

Key: H.6.8.29 = History. Standard 6. Grade 8. 29th Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Conflict and Consensus	H.6.5.9 Describe the impact that European explorers had on the American Indian tribes H.6.5.10 Analyze the benefits and conflicts arising from the interaction between colonial settlers and American Indians (e.g., Roanoke, Jamestown, King Philip's War) H.6.5.11 Evaluate the contributions of political and religious leaders in colonial America (e.g., John Smith, William Bradford, Roger Williams, Anne Hutchison, John Winthrop, Thomas Hooker, William Penn) H.6.5.12 Describe the impact of slavery in the Americas (e.g., indentured servants, American Indians, African Americans)	H.6.6.13 Explain the conflict between the American Indians and settlers moving westward (e.g., Battle of Little Big Horn, American Indian Movement) H.6.6.14 Explain the causes and effects of the Spanish American War (e.g., U.S. interest in imperial expansion, USS Maine, *Yellow Journalism)* H.6.6.15 Describe the expanding role of the US in world affairs (e.g., Panama Canal) H.6.6.16 Explain the events that led to the United States involvement in World War I (e.g., Zimmerman telegram, German U-boat activity) H.6.6.17 Examine the Treaty of Versailles that ended World War I and the creation of the League of Nations.	H.6.7.20 Explain the role Homer's Iliad and Odyssey played in Greek history and society (e.g., Trojan War) H.6.7.21 Describe the impact of the Persian and Peloponnesian Wars on ancient Greece H.6.7.22 Describe the rise of Alexander the Great and the development of the Hellenistic culture H.6.7.23 Describe Rome's conquest of the Italian peninsula and the Mediterranean (e.g., Punic Wars) H.6.7.24 Discuss the internal factors that led to the fall of the Roman Empire H.6.7.25 Describe the rise of Christianity in the Roman Empire	H.6.8.32 Discuss the European Wars of Religion that follow the Reformation: • Thirty Years War • Glorious Revolution H.6.8.33 Identify the development of England during the Elizabethan period: • Spanish Armada • Puritans • Mary Queen of Scots • Mary Tudor/Bloody Mary H.6.8.34 Describe the outcomes of World War I (e.g., Treaty of Versailles, League of Nations) H.6.8.35 Describe the Russian Revolution and the establishment of a communist Russian state (e.g., Stalin, Lenin, Bolsheviks) H.6.8.36 Identify the major battles and the consequences of each battle of World War II

Key: H.6.5.10 = History. Standard 6. Grade 5. 10th Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Conflict and Consensus	H.6.5.14 Explain how conflict between the English government and the English colonies led to the outbreak of the American Revolution: • Stamp Act • Sugar Act • Boston Tea Party • Intolerable Acts • Boston Massacre H.6.5.15 Identify the contributions of significant people leading to the American Revolution: • King George III • George Washington • Benjamin Franklin • Thomas Jefferson • Patrick Henry • Thomas Paine H.6.5.16 Explain the political viewpoints of *Patriots* and *Loyalists* during the Revolutionary period	H.6.6.19 Examine the events and political decisions that led to the United States involvement in World War II: • *Fascism* • *Nazism* • Treaty of Versailles • Great Depression H.6.6.20 Research the major events and political decisions made by the United States during the course of World War II: • alliance with Great Britain and France • Pearl Harbor • atomic bomb • relocation and internment of Japanese Americans H.6.6.21 Examine the events that led to the conclusion of World War II (e.g., Normandy, liberation of concentration camps, D-Day)	H.6.7.26 Examine the split between Sunnis-Muslim and Shiite-Muslim factions of Islam H.6.7.27 Describe the causes of the Crusades (e.g., Turkish invasions, trade, religious zeal) H.6.7.28 Discuss the Viking invasions of the 10th and 11th centuries H.6.7.29 Identify William the Conqueror and the Battle of Hastings H.6.7.30 Discuss the Mongol invasions of the late 15th century H.6.7.31 Describe Justinian's attempts to re-conquer the western Roman Empire	H.6.8.37 Describe American aid given to European Allies in World War II despite its initial neutrality (e.g., Lend-Lease Act) H.6.8.38 Evaluate the consequences of the detonation of the first atomic bombs dropped on Hiroshima and Nagasaki H.6.8.39 Identify significant ending dates of World War II H.6.8.40 Chart the development and organization of the United Nations H.6.8.41 Identify the functions of post World War II international organizations [e.g., Southeast Asia Treaty Organization (SEATO), North Atlantic Treaty Organization (NATO), Warsaw Pact]

Key: H.6.5.14 = History. Standard 6. Grade 5. 14th Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Conflict and Consensus	H.6.5.17 Identify the importance of key battles of the Revolutionary War: • Lexington and Concord • Bunker Hill • Saratoga • Yorktown H.6.5.18 Explain the role of the following events in the development of the US: • Shay's Rebellion • Constitutional Convention • creation of political parties H.6.5.19 Describe the causes of the War of 1812 and analyze the effects it had on the nation	H.6.6.22 Explain the causes and effects of the Cold War in the United States: • Chinese Cultural Revolution • McCarthyism • Cuban Missile Crisis • arms race H.6.6.23 Examine the following components of the Civil Rights Movement: • Freedom Riders • sit-ins • organized marches • boycotts • school integration • Ku Klux Klan (KKK) H.6.6.24 Explain segregation and desegregation as established by Supreme Court cases: • Plessey v. Ferguson • Brown v. Board of Education	H.6.7.32 Examine the split of the Christian Church into Roman Catholic and Eastern Orthodox in 1054	H.6.8.42 Examine the causes and effects of these conflicts: • Korean conflict • Vietnam conflict • Arab-Israeli conflict • Iran-Iraq conflict • Persian Gulf • Balkan States conflict • Afghanistan conflict

Key: H.6.5.17 = History. Standard 6. Grade 5. 17th Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Conflict and Consensus	H.6.5.20 Identify and describe the events and ideas leading to the Civil War (e.g., Missouri Compromise, Dred Scott v. Sanford, Lincoln/Douglas debates) H.6.5.21 Discuss the reasons for the secession of southern states from the Union H.6.5.22 Identify and locate significant Civil War sites of the Union and Confederacy: • Washington, Arkansas • Pea Ridge • Prairie Grove • Bull Run/Manassas • Antietam/Sharpsburg • Gettysburg	H.6.6.25 Discuss the involvement of the United States in the Korean War H.6.6.26 Discuss the major causes and effects of the Vietnam War (e.g., spread of communism) H.6.6.27 Discuss the ongoing conflicts between the United States and Southeast Asia and the Middle East H.6.6.28 Examine acts of modern-day terrorism (e.g., Oklahoma City bombing, World Trade Center attacks)		

Key: H.6.5.20 = History. Standard 6. Grade 5. 20th Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Movement	H.6.5.23 Explain the religious, political, and economic reasons for movement of people and goods from Europe to the Americas • *Columbian Exchange* • *Triangular Trade* H.6.5.24 Examine the impact of early exploration and settlement patterns of the Spanish, British, and French in North America (e.g., Roanoke, Jamestown, St. Augustine, Quebec, Santa Fe) H.6.5.25 Explain how westward expansion contributed to the growth of the United States (e.g., Wilderness Road, Louisiana Purchase, Gadsden Purchase)	H.6.6.29 Describe the developments linking the east and west (e.g., homestead act, railroads, Pony Express, telegraph, cattle trails, and wagon trains) H.6.6.30 Analyze the following components of immigration to the United States: • *push/pull factors* • settlement patterns H.6.6.31 Explain the origins and accomplishments of labor unions H.6.6.32 Explain the migration of African Americans northward before and during the Civil Rights movement	H.6.7.33 Locate on a historical map the ancient river civilizations of Mesopotamia, Egypt, India, and China H.6.7.34 Locate Greece, Asia Minor, Crete, the Aegean Sea, and the Red Sea on a map of ancient Mediterranean world H.6.7.35 Locate the Minoan and Mycean civilizations on a map of the ancient Mediterranean world H.6.7.36 Trace the path of Alexander the Great's military conquests through Asia H.6.7.37 Trace the spread of Islam through Asia and Europe on a historical map	H.6.8.43 Describe the development of the *Renaissance* in northern Italy and its spread to other parts of Europe H.6.8.44 Trace the routes of European explorers during the Age of Exploration: • Christopher Columbus • Ferdinand Magellan • Vasco de Gama • Francisco Nunez-Balboa H.6.8.45 Identify the areas of the new world colonized by the French, Spanish, and English H.6.8.46 Trace migration patterns in the 20th Century

Key: H.6.5.23 = History. Standard 6. Grade 5. 23rd Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Movement	H.6.5.25 Trace the Lewis and Clark expedition and discuss its impact on the new nation H.6.5.26 Describe the causes and effects of the Indian Removal Act of 1830 (e.g., Trail of Tears)		H.6.7.38 Locate on a historical map of Africa: • Mali • Kush • Songhai • Ghana H.6.7.39 Trace the Germanic invasions of the ancient Roman Empire H.6.7.40 Trace the network of trade routes that connected the Medieval world (i.e., Indian Ocean, trans-Sahara, Silk Road)	

Key: H.6.5.25 = History. Standard 6. Grade 5. 25th Student Learning Expectation

Strand: History

Standard 6: History:

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Cultural Diversity and Uniformity	H.6.5.27 Identify and explain major pre-Colombian civilizations in Central and South America (i.e., Maya, Inca, Aztec) H.6.5.28 Identify the major pre-Columbia settlements: • cliff dwellers • mound builders • peoples of the Southwest • peoples of the Pacific Northwest • peoples of the Great Plains • peoples of the Eastern Woodlands H.6.5.29 Locate and describe the three main American Indian cultures in Arkansas during the exploration period: • Quapaw Indians • Caddo Indians • Osage Indians	H.6.6.33 Identify the cultural changes of the 1920s (e.g., *Roaring Twenties, Jazz Age,* fashion, *Harlem Renaissance, talkies, flapper,* Prohibition*))* H.6.6.34 Explain the social changes caused by World War II: • women in the workforce • baby boom • G.I. Bill H.6.6.35 Identify significant individuals whose lives impacted the Civil Rights movement (e.g., Martin Luther King, Jr., Rosa Parks, Stokely Carmichael, Medgar Evers, Little Rock Nine, Thurgood Marshall)	H.6.7.41 Describe the characteristics of the Paleolithic Age (e.g., hunter-gatherers) H.6.7.42 Describe the characteristics of the Neolithic Age H.6.7.43 Examine the ancient Israeli Hebrews and the development of monotheism H.6.7.44 Describe the typical Greek polis H.6.7.45 Compare and contrast life in Athens and Sparta (e.g., role of citizens, social classes) H.6.7.46 Discuss the ancient Olympic games	H.6.8.47 Examine the causes and consequences of Holocaust H.6.8.48 Discuss the growing interest in human rights that developed after World War II (e.g., Tiananmen Square, Shah of Iran, Augusto Pinochet, Idi Amin, Slobadon Milosevic) H.6.8.49 Examine the origins of the Arab-Israeli conflict: • re-establishment of Israel • Six-day War • Yom Kippur H.6.8.50 Evaluate the policy of apartheid in South Africa H.6.8.51 Analyze the causes and consequences of the Iranian Revolution of 1979

Key: H.6.5.27 = History. Standard 6. Grade 5. 27th Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Cultural Diversity and Uniformity	H.6.5.30 Evaluate contributions of women during the Revolutionary period (e.g., Abigail Adams, Molly Pitcher, Martha Washington, and Phyllis Wheatley) H.6.5.31 Investigate the roles of African Americans, American Indians, and women during the Civil War H.6.5.32 Identify the role of the following Arkansans in the Civil War: • Isaac Murphy • David O. Dodd • Albert Pike • Earl Van Dorn • Thomas Hindman • James Blunt • Harris Flanagan		H.6.7.47 Identify the five pillars of Islam: • statement of faith • prayer five times daily • alms to the poor • pilgrimage to Mecca • fasting during the holy month of Ramadan H.6.7.48 Identify the major accomplishments of the Islamic Empire (e.g., mathematics, science, literature, art, architecture) H.6.7.49 Explain the function of the Medieval guilds	H.6.8.52 Examine the worldwide effects of the September 11, 2001, terrorist attack (e.g., economic, safety and security, tourism, resurgence of patriotism)

Key: H.6.5.30 = History. Standard 6. Grade 5. 30th Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Regionalism and Nationalism	H.6.5.33 Identify Arkansas Post as the first European settlement in Arkansas and explain its geographic significance H.6.5.34 Locate and describe the differences between the three regions into which the English settled: • New England • Mid-Atlantic • South		H.6.7.50 Locate on a historical map of the Islamic Empire: • Medina • Mecca • Baghdad • Damascus • Cairo • Jerusalem H.6.7.51 Trace the development of the Frankish kingdom under Clovis and Charlemagne H.6.7.52 Explain the reasons German and Italian kingdoms and city-states were not organized into a centralized government during the Middle Ages H.6.7.53 Describe the development of a Russian state in Kiev H.6.7.54 Trace the development of a central government in France and England	H.6.8.53 Define nationalism and the effect it had on Europe: • unification of Germany • unification of Italy • War of 1812 • Crimean War H.6.8.54 Describe the causes of World War I (e.g., imperialism, militarism, nationalism, alliance) H.6.8.55 Identify the Allied and Central powers of World War I H.6.8.56 Examine 19th century imperialism in Asia and Africa H.6.8.57 Investigate the effects of British Colonial rule in India and the rise of Indian nationalism under Mahatma Ghandi's leadership

Key: H.6.5.33 = History. Standard 6. Grade 5. 33rd Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Regionalism and Nationalism				H.6.8.58 Examine the new political boundaries resulting from Treaty of Versailles (e.g., breakup of Ottoman Empire and Austro-Hungarian Empire, creation of new countries) H.6.8.59 Explore the rise of totalitarian governments following World War I (e.g., Japan, Italy, Germany, Soviet Union) H.6.8.60 Investigate Japanese militarianism in World War II (e.g., Manchuria, Greater East Asia Co-Prosperity Sphere, Pearl Harbor, Midway)

Key: H.6.8.58 = History. Standard 6. Grade 5. 58th Student Learning Expectation

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Regionalism and Nationalism				H.6.8.61 Describe the origins of the Cold War (e.g., Soviet Satellite nations, Iron Curtain Speech, Division of Europe) H.6.8.62 Examine the expansion of communism into Asia (e.g., China, Vietnam, Korea) H.6.8.63 Describe the rise of Fidel Castro and the establishment of a Cuban Communist State (e.g., Cuban Missile Crisis) H.6.8.64 Investigate nationalist movements in Asia and Africa after World War II H.6.8.65 Examine the crisis in the Balkans (e.g., ethnic cleansing, Kosovo, Bosnia)

Key: H.6.8.61 = History. Standard 6. Grade 5. 61st Student Learning Expectation

Strand: Economics

Standard 7: Choices

Students shall analyze the costs and benefits of making economic choices.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Costs and Benefits	E.7.5.1 Identify the basic economic wants and needs of all people	E.7.6.1 Examine how the economic wants and needs of all people may or may not be fulfilled	E.7.7.1 Discuss the economic wants and needs of people throughout history	E.7.8.1 Analyze how the economic wants and needs of people change over periods of history
	E.7.5.2 Recognize that choices have both present and future consequences	E.7.6.2 Demonstrate an understanding that choices have both present and future consequences	E.7.7.2 Evaluate the present and future consequences of choices	E.7.8.2 Analyze the way present choices result in future consequences
	E.7.5.3 Identify the causes of *scarcity* and why *scarcity* of resources makes it necessary to make choices	E.7.6.3 Examine the causes of *scarcity* and the choices made due to *scarcity*	E.7.7.3 Evaluate the way *scarcity* has influenced economic wants and needs throughout specific periods in history	E.7.8.3 Analyze various periods of time when *scarcity* affected economic wants and needs of people in various regions or countries
			E.7.7.4 Explain the way *scarcity* of resources makes it necessary to make choices	E.7.8.4 Explain the reasons governments and societies experience *scarcity*
	E.7.5.4 Discuss the meaning of *opportunity costs*	E.7.6.4 Explain that all decision making involves *opportunity costs*	E.7.7.5 Discuss the *opportunity costs* associated with making important decisions	E.7.8.5 Analyze the *scarcity* of productive resources and the requirement of people to make choices and incur *opportunity costs*

Key: E.7.5.1 = Economics. Standard 7. Grade 5. 1st Student Learning Expectation

Strand: Economics

Standard 7: Choices

Students shall analyze the costs and benefits of making economic choices.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Costs and Benefits	E.7.5.5 Identify why federal, state, and local governments have to make choices because of *limited resources*	E.7.6.5 Explain why federal, state, and local governments have to make choices because of *limited resources*	E.7.7.6 Determine the impact of *limited resources* on international economies due to governmental choices	E.7.8.6 Evaluate the *limited resources* of nations of the world and the choices those governments must make
	E.7.5.6 Examine the economic decisions that every society must make: • what is to be produced and in what quantities • how will it be produced • who will receive what is produced	E.7.6.6 Discuss the *decision making model* to evaluate historical events	E.7.7.7 Identify the *decision making model* as a means to evaluate historical decisions	E.7.8.7 Evaluate historical decisions made as a result of the *decision making model*
	E.7.5.7 Identify examples of *traditional, market,* and *command economies*	E.7.6.7 Examine examples of *traditional*, *market*, and *command economies*	E.7.7.8 Compare and contrast *traditional*, *market*, and *command economies*	E.7.8.8 Analyze *traditional*, *market*, and *command economies*
	E.7.5.8 Discuss the meaning of *trade-offs*	E.7.6.8 Determine why *trade-offs* allow people to get the most from scarce resources	E.7.7.9 Explain how *trade-offs* have allowed people to get the most out of scarce resources from economic systems	E.7.8.9 Compare *trade-offs* in various world economic systems
	E.7.5.9 Identify the characteristics of a *free enterprise system*	E.7.6.9 Discuss the characteristics of a *free enterprise system*	E.7.7.10 Compare the American *free enterprise system* with other *free enterprise system*s in the world	E.7.8.10 Discuss ways for citizens to participate in a *free enterprise system*

Key: E.7.5.5 = Economics. Standard 7. Grade 5. 5th Student Learning Expectation

Strand: Economics

Standard 8: Resources

Students shall evaluate the use and allocation of human, natural, and capital resources

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Factors of Production	E.8.5.1 Research the role that *entrepreneurs* have played in the development of the economy of Arkansas	E.8.6.1 Analyze the impact of entrepreneurship in the development of the economy of the United States	E.8.7.1 Describe the advancement of technologies in division of labor and *specialization* in helping the development of civilization and economies	E.8.8.1 Discuss the improvements in *productivity* that have led to advances in global living standards and economic strategies: • new technologies • new organizational methods
	E.8.5.2 Discuss the impact additional capital goods (e.g., tools and machines) have on *productivity*	E.8.6.2 Explain the result of increased *productivity* on an improved standard of living (e.g., assembly line, interchangeable parts, computers)	E.8.7.2 Discuss the effects of improving the quality or quantity of *human capital* and the increase of *productivity* (e.g., technology, industrialization, competition, wages)	E.8.8.2 Analyze methods for improving the quality and quantity of *human capital* and increased *productivity* (e.g., technology, industrialization, competition, wages)
	E.8.5.3 Identify the four basic categories of earned income that are received from the four *factors of production*: • *wages* and salaries • rent • interest • profit	E.8.6.3 Explain how owners of the *factors of production* receive payments for the use of these factors: • *wages* and salaries • rent • interest • profit	E.8.7.3 Discuss the changing *factors of production* over time: • *human resources* • *capital resources* • *natural resources* • *entrepreneurship*	E.8.8.3 Evaluate the consequences of these changing *factors of production*: • *human resources* • *capital resources* • *natural resources* • *entrepreneurship*
	E.8.5.4 Examine the need for *natural resources* in determining settlement patterns	E.8.6.4 Evaluate the influences the discovery of *natural resources* has on the movement of people (e.g., gold, silver, oil)	E.8.7.4 Analyze the distribution of *natural resources* on determining settlement patterns	E.8.8.4 Evaluate the depletion of *natural resources* and the effects on settlement pattern

Key: E.8.5.1 = Economics. Standard 8. Grade 5. 1st Student Learning Expectation

Strand: Economics

Standard 9: Markets

Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Financial Markets	E.9.5.1 Describe the characteristics of money: • *portability* • *divisibility* • *durability* • *uniformity* E.9.5.2 Examine the reasons for using a financial institution for saving money: • interest (rate of return) • safety E.9.5.3 Identify methods people use to save and spend money E.9.5.4 Discuss the purpose of selling stocks to capitalized companies (e.g., joint-stock company)	E.9.6.1 Examine the characteristics of money: • *portability* • *divisibility* • *durability* • *uniformity* E.9.6.2 Compare the various types of financial institutions that provide savings accounts: • interest (rate of return) • safety E.9.6.3 Determine the advantages and disadvantages of saving or spending money E.9.6.4 Identify the purpose and function of the stock market	E.9.7.1 Distinguish between characteristics of different types of currency worldwide E.9.7.2 Research the advantages of using a financial institution for saving money: • interest (rate of return) • safety E.9.7.3 Research the consequences of saving or spending money E.9.7.4 Examine the role of the stock market in the economy	E.9.8.1 Analyze characteristics of different types of currency worldwide E.9.8.2 Evaluate the advantages of using a financial institution for saving money: • interest (rate of return) • safety E.9.8.3 Evaluate the circumstances related to the saving or spending of money E.9.8.4 Analyze the role of the stock market in the economies of the United States and other countries

Key: E.9.5.1 = Economics. Standard 9. Grade 5. 1st Student Learning Expectation

Strand: Economics

Standard 9: Markets

Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Financial Markets	E.9.5.5 Identify the meaning of economic *inflation*	E.9.6.5 Discuss the effects of economic *inflation* on the economic system of the United States	E.9.7.5 Explain how *inflation* effects world economic systems	E.9.8.5 Evaluate the impact of *inflation* on the growth and prosperity of a nation
	E.9.5.6 Identify *Gross Domestic Product (GDP)*	E.9.6.6 Discuss how the *Gross Domestic Product (GDP)* measures the productivity of a nation	E.9.7.6 Demonstrate the connection between a nation's *Gross Domestic Product (GDP)* and its productivity	E.9.8.6 Evaluate how the *Gross Domestic Product (GDP)* is used to measure a nation's economic success and standard of living
	E.9.5.7 Identify the role of the *Federal Reserve* in the economy	E.9.6.7 Explain the role of the *Federal Reserve* in the economy	E.9.7.7 Identify the role of central banks	E.9.8.7 Explain the role of central banks in the world economy

Key: E.9.5.5 = Economics. Standard 9. Grade 5. 5th Student Learning Expectation

Strand: Economics

Standard 9: Markets

Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Global Markets	E.9.5.8 Identify the costs/benefits associated with the development of global trade E.9.5.9 Identify various types of currency in the global economy	E.9.6.8 Examine the costs/benefits associated with the development of global trade E.9.6.9 Discuss various types of currency and their effects on the global economy	E.9.7.8 Discuss the advantages and disadvantages of global trade E.9.7.9 Examine the effects of various types of currency on a global economy	E.9.8.8 Evaluate the advantages and disadvantages of global trade E.9.8.9 Analyze the exchange of currency in a global economy

Key: E.9.5.8 = Economics. Standard 9. Grade 5. 8th Student Learning Expectation

Strand: Economics

Standard 9: Markets

Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES				
	Grade 5	Grade 6	Grade 7	Grade 8
Goods and Services	E.9.5.10 Identify how changes in *supply and demand* affect prices E.9.5.11 Identify methods used to reduce or eliminate competition (e.g., trademarks, patents, copyrights, natural monopolies, government licenses) E.9.5.12 Identify the various marketing techniques: • advertising • mail order catalog • increasing demand for goods and services	E.9.6.10 Examine changes in *supply and demand* and the resulting effect on prices E.9.6.11 Discuss methods used to reduce or eliminate competition (e.g., trademarks, patents, copyrights, natural monopolies, government licenses) E.9.6.12 Discuss the various marketing techniques: • advertising • mail order catalog • increasing demand for goods and services	E.9.7.10 Compare the effects of *supply and demand* on prices in global markets E.9.7.11 Identify the four market structure models found in the United States economy: • monopolies • monopolistic competition • oligopolies • pure competition E.9.7.12 Examine the effects of various marketing techniques: • advertising • e-commerce • increasing demand for goods and services	E.9.8.10 Evaluate how the interaction of consumers and producers influences *supply and demand* E.9.8.11 Describe the four types of market structures: • monopolies • monopolistic competition • oligopolies • pure competition E.9.8.12 Analyze the effects of various marketing techniques: • advertising • e-commerce • increasing demand for goods and services

Key: E.9.5.10 = Economics. Standard 9. Grade 5. 10th Student Learning Expectation

Appendix

Abolitionists	Reformers who fought for the end of slavery
Absolute location	The position of a point on Earth's surface that can usually be described by latitude and longitude. Another example of absolute location would be the use of a nine digit zip code and street address
Artifact	An object made by groups of humans, such as tools and clothes; any object made by human work or skill
Assimilation	Process of adopting another culture while keeping aspects of one's own culture
Astrolabe	Instrument that measures latitude using celestial bodies
Barter	The direct exchange of goods or services between people
Capital resources	Goods used in the production of other goods
Caravels	Portuguese cargo ships of the late 15th century which had a stern rudder making it capable of ocean and river navigation
Cardinal directions	The four main directions: north, east, south, and west
Climate	Long-term patterns and trends in weather elements and atmospheric conditions
Columbian Exchange	The transfer, beginning with Columbus' first voyage, of plants, animals, and diseases between the Western Hemisphere and Eastern Hemisphere
Command economy	A system in which the basic economic questions are generally answered by the government
Compass rose	A symbol on a map indicating direction (e.g., north, southwest)
Conquistador	Spanish soldier who traveled to the Americas as an explorer and conqueror in the 16th century
Consumer	One who buys or rents goods or services and uses them
Cultural diffusion (exchange)	Spread of ideas, customs, and technologies from one group of people to another
Culture	Learned behavior of people, such as their belief systems and languages, their social relations, institutions, organizations and their material goods such as food, clothing, buildings, and technology.
Decision making model	A five step process for making economic choices: (1) state the problem, (2) list the alternatives, (3) state the criteria, (4) evaluate the criteria, (5) make a decision
Demand	The number of consumers that desire the goods that are in supply.
Democracy	Form of government in which political control is exercised by the people, either directly or through their elected representatives.
Divisibility	The capacity to be separated into parts.
Durability	The ability of a product to be reused
Economic incentive	A benefit offered to encourage people to act in certain ways
Economy	System by which goods and services are produced and distributed
Emancipation Proclamation	Executive order issued by President Abraham Lincoln on January 1, 1863, that freed enslaved Africa Americans in the Confederate states
Empire	Group of states or territories controlled by one ruler
Entrepreneur	A person who organizes, operates, and assumes the risk for a business hoping to make a profit
Equator	An imaginary line that runs east and west circles the earth half way between the north and south pole
Ethnic	Characteristics of a specific group or culture
Factors of production	Natural resources, human resources, capital resources, and entrepreneurship required to produce any food or service
Fascism	A political philosophy, movement, or government that places national identity and interests over individual freedom; the opposite of liberal democracy

Federal Reserve	The central banking system of the United States
Flapper	Women of the 1920s who challenged social traditions with their dress and behavior
Free enterprise	Economic system in which business is permitted to compete without government control
Gilded Age	Term used by Mark Twain and Charles Dudley Warner to describe the corruption and greed prevalent in the late 19th century in America
Globalization	Development of an integrated global economy marked by free trade, free flow of capital, and the tapping of cheaper foreign labor markets
Goods	Items one buys or sells that can be made or grown (e.g., food, clothing, cars)
Gross Domestic Product (GDP)	Market value of goods and services produced within a country during a given time
Habeas Corpus	Principle that guarantees that a person cannot be held in prison without first being charged with a specific crime
Harlem Renaissance	Period of African American artistic accomplishments that began in the 1920s in the Harlem neighborhood of New York City
Hemispheres	Half of the globe; divided into Northern, Southern, Eastern, and Western
Historical map	A map that shows how a place looked in an earlier time
Human capital	Knowledge and skills that enable workers to be productive
Human resource	A person's intellectual and physical abilities
Imperialism	Quest for colonial empires
Indigenous	Originated in, produced, growing, living, or occurring naturally in a particular region or environment
Industrialization	An industrial revolution that resulted in social and economic change
Inflation	Rise in the average price level of all the goods and services produced in an economy.
Infrastructure	Basic facilities, services, and installations needed for the functioning of a community or society, such as transportation and communication systems, water and power lines, and public institutions
Inset map	A small map set within a larger map to show detail or additional information
Interdependence	Reliance on people in other places for information, resources, goods, and services
Intermediate (ordinal)directions	Directions between cardinal directions (northwest, southwest, southeast, northeast)
Internment	Being held against one's will without being charged with a crime
Interstate	Commerce between states
Intrastate	Commerce within states
Jazz Age	Description of the 1920s based on musical styles originating with African American musicians in New Orleans and gaining national appeal
Latitude	Imaginary lines around the globe that run east and west; also called parallels
Legend/Key	An explanation of what the symbols on a map stand for; explains the meaning of map symbols
Limited resources	Lacking in goods and services
Longitude	Imaginary lines around the globe the run between the North and South Poles; also called meridians
Loyalists	American colonists who supported the British government during the American Revolution
Manifest Destiny	The 19th century belief that the United States would inevitably expand westward to the Pacific Ocean and into Mexican territory
Map scale	The relationship or ration between a linear measurement on a map and the corresponding distance on Earth's surface.
Maritime	Relating to the sea

Market	A place or process through which goods and services are exchanged; any setting in which exchange occurs between buyers and sellers
Market economy	Economic system that permits an open exchange of goods and services between producers and consumers
Measure of value	The estimated value of goods and services produced in the economy
Medium of exchange	A generally accepted means of payment for goods and services.
Melting pot (mosaic)	A mixture of people from different cultures and races who blend together by giving up their native culture and language
Mercantilism	An economic system in which nations seek to increase their wealth and power by obtaining large amounts of gold and silver and by establishing a favorable balance of trade
Muckrakers	Writers of the Progressive Era who exposed social, economic, and political problems
Nationalism	National pride or loyalty
Natural resource	Anything found in nature that can be used to produce a product (e.g., land, water, coal).
Nazism	A political ideology of racist nationalism, national expansion, and state control of the economy
Opportunity cost	The highest valued alternative given up when a decision is made; the value of the next best alternative that must be given up when a choice is made
Patriots	Colonists who supported American independence from Britain
Peninsula	An extension of land almost completely surrounded by water but connected to a larger area of land.
Physical map	A map that shows mountains, rivers, valleys and oceans and other natural features
Place	Physical and human characteristics that distinguish one geographic location from another
Plateau	A landform that has steep sides and a flat top
Political map	A map designed primarily to show countries, states, cities, towns, and man-made boundaries
Popular sovereignty	A system in which the residents vote to decide an issue
Populism	Political movement of the late 19th century led by farmers and laborers which demanded that the people have a greater voice in the government
Portability	The general characteristic of being readily transportable from one location to another
Primary source	Original documents, manuscripts, or records
Prime meridian	The imaginary line that runs north and south that divides Earth into the Eastern and Western Hemispheres
Producer	One who makes goods or services
Productive resource	Natural resources, human resources, capitol resources, and entrepreneurship used to make goods and services.
Productivity	Amount of output per unit of input over a period of time
Proprietary	Controlled by an owner by authorization of the king
Protestant Reformation	A 16th century movement which began in Germany resulting in a break within the Catholic Church leading to the creation of the new Protestant churches
Push-pull factors	Conditions that motivate individuals to migrate to or from a location
Region	An area with one or more common characteristics or features that give it a measure of uniformity and make it different from surrounding areas
Relative location	The site of a place or region in relation to other places or regions (e.g., northwest, downstream)
Renaissance	An era of creativity and learning which began in Italy in the 14th century resulting in a renewed interest in Greek and Roman civilizations
Roaring Twenties	Description of the 1920s based on a booming economy and a celebration of youth
Rural	An area with low population density (e.g., village or countryside)

Scarcity	An economic condition that exits when demand is greater than supply
Secondary source	Artifact or record that is not original work but builds on a primary source
Services	The performance of any duty or work for others
Speakeasies	Secret bars during Prohibition
Special purpose map	Also called a thematic map; used to show more specific information than a general map
Specialization	A person highly trained to do one specific job
Store of value	A method of storing and accumulating wealth
Suburban	A residential district located on the outskirts of a city
Suffrage	Right to vote
Supply and Demand	The economic theory that when supply exceeds demand prices fall and when demand exceeds supply prices rise
Talkies	Motion pictures with sound
Temperance	An organized movement to stop the drinking of alcoholic beverages
Temperance	An organized movement to stop the drinking of alcoholic beverages
Timeline	Measures of chronological time during which something exists or happens
Trade off	Giving up one thing in order to have another.
Traditional market	Economic system based on barter of goods and services
Transcontinental	Across the continent
Triangular Trade	The trans-Atlantic system of trade in which goods and people, including slaves, were exchanged between Africa, Europe, the West Indies, and colonies in North America
Uniformity	A condition in which everything is regular and unvarying
Urban	An area with high population density (e.g., town, city)
Voluntary exchange	Trading goods and services with other people because both parties expect to benefit from the trade
Wages	Payment earned for production of goods and services
Yellow Journalism	Sensational news reporting, first used by Joseph Pulitzer and William Randolph Hearst, designed to influence public opinion

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American Government

Social Studies Curriculum Framework

Revised 2006

Course Title: American Government
Course/Unit Credit: 0.5
Course Number:
Teacher Licensure: Secondary Social Studies
Grades: 9-12

American Government

American Government is a social studies elective, one-semester in length. The course deals with the theoretical concepts relating to the foundations of our government and with the practical application of these concepts as they relate to our system of American federalism, to political participation and influence, to foreign policy, to civil liberties, to civil rights, and to our national government. This course stresses application, problem-solving, higher-order thinking skills, and use of classroom performance-based/open-ended assessments with rubrics. Civics or Civics/American Government is a pre-requisite for this course. Arkansas Department of Education approval is not required.

Strand	Standards
Political Philosophy	
	1. Students shall examine the political philosophies and the documents that shaped United States Constitutional Government.
	2. Students shall examine the Declaration of Independence.
United States Constitution	
	3. Students shall analyze the United States Constitution.
	4. Students shall explore the federal system of government defined by the United States Constitution.
	5. Students shall analyze civil liberties and civil rights.
	6. Students shall investigate the structure, organization, and process of the legislative branch.
	7. Students shall examine the role, organization, and function of the executive branch.
	8. Students shall investigate the organization, process, and role of the judiciary branch.
Elections	
	9. Students shall examine the election process in federal, state, and local elections.
State and Local Government	
	10. Students shall examine state and local government in Arkansas.

Strand: Political Philosophy

Content Standard 1: Students shall examine the political philosophies and the documents that shaped United States Constitutional government.

PP.1.AG.1	Investigate the contributions of ancient Greece and Rome to United States' government
PP.1.AG.2	Analyze ideas of limited government and the rule of law: • Magna Carta • Petition of Rights • English Bill of Rights • Mayflower Compact
PP.1.AG.3	Discuss the contributions of the Enlightenment philosophers: • Baron de Montesquieu • Voltaire
PP.1.AG.4	Discuss the *Social Contract Theory:* • Thomas Hobbes • John Locke • Jean-Jacques Rousseau

Key: PP.1.AG.1 = Political Philosophy. Standard 1. American Government. 1st Student Learning Expectation

Strand: Political Philosophy

Content Standard 2: Students shall examine the Declaration of Independence.

PP.2.AG.1	Investigate the grievances listed in the Declaration of Independence
PP.2.AG.2	Compare and contrast the Declaration of Independence and *Social Contract Theory*
PP.2.AG.3	Evaluate the Declaration of Independence as a persuasive argument justifying revolution

Key: PP.2.AG.1 = Political Philosophy. Standard 2. American Government. 1st Student Learning Expectation

Strand: United States Constitution

Content Standard 3: Students shall analyze the United States Constitution.

USC.3.AG.1	Examine the purpose of constitutions
USC.3.AG.2	Analyze the purpose of government stated in the Preamble to the United States Constitution
USC.3.AG.3	Analyze the effect the following fundamental principles have upon the United States government: • *popular sovereignty* • *separation of powers* • *checks and balances* • *Federalism*
USC.3.AG.4	Contrast the arguments expressed in the debate over ratification of the United States Constitution
USC.3.AG.5	Investigate the amendment process (e.g., role of states legislatures, role of conventions, role of public opinion)
USC.3.AG.6	Examine the purpose of each of the constitutional amendments

Key: USC.3.AG.1 = United States Constitution. Standard 3. American Government. 1st Student Learning Expectation

Strand: United States Constitution

Content Standard 4: Students shall explore the federal system of government defined by the United States Constitution.

USC.4.AG.1	Examine the relationship between federal and state government
USC.4.AG.2	Research the key powers granted to Congress by the United States Constitution
USC.4.AG.3	Compare and contrast enumerated and implied powers
USC.4.AG.4	Compare and contrast delegated, concurrent, and reserved powers
USC.4.AG.5	Analyze Article IV which established the United States Constitution as the Supreme Law of the Land

Key: USC.4.AG.1 = United States Constitution. Standard 4. American Government. 1st Student Learning Expectation

Strand: United States Constitution

Content Standard 5: Students shall analyze civil liberties and civil rights.

USC.5.AG.1	Compare and contrast the *Federalist* and *Anti-Federalist* arguments over ratification of the United States Constitution: • *Bill of Rights* • state's rights
USC.5.AG.2	Analyze fundamental rights of individuals: • civil liberties • *due process* • equal protection

Key: USC.5.AG.1 = United States Constitution. Standard 5. American Government. 1st Student Learning Expectation

Strand: United States Constitution

Content Standard 6: Students shall investigate the structure, organization, and process of the legislative branch.

USC.6.AG.1	Compare and contrast the House of Representatives and the Senate: • organization • terms of office • qualifications • powers
USC.6.AG.2	Describe the role of committees in the legislative process (e.g., standing, special, joint)
USC.6.AG.3	Examine the importance of the seniority system and political parties in the legislative process
USC.6.AG.4	Explain the influence of lobbyists and special interest groups on the legislative process
USC.6.AG.5	Research the development and passage of a bill using available technology

Key: USC.6.AG.1 = United States Constitution. Standard 6. American Government. 1st Student Learning Expectation

Strand: United States Constitution

Content Standard 7: Students shall examine the role, organization, and function of the executive branch.

USC.7.AG.1	Explain the qualifications for becoming President of the United States
USC.7.AG.2	Analyze the roles of the presidency
USC.7.AG.3	Explain the justification and function of executive orders
USC.7.AG.4	Explain the function of departments and agencies within the *bureaucracy* of the federal government
USC.7.AG.5	Investigate regulatory agencies, government corporations, and independent agencies

Key: USC.7.AG.1 = United States Constitution. Standard 7. American Government. 1st Student Learning Expectation

Strand: United States Constitution

Content Standard 8: Students shall investigate the organization, process, and role of the judicial branch.

USC.8.AG.1	Compare and contrast the jurisdiction of federal courts and state courts
USC.8.AG.2	Compare and contrast the process of selecting and confirming federal and state judges
USC.8.AG.3	Explain the process by which the Supreme Court selects and decides cases
USC.8.AG.4	Analyze the concept of judicial review as established by Marbury v. Madison
USC.8.AG.5	Examine Supreme Court cases which have altered the interpretation of the United States Constitution: • Roe v. Wade • Dred Scott v. Sanford • Brown v. Board of Education • Plessy v. Ferguson • Miranda v. Arizona • New York Times v. Sullivan • Wisconsin v. Yoder • Tinker v. Des Moines • Texas v. Johnson • Furman v. Georgia

Key: USC.8.AG.1 = United States Constitution. Standard 8. American Government. 1st Student Learning Expectation

Strand: Elections

Content Standard 9: Students shall evaluate the election process in federal, state, and local elections.

E.9.AG.1	Analyze the election process in the federal, state, and local governments: • campaign finance • campaign strategies • voter registration • factors affecting election turn-out
E.9.AG.2	Compare and contrast arguments for and against the electoral college
E.9.AG.3	Describe the role of political parties in federal, state, and local elections
E.9.AG.4	Describe components of campaigns for federal, state, and local elective offices: • nomination process • campaign funding and spending • influence of media • polling • reappointment • redistricting
E.9.AG.5	Examine the complexities of vote tabulation and certifying elections

Key: E.9.AG.1 = Election. Standard 3. American Government. 1st Student Learning Expectation

Strand: State and Local Government

Content Standard 10: Students shall examine state and local government in Arkansas.

SLG.10.AG.1	Explain the powers of state and local governments in Arkansas
SLG.10.AG.2	Discuss the sources of revenue received by each level of government in Arkansas
SLG.10.AG.3	Examine the services provided by state and local government in Arkansas

Key: SLG.10.AG.1 = United States Constitution. Standard 10. American Government. 1st Student Learning Expectation

Appendix

Anti-Federalist	A person who opposed the adoption of the United States Constitution in the late 1780's
Bill of Rights	The first ten amendments to the United States Constitution concerning basic individual liberties
Bureaucracy	A government or other organization with many different departments and complex rules and procedures
Checks and balances	A system in which each branch of government is able to limit the power of the other branches
Due Process	Constitutional requirement government may not arbitrarily or unfairly deprive a person of rights or property
Federalism	Power divided between a central government and individual state
Federalists	A group of people who supported the adoption of the United States Constitution and a strong national government
Popular sovereignty	Government created by and subject to will of the people
Separation of powers	Dividing government powers between the executive, legislative, and judicial branches
Social Contract Theory	Theory of society in which government is a contract between government and governed to provide protection

American History
(United States History)

Social Studies
Curriculum Framework

Revised 2006

Course Title: American History (United States History)
Course/Unit Credit: 1
Course Number:
Teacher Licensure: Secondary Social Studies

American History (United States History)

American History (United States History) examines time periods from the first European explorations of the Americas to present day. Political, military, scientific, economic, and social developments are covered in the historical overview. Students will analyze and interpret a variety of historical resources and use primary and secondary sources, maps, and pictorial and graphic evidence of historical events. This course stresses application, problem-solving, higher-order thinking skills, and use of classroom performance-based/open-ended assessments with rubrics. American History (United States History) is required by the Standards for Accreditation and does not require Arkansas Department of Education approval.

Strand	Standards
Early United States	
	1. Students shall examine the causes and effects of migration patterns in the early history of North America.
	2. Students shall investigate the historical foundations of the United States government.
	3. Students shall investigate the causes and effects of war in the early history of the United States.
Reconstruction	
	4. Students shall analyze westward expansion in the United States since Reconstruction.
	5. Students shall evaluate the impact of social movements and reforms during Reconstruction.
Industrialization	
	6. Students shall investigate the impact of changing technology on economic development.
	7. Students shall evaluate the impact of immigration on society in the United States.
	8. Students shall analyze the rise of big business in the United States.
Populism	
	9. Students shall analyze the impact of westward migration during the *Gilded Age*.
	10. Students shall survey the impact of reform movements on social problems in the United States.
	11. Students shall examine the political ideas of the *Gilded Age*.
Imperialism	
	12. Students shall evaluate the territorial expansion of the United States during the late 19th and early 20th centuries.
	13. Students shall analyze the foreign policy of the United States during the early 20th century.
Progressivism	
	14. Students shall evaluate the reforms of *progressivism*.
World in Conflict	
	15. Students shall examine the social, political, and economic changes during World War I.
	16. Students shall examine the social, political, and economic changes during the Jazz Age/Roaring Twenties.
	17. Students shall examine the social, political, and economic changes during the Great Depression.
	18. Students shall examine the social, political, and economic changes during World War II.
Contemporary United States	
	19. Students shall examine the changes encountered between the Cold War and the present.

Strand: Early United States

Content Standard 1: Students shall examine the causes and effects of migration patterns in the early history of North America.

EUS.1.AH.1	Evaluate the motivations for the exploration of the New World
EUS.1.AH.2	Compare and contrast the political, social, economic, and geographic motives for migration to the three colonial regions (e.g., New England, Middle, Southern)
EUS.1.AH.3	Trace the routes of early exploration in what was to become the United States
EUS.1.AH.4	Research economic development in the three colonial regions using primary and secondary sources
EUS.1.AH.5	Map the geographic similarities and differences among the three colonial regions
EUS.1.AH.6	Compare and contrast economic development in the three colonial regions
EUS.1.AH.7	Analyze different points of view regarding society, customs, and traditions in the three colonial regions
EUS.1.AH.8	Compare changes which occurred over time in the three colonial regions
EUS.1.AH.9	Explain how the concept of *Manifest Destiny* led to westward expansion: • Louisiana Purchase • War of 1812 • territorial expansion • annexation of Texas • impact on American Indians

Key: EUS.1.AH.1 = Early United States. Standard 1. American History (United States History). 1st Student Learning Expectation

Strand: Early United States

Content Standard 2: Students shall investigate the historical foundations of the United States government.

EUS.2.AH.1	Discuss the creation of the new national government: • Articles of Confederation • Constitutional Convention • Bill of Rights
EUS.2.AH.2	Investigate the major governmental ideas established in the colonial and early national periods using primary and secondary source documents: • Declaration of Independence • Northwest Ordinances • Federalist Papers • United States Constitution • Washington's Farewell Address

Key: EUS.2.AH.1 = Early United States. Standard 2. American History (United States History). 1st Student Learning Expectation

Strand: Early United States

Content Standard 3: Students shall investigate the causes and effects of war in the early history of the United States.

EUS.3.AH.1	Analyze the causes and effects of the American Revolution: • political • social • economic • geographic
EUS.3.AH.2	Discuss the causes and effects of the Mexican-American War: • political • social • economic • geographic
EUS.3.AH.3	Analyze the causes and effects of the Civil War: • political • social • economic • geographic

Key: EUS.3.AH.1 = Early United States. Standard 3. American History (United States History). 1st Student Learning Expectation

Strand: Reconstruction

Content Standard 4: Students shall analyze westward expansion in the United States since Reconstruction.

R.4.AH.1	Examine the effect of the Homestead Act and the Morrill Land Grant Act on westward expansion
R.4.AH.2	Discuss the impact of the transcontinental railroad on the development of the West
R.4.AH.3	Compare and contrast competition between the farmers of the Great Plains and cattle ranchers: • technology (e.g., John Deere, Cyrus McCormick, Joseph Glidden, dry farming) • cow towns • railheads • cowboys • range wars
R.4.AH.4	Analyze the advantages and disadvantages of the mining boom: • impact on American Indians (e.g., work of Helen Hunt Jackson, Dawes Act, Indian Wars) • environmental impact • economic impact

Key: R.4.AH.1 = Reconstruction. Standard 4. American History (United States History). 1st Student Learning Expectation

Strand: Reconstruction

Content Standard 5: Students shall evaluate the impact of social movements and reforms during Reconstruction.

R.5AH.1	Chart the strengths and weaknesses of the various plans for Reconstruction (e.g., Ten-percent plan, Freedman's Bureau, Wade-Davis Bill)
R.5AH.2	Identify the significance of the Civil War Amendments: • Thirteenth Amendment • Fourteenth Amendment • Fifteenth Amendment
R.5.AH.3	Research the effects of the Civil War Amendments during Reconstruction using primary source documents
R.5.AH.4	Examine the reasons for the impeachment of President Andrew Johnson
R.5.AH.5	Examine the reaction of United States citizens to civil rights in the late 1800s (e.g., sharecropping, the black codes, Jim Crow, *de facto* versus *de jure* segregation, Plessy v. Ferguson -1896, New South - Henry Grady)
R.5.AH.6	Explain how the election of 1876 and the Compromise of 1877 led to the end of Reconstruction
R.5.AH.7	Outline the successes and failures of Reconstruction

Key: R.5.AH.1 = Reconstruction. Standard 5. American History (United States History). 1st Student Learning Expectation

Strand: Industrialization

Content Standard 6: Students shall investigate the impact of changing technology on economic development.

IN.6.AH.1	Investigate the impact of emerging communication technology on economic development using primary and secondary source documents (e.g., telegraph, typewriter, telephone, photographic film)
IN.6.AH.2	Investigate the impact of emerging transportation technology on economic development using primary and secondary source documents (e.g., airplane, Pullman cars, mass production of the automobile)
IN.6.AH.3	Investigate the impact of emerging technology on urban development using primary and secondary source documents (e.g., steel, elevator, skyscraper, suspension bridges, mass transit)
IN.6.AH.4	Investigate the impact of emerging technology on industrial growth using primary and secondary source documents (e.g., electrification, refrigeration, hydraulic brakes, steel and oil industries)

Key: IN.6.AH.1 = Industrialization. Standard 6. American History (United States History). 1st Student Learning Expectation

Strand: Industrialization

Content Standard 7: Students shall evaluate the impact of immigration on society in the United States.

IN.7AH.1	Describe the purpose of Angel Island and Ellis Island
IN.7AH.2	Map the changing immigration patterns of the late 19th and early 20th centuries
IN.7.AH.3	Categorize the rise of *nativism* as a reaction to the changing immigration patterns of the late 19th and early 20th centuries: • *assimilation* • public education • Chinese Exclusion Act • Gentlemen's Agreement • Immigration Restriction League
IN.7.AH.4	Illustrate the changing immigration patterns from rural areas to urban areas in the late 19th and early 20th centuries
IN.7.AH.5	Research solutions to the problems that resulted from urban migration (e.g., housing, transportation, water, sanitation, crime, fire, poor working conditions)
IN.7.AH.6	Examine the role that immigrants played in the emergence of political machines (e.g., Tammany Hall)

Key: IN.7.AH.1 = Industrialization. Standard 7. American History (United States History). 1st Student Learning Expectation

Strand: Industrialization

Content Standard 8: Students shall analyze the rise of big business in the United States.

IN.8.AH.1	Compare and contrast the terms "*captains of industry*" and "*robber barons*"
IN.8.AH.2	Identify and analyze the contributions of important industrialists in the Post-Reconstruction era: • Andrew Carnegie • George Pullman • John D. Rockefeller • J.P. Morgan • Cornelius Vanderbilt
IN.8.AH.3	Compare and contrast *vertical integration* and *horizontal integration*
IN.8.AH.4	Analyze new forms of business organization: • *trusts* • *monopolies* • *pools* • *holding companies*
IN.8.AH.5	Describe the political and economic philosophy of *Social Darwinism* (e.g., Herbert Spencer, *laissez-faire economics)*
IN.8.AH.6	Compare and contrast the reaction of labor to the rise of big business: • Knights of Labor • American Federation of Labor • International Workers of the World • American Railway Union • United Mine Workers

Key: IN.8.AH.1 = Industrialization. Standard 8. American History (United States History). 1st Student Learning Expectation

Strand: Populism

Content Standard 9: Students shall examine the impact of westward migration during the *Gilded Age*.

PO.9.AH.1	Identify the significance of the *Exodusters*
PO.9.AH.2	Analyze life on the Great Plains using primary and secondary sources (e.g., *soddies*/*dugouts*, weather, gender roles, medical care, education)
PO.9.AH.3	Discuss how frontier life altered the American image
PO.9.AH.4	Chart the transition of Oklahoma from Indian Territory to statehood
PO.9.AH.5	Discuss problems faced by farmers (e.g., bonanza farms, railroads, economic depression, overproduction)

Key: PO.9.AH.1 = Populism. Standard 9. American History (United States History). 1st Student Learning Expectation

Strand: Populism

Content Standard 10: Students shall survey the impact of reform movements on social problems in the United States.

PO.10.AH.1	Summarize the cooperative efforts of farmers in solving agricultural issues: • grange • alliances
PO.10.AH.2	Discuss the rise and fall of the Populist Party: • graduated income tax • Panic of 1893 • election of 1896 • free silver • railroad regulation

Key: PO.10.AH.1 = Populism. Standard 10. American History (United States History). 1st Student Learning Expectation

Strand: Populism

Content Standard 11: Students shall examine the political ideas of the *Gilded Age*.

PO.11.AH.1	Describe the rulings in the Supreme Court cases regulating industry: • Munn v. Illinois • Wabash v. Illinois • E.C. Knight Co. v. United States • slaughterhouse cases
PO.11.AH.2	Discuss the merits of civil service reforms that resulted from the political corruption of the *Gilded Age* (e.g., *spoils system,* Pendleton Act, assassination of James Garfield*)*

Key: PO.11.AH.1 = Populism. Standard 11. American History (United States History). 1st Student Learning Expectation

Strand: Imperialism

Content Standard 12: Students shall evaluate the territorial expansion of the United States during the late 19th and early 20th centuries.

IM.12.AH.1	Identify the steps leading to the acquisition of Alaska and Hawaii
IM.12.AH.2	Describe the participation of the United States in the Spanish-American War leading to the creation of the United States as an imperial power: • J*ingoism* • USS Maine • *yellow journalism* • Joseph Pulitzer • Teller Amendment • Cuba/Platt Amendment • Philippines • William McKinley
IM.12.AH.3	Describe the creation of the United States as an imperial power as viewed from multiple perspectives (e.g., Emilio Aquinaldo, Cuba, the Philippines, Queen Liliuokalani)
IM.12.AH.4	Analyze the steps which led to the construction of the Panama Canal (e.g., *gunboat diplomacy*, Panamanian Revolution)

Key: IM.12.AH.1 = Imperialism. Standard 12. American History (United States History). 1st Student Learning Expectation

Strand: Imperialism

Content Standard 13: Students shall analyze the foreign policy of the United States during the early 20th century.

IM.13.AH.1	Describe President Theodore Roosevelt's foreign policy: • *Big Stick Diplomacy* • Great White Fleet • *Roosevelt Corollary*
IM.13.AH.2	Compare and contrast the *Dollar Diplomacy* of President William Howard Taft and the *Moral Diplomacy* of President Woodrow Wilson
IM.13.AH.3	Analyze the effects of the *Open Door Policy* on the relationship between the United States and China: • Boxer Rebellion • John Hay • spheres of influence
IM.13.AH.4	Evaluate the social, political, economic, and geographic impact of the *Open Door Policy*
IM.13.AH.5	Examine the relationship between the United States and its Latin-American neighbors (e.g., Pancho Villa, John Pershing, ABC Conference)

Key: IM.13.AH.1 = Imperialism. Standard 13. American History (United States History). 1st Student Learning Expectation

Strand: *Progressivism*

Content Standard 14: Students shall evaluate the reforms of *progressivism.*

PR.14.AH.1	Analyze the effectiveness of the *muckrakers* on reforming American society: • social reform • educational reform • political reform • economic reform
PR.14.AH.2	Examine the *Social Gospel Movement* and its influence on society (e.g., *settlement house*, Jane Addams, William Glidden)
PR.14.AH.3	Evaluate the use of photo-journalism in affecting urban social reform (e.g., Lewis Hine, Jacob Riis, Keating Owen Act of 1916, Fair Labor Standards Act of 1938)
PR.14.AH.4	Research the women's rights struggle from the 1840s through the *Progressive Era* : • Seneca Falls Convention • National American Women Suffrage Association • National Association of Colored Women • Nineteenth Amendment
PR.14.AH.5	Investigate the contributions of Theodore Roosevelt's administration in establishing conservation of natural resources: • John Muir • Gifford Pinchot
PR.14.AH.6	Discuss Woodrow Wilson's *New Freedom* in regard to monetary and fiscal change: • Underwood Tariff of 1913 • Federal Reserve Act of 1913
PR.14.AH.7	Evaluate Robert La Follette's *Wisconsin Idea* in regard to political reform: • *initiative* • *referendum* • *recall* • *direct primary*

Key: PR.14.AH.1 = Progressivism. Standard 14. American History (United States History). 1st Student Learning Expectation

Strand: *Progressivism*

Content Standard 14: Students shall evaluate the reforms of *progressivism.*

PR.14.AH.8	Compare and contrast the political views of Booker T. Washington and W.E.B. Du Bois: • Atlanta Compromise • *Niagara Movement* • Tuskegee Institute • National Association for the Advancement of Colored People
PR.14.AH.9	Analyze the progression of government regulation of business: • Interstate Commerce Act • Sherman Anti-trust Act • Clayton Anti-trust Act • Federal Trade Commission Act
PR.14.AH.10	Investigate Theodore Roosevelt's *Square Deal* policies which increased presidential powers [e.g., *trust busting*, 1902 coal strike, railroad regulation (Elkins Act/Hepburn Act), Meat Inspection Act, Pure Food and Drug Act, conservation]
PR.14.AH.11	Analyze the effects of the Sixteenth, Seventeenth, and Eighteenth Amendments
PR.14.AH.12	Examine the effects of the 1912 presidential election

Key: PR.14.AH.8 = Progressivism. Standard 14. American History (United States History). 8th Student Learning Expectation

Strand: World in Conflict

Content Standard 15: Students shall examine social, political, and economic changes during World War I.

WC.15.AH.1	Analyze the causes of World War I: • *imperialism* • *nationalism* • *militarism* • *alliances*
WC.15.AH.2	Identify the steps leading to the entrance of the United States into World War I (e.g., Lusitania, Sussex Pledge, Zimmerman Telegram)
WC.15.AH.3	Discuss the contributions of the United States to the Allies in World War I
WC.15.AH.4	Investigate mobilization on the home front during World War I: • Selective Service Act • Food Administration • Fuel Administration • War Industries Board • Committee on Public Information
WC.15.AH.5	Debate freedom of speech versus national security (e.g., Alien and Sedition Act , Schenck v. United States, public opposition to the war)
WC.15.AH.6	Examine the Treaty of Versailles: • Wilson's Fourteen Points • ratification debate

Key: WC.15.AH.1 = World in Conflict. Standard 15. American History (United States History). 1st Student Learning Expectation

Strand: World in Conflict

Content Standard 16: Students shall examine social, political, and economic changes during the Jazz Age/Roaring Twenties.

WC.16.AH.1	Investigate the sources of national fear and violence in post World War I (e.g., *Xenophobia/Nativism, Communism*, *Red Scare/*Palmer Raids, *Anarchists*/Sacco and Vanzetti, Ku Klux Klan, Emergency Quota Act of 1921, labor strikes)
WC.16.AH.2	Evaluate the artistic, literary, and social movements of the 1920s, which changed society (e.g., Harlem Renaissance, Lost Generation, jazz culture, *Ash Can School,* United Negro Improvement Association)
WC.16.AH.3	Analyze the domestic policies of Presidents Warren G. Harding, Calvin Coolidge, and Herbert Hoover

Key: WC.16.AH.1 = World in Conflict. Standard 16. American History (United States History). 1st Student Learning Expectation

Strand: World in Conflict

Content Standard 17: Students shall examine social, political, and economic changes during the Great Depression.

WC.17.AH.1	Examine the causes and effects of the Dust Bowl on agriculture and migration patterns
WC.17AH.2	Analyze the national and global causes and effects of the Great Depression
WC.17.AH.3	Discuss President Herbert Hoover's policies in dealing with the Great Depression
WC.17.AH.4	Evaluate President Franklin D. Roosevelt's New Deal including the long term effects (e.g., growth of federal power/bureaucracy, Tennessee Valley Authority, social security, minimum wage)

Key: WC.17.AH.1 = World in Conflict. Standard 17. American History (United States History). 1st Student Learning Expectation

Strand: World in Conflict

Content Standard 18: Students shall examine social, political, and economic changes during World War II.

WC.18.AH.1	Discuss the isolationist policies of the United States prior to entry into World War II
WC.18.AH.2	Summarize Japanese motives for attacking Pearl Harbor
WC.18.AH.3	Describe the United States' mobilization for war on the home front: • War Production Board • roles of women • war bonds • Selective Service Act • Office of Price Administration • roles of African Americans
WC.18.AH.4	Evaluate the effects of the forced relocation of Japanese Americans including the Arkansas connection: • internment camps (Jerome and Rohwer) • Korematsu v. United States
WC.18.AH.5	Evaluate the military contribution of minorities in World War II: • Tuskegee Airmen • Navajo Code Talkers • 442nd Regimental Combat Team
WC.18.AH.6	Investigate the contributions of technology and science during World War II (e.g., Office of Scientific Research and Development, Manhattan Project, blood plasma, penicillin, radar, semiconductors, synthetic materials, freeze-dried food)
WC.18.AH.7	Analyze President Harry S. Truman's decision to use atomic weapons against Japan
WC.18.AH.8	Investigate the effects of World War II on population shifts, economic gains, and social adjustments during the post-war period (e.g., defense industry towns, African American migration, farmer prosperity, employment of women, baby boom, juvenile delinquency, G.I. Bill of Rights)
WC.18.AH.9	Examine racial conflicts in the World War II period

Key: WC.18.AH.1 = World in Conflict. Standard 18. American History (United States History). 1st Student Learning Expectation

Strand: Contemporary United States

Content Standard 19: Students shall examine the changes encountered between the Cold War and the present.

CUS.19.AH.1	Investigate the origins of the Cold War (e.g., Yalta Conference, division of Europe, United Nations, Truman Doctrine, Marshall Plan, Berlin Crisis)
CUS.19.AH.2	Discuss the influence of *McCarthyism* on American society and politics
CUS.19.AH.3	Examine the increase in bureaucracy as a result of the Cold War: • National Security Act of 1947 • Interstate Highway Act of 1957
CUS.19.AH.4	Examine the development of international alliances as a result of the Cold War: • North Atlantic Treaty Organization • Warsaw Pact
CUS.19.AH.5	Discuss the impact of the space race on relations between the United States and the Soviet Union
CUS.19.AH.6	Investigate civil rights issues affecting the following groups: • African Americans • American Indians • Asian Americans • Hispanic Americans • women
CUS.19.AH.7	Investigate the role of the United States in global conflicts: • Korean Conflict • Vietnam Conflict • Operation Desert Shield/Storm
CUS.19.AH.8	Examine the cultural and technological changes in American society that began in the 1950s using primary and secondary sources
CUS.19.AH.9	Compare and contrast the policies of the *New Frontier* and the *Great Society*

Key: CUS.19.AH.1 = Contemporary United States. Standard 19. American History (United States History). 1st Student Learning Expectation

Strand: Contemporary United States

Content Standard 19: Students shall examine the changes encountered between the Cold War and the present.

CUS.19.AH.10	Discuss the political and social results of *Watergate*
CUS.19.AH.11	Compare and contrast the domestic and foreign policies of United States presidents from Richard Nixon to the present
CUS.19.AH.12	Recognize current issues in immigration and ethnic diversity
CUS.19.AH.13	Investigate the effects of the September 11, 2001, terrorist attack on the United States: • Department of Homeland Security • Patriot Act • Transportation Security Act • Operation Enduring Freedom

Key: CUS.19.AH.10 = Contemporary United States. Standard 19. American History (United States History). 10th Student Learning Expectation

Appendix

Ash Can School	A group of early twentieth-century American artists who often painted pictures of New York city life
Alliance	A formal agreement or treaty between two or more nations to cooperate for specific purposes
Anarchist	Person who opposes organized government
Assimilation	To absorb or adapt another culture
Big Stick diplomacy	The catch-phrase for describing U.S. President Theodore Roosevelt's corollary to the Monroe Doctrine, which stated that the United States should assume international police power in the Western Hemisphere
Captains of Industry	A business leader whose means of amassing a personal fortune contributes positively to the country in some way
Communism	Authoritarian socialism; economic and political system in which governments own the means of production and control economic planning
De facto segregation	Segregation in practice
De jure segregation	Segregation by law
Direct primary	A preliminary election in which a party's candidates for public office are nominated by direct vote of the people
Dollar diplomacy	President Taft's policy of using the nation's economic power to exert influence over countries
Dugouts	Dwellings dug out of the side of hills by settlers on the Great Plains
Exodusters	African-Americans who moved west following the Civil War
Gilded Age	A term coined by Mark Twain and Charles Dudley Warner, which came to represent the greed and self-indulgence of the period from the 1870s to the 1890s
Great Society	President Lyndon B. Johnson's program to reduce poverty and racial injustice and to promote a better quality of life in the United States
Gunboat diplomacy	Diplomatic relations involving the use or threat of military force, especially by a powerful nation against a weaker one
Holding company	A company which exists to hold stock in other companies thus controlling the production of certain commodities without actually manufacturing them
Horizontal integration	Expansion in one area of production
Imperialism	Policy of powerful countries seeking to control the economic and political affairs of weaker countries or regions
Initiative	Process by which voters can put a bill directly before the state legislature
Jingoism	A term describing chauvinistic patriotism, usually with a hawkish political stance
Laissez faire economics	An idea that government should play as small a role as possible in economic affairs
Manifest Destiny	A belief during the nineteenth century that Americans had the right to spread across the continent
McCarthyism	A term describing a period of intense anti-Communist suspicion in the United States that lasted roughly from the late 1940s to the late 1950s
Militarism	Glorification of armed strength
Monopoly	Company that completely controls the market of a certain industry
Moral diplomacy	President Wilson's policy of condemning imperialism, spreading democracy, and promoting peace
Muckrakers	Journalists who exposed corruption and other problems of the late 1800's and early 1900's

Nationalism	Ideology that holds that a nation is the fundamental unit for human social life and takes precedence over any other social and political principles
Nativism	The policy of protecting the interests of native inhabitants against those of immigrants
New Freedom	President Woodrow Wilson's program to continue progressive reforms
New Frontier	President John F. Kennedy's legislative program, which included proposals to provide medical care for the elderly, to rebuild blighted urban area, to aid education, to bolster the national defense, to increase international aid, and to expand the space program
Niagara movement	A forerunner of the National Association for the Advancement of Colored People (NAACP)
Open door policy	Policy issued by Secretary of State John Hay in 1899 that allowed a nation to trade in any other nation's sphere of influence in China
Pool	Method of ending competition used by railroads and other businesses in the late 1800s by dividing businesses in an area and raising prices to a high level
Progressive era	A period of reform, which lasted from the 1890s until the entrance of the United States into World War I
Progressivism	Refers to a variety of political philosophies that promote what they see as progress or positive social change
Recall	Process by which voters can remove an elected official from office
Red Scare	Fear of communist take over of the United States Government following World War I and World War II
Referendum	Process by which people vote directly on a bill
Robber Barons	A term used to refer to any businessman or banker, who is perceived to have used questionable business practices in order to become powerful or wealthy
Roosevelt Corollary	A statement by Theodore Roosevelt that the United States had a right to intervene in Latin America to preserve law and order
Settlement house	A community center organized in the late 1800's to offer services to the poor
Social Darwinism	A theory proposed by Herbert Spencer that applied Charles Darwin's theory to society to explain inequality
Social Gospel Movement	Movement within American Protestantism in late 1800's that attempted to apply Biblical teachings to society's problems
Soddies	Dwellings used by Great Plains settlers constructed out of sod
Spoils System	A practice used by winning candidates to reward their supporters with government jobs
Square Deal	Theodore Roosevelt's campaign promise that all groups would have an equal opportunity to succeed
Trust	A group of corporations run by a single board of directors
Trust busting	Government activities designed to break up trusts or monopolies
Vertical integration	Practice in which a single manufacturer controls all of the steps used to change raw materials into finished products
Watergate	A scandal arising from the Nixon administration attempt to cover up its involvement in the 1972 break-in at the Democratic National Committee headquarters in the Watergate apartment complex
Wisconsin Idea	The use of experts and scientific research to produce reforms; attributed to Wisconsin as the first state to do this under the leadership of Governor Robert la Follette
Xenophobia	An unreasonable fear or hatred of foreigners
Yellow journalism	News reporting, often biased or untrue, that relies on sensational stories and headlines; attributed to Joseph Pulitzer and William Randolph Hearst as leaders in the field

Arkansas History
for
Grades 7-8

Social Studies
Curriculum Framework

Revised 2006

Arkansas History

Arkansas History provides a study of the history of Arkansas. The course addresses the geographic features and economics of our state, focusing on political, social, religious, military, scientific, and cultural developments that have occurred over time. This course is more rigorous than Arkansas History in grades K-6. This one-semester course stresses application, problem-solving, higher-order thinking skills, and use of classroom performance based/open-ended assessments with rubrics. Arkansas History is required by Act 787 of 1997 and the Standards for Accreditation; it does not require Arkansas Department of Education approval.

Strand	Standards
Geography	
	1. Students shall research the geographical regions of Arkansas.
Early Arkansas	
	2. Students shall examine the pre-territorial periods of Arkansas.
	3. Students shall explain the significant contributions of early explorers.
Territorial Period to Statehood	
	4. Students shall examine factors related to statehood.
Secession through *Reconstruction*	
	5. Students shall examine the causes and effects of the Civil War on Arkansas.
Reconstruction through *Progressive Era*	
	6. Students shall identify political, social, and economic changes in Arkansas.
World War I through the 1920s	
	7. Students shall examine the political, social, and economic growth in Arkansas.
Great Depression	
	8. Students shall discuss the effects of the Great Depression on Arkansas.
World War II to Present	
	9. Students shall examine the effects of World War II and other events upon the modernization of Arkansas.

Strand: Geography

Content Standard 1: Students shall research the geographical regions of Arkansas.

G.1.AH.7-8.1	Compare and contrast the six geographical land regions of Arkansas: • Ozark Mountains (plateau) • Ouachita Mountains • Arkansas River Valley • Mississippi *Alluvial Plain* • Crowley's Ridge • West Gulf Coastal Plain
G.1.AH.7-8.2	Identify and map the major rivers of Arkansas
G.1.AH.7-8.3	Describe factors contributing to the settlement of Arkansas (e.g., climate, water, accessibility)
G.1.AH.7-8.4	Research the origins of key place names in Arkansas (e.g. towns, counties, and landforms)
G.1.AH.7-8.5	Examine the economic effect of Arkansas' natural resources: • diamonds • bauxite • forestry products • oil

Key: G.1.AH.7-8.1 = Geography. Standard 1. Arkansas History Grades 7-8. 1st Student Learning Expectation

Strand: Early Arkansas

Content Standard 2: Students shall examine the pre-territorial periods of Arkansas.

EA.2.AH.7-8.1	Compare and contrast pre-historic cultures in Arkansas: • Archaic • Woodland • Mississippian traditions
EA.2.AH.7-8.2	Identify significant elements in the success of pre-historic cultures in Arkansas: • location • food sources
EA.2.AH.7-8.3	Compare and contrast the cultural characteristics of early Indian tribes in Arkansas: • Osage • Caddo • Quapaw
EA.2.AH.7-8.4	Identify Arkansas Post as the first permanent European settlement in Arkansas
EA.2.AH.7-8.5	Discuss reasons for migration to pre-territorial Arkansas (e.g., *Mississippi Bubble*)
EA.2.AH.7-8.6	Discuss the changing ownership of Arkansas: • Spain • France • United States
EA.2.AH.7-8.7	Describe the effects of the *New Madrid Earthquakes* on Arkansas using primary and secondary sources and available technology

Key: EA.2.AH.7-8.1 = Early Arkansas. Standard 2. Arkansas History Grades 7-8. 1st Student Learning Expectation

Strand: Early Arkansas

Content Standard 3: Students shall explain the significant contributions of early explorers.

EA.3.AH.7-8.1	Discuss the impact of the first European explorers in Arkansas: • Hernando De Soto • Robert de LaSalle • Jacques Marquette and Louis Joliet
EA.3.AH.7-8.2	Identify key individuals and groups related to the settlement of Arkansas: • Henri De Tonti • John Law • Thomas Nuttall • William Dunbar • George Hunter • Henry Schoolcraft • G.W. Featherstonhaugh • Bernard de La Harpe

Key: EA.3.AH.7-8.1 = Early Arkansas. Standard 3. Arkansas History Grades 7-8. 1st Student Learning Expectation

Strand: Territorial Period to Statehood

Content Standard 4: Students shall examine factors related to statehood.

TPS.4.AH.7-8.1	Explain the effects of the Missouri Compromise on Arkansas's settlement patterns
TPS.4.AH.7-8.2	Explain the advantages of territorial status (e.g., court system, government assistance, transportation, economy)
TPS.4.AH.7-8.3	Discuss the process leading to territorial status (e.g., Northwest Ordinance, township, sections)
TPS.4.AH.7-8.4	Identify the contributions of Arkansas' territorial officials: • James Miller • Robert Crittenden • Henry Conway • James Conway • Ambrose Sevier • *"The Family"*
TPS.4.AH.7-8.5	Describe the movement of the territorial capital from Arkansas Post to Little Rock using available technology
TPS.4.AH.7-8.6	Discuss the contribution of William Woodruff's, The Arkansas Gazette to the growth and development of Arkansas
TPS.4.AH.7-8.7	Discuss the process to achieve statehood*:* • petition for statehood • congressional approval • Michigan/Arkansas • June 15, 1836
TPS.4.AH.7-8.8	Discuss the decline and removal of American Indian tribes in Arkansas

Key: TPS.4.AH.7-8.1 = Territorial Period to Statehood. Standard 4. Arkansas History Grades 7-8. 1st Student Learning Expectation

Strand: Secession through *Reconstruction*

Content Standard 5: Students shall examine the causes and effects of the Civil War on Arkansas.

SR.5.AH.7-8.1	Discuss the controversy leading to the secession of Arkansas (e.g., state leaders, *cooperationists*, Secession Convention, May 6, 1861)
SR.5.AH.7-8.2	Define confederation and identify the weaknesses of the Confederacy
SR.5.AH.7-8.3	Discuss how the Union and Confederate governments exerted power to fight the war (e.g., draft, first income tax, wars recruitment)
SR.5.AH.7-8.4	Compare the Confederacy to the government under the Articles of Confederation
SR.5.AH.7-8.5	Identify the contributions of noteworthy Arkansans during the Civil War period
SR.5.AH.7-8.6	Explain the existence of dual governments in wartime Arkansas: • Washington, Arkansas • Little Rock, Arkansas
SR.5.AH.7-8.7	Identify the major Civil War battlefields in and near Arkansas

Key: SR.5.AH.7-8.1 = Secession through Reconstruction. Standard 5. Arkansas History Grades 7-8. 1st Student Learning Expectation

Strand: *Reconstruction* through *Progressive Era*

Content Standard 6: Students shall identify political, social, and economic changes in Arkansas.

RP.6.AH.7-8.1	Describe the *Reconstruction* Era in Arkansas: • *Freedmen's Bureau* • *Brooks-Baxter War* • resurgence of the Democratic Party • approval of the 1874 Constitution
RP.6.AH.7-8.2	Describe the effects of *sharecropping* on society in Arkansas
RP.6.AH.7-8.3	Describe the development of manufacturing and industry in Arkansas using available technology (e.g., railroad, timber, electricity)
RP.6.AH.7-8.4	Describe the economic challenges Arkansas farmers faced during the post-*Reconstruction* period
RP.6.AH.7-8.5	Describe the development of the public school system in Arkansas (e.g., Charlotte Stephens, Mifflin Gibbs)
RP.6.AH.7-8.6	Discuss the contributions of political leaders in Arkansas during the *Progressive Era* (e.g., Jeff Davis, Joe T. Robinson, Charles Brough, George Donaghey, Hattie Caraway)

Key: RP.6.AH.7-8.1 = Reconstruction through Progressive Era. Standard 6. Arkansas History Grades 7-8. 1st Student Learning Expectation

Strand: World War I through the 1920s

Content Standard 7: Students shall examine the political, social, and economic growth in Arkansas.

W.7.AH.7-8.1	Describe the contributions of Arkansans in the early 1900s (e.g., troops to World War I, Field Kindley, Louise Thaden, Scott Joplin)
W.7.AH.7-8.2	Examine the economic effects of the oil boom on southern Arkansas
W.7.AH.7-8.3	Explore the effects of tourism on the economy: • Hot Springs • Ozarks • Murfreesboro diamond mines

Key: W.7.AH.7-8.1 = World War I and the 1920s. Standard 7. Arkansas History Grades 7-8. 1st Student Learning Expectation

Strand: Great Depression

Content Standard 8: Students shall discuss the effects of the Great Depression on Arkansas.

GD.8.AH.7-8.1	Describe the economic and social effects of the 1927 flood on Arkansas using primary and secondary sources
GD.8.AH.7-8.2	Describe the consequences of the 1930 drought on Arkansas using available technology
GD.8.AH.7-8.3	Examine the results of bank closures on Arkansas
GD.8.AH.7-8.4	Discuss the effects New Deal programs had on society in Arkansas during the Great Depression (e.g., Works Progress Administration, Civilian Conservation Corps, Civil Works Administration)
GD.8.AH.7-8.5	Explore the economic and social consequences of the Great Depression

Key: GD.8.AH.7-8.1 = Great Depression. Standard 8. Arkansas History Grades 7-8. 1st Student Learning Expectation

Strand: World War II to Present

Content Standard 9: Students shall examine the effects of World War II and other events upon the modernization of Arkansas.

WWP.9.AH.7-8.1	Identify contributions of Arkansans during World War II: • military • wartime industry • domestic food production to feed the military
WWP.9.AH.7-8.2	Describe the social and economic effects of World War II on Arkansans
WWP.9.AH.7-8.3	Research Japanese relocation camps and prisoner of war camps in Arkansas using available technology
WWP.9.AH.7-8.4	Examine the civil rights movement in Arkansas using primary and secondary sources (e.g., Little Rock Central, Hoxie)
WWP.9.AH.7-8.5	Identify political leaders and their major contributions after World War II (e.g., Sid McMath, Orval Faubus, J. William Fulbright, John McClellan, Winthrop Rockefeller, Wilbur Mills, Dale Bumpers, David Pryor, Bill Clinton, Mike Huckabee)
WWP.9.AH.7-8.6	Examine the economic development of Arkansas after World War II (e.g., timber industry, catfish farms, poultry industry, agriculture, retail, tourism, labor unions)
WWP.9.AH.7-8.12	Identify significant contributions made by Arkansans in the following fields: • art • business • culture • medicine • science

Key: WWP.9.AH.7-8.1 = World War II to Present. Standard 9. Arkansas History Grades 7-8. 1st Student Learning Expectation

Appendix

Glossary for Arkansas History
Grades 7 and 8

Alluvial Plain	Mud, sand or other material left behind by a flowing river
Brooks-Baxter War	The last act of Reconstruction in Arkansas. A dispute between Brooks and Baxter who both claimed to be the legal governor of Arkansas
Cooperationists	Those who wanted to wait on secession from the Union
Freedmen's Bureau	An organization set up by Congress in 1865 to provide food, medical care, and educational opportunities for slaves in the south
Mississippi Bubble	Failed land scheme by John Law which was intended to colonize Arkansas beginning with Arkansas Post
New Madrid Earthquakes	Violent earthquakes that shook Arkansas in 1811-1812
"The Family"	A group or faction of men formed to oppose Crittenden and his supporters
Progressive Era	The period in American history between 1900-1920, during which many leaders tried to bring changes to Arkansas and the nation
Reconstruction	The process of returning former Confederate States to the Union following the Civil War
Sharecropping	The system in which a farmer gives up a large share of his crop in exchange for being allowed to farm the land

Arkansas History
for
Grades 9 - 12

Social Studies
Curriculum Framework

Revised 2006

Course Title: Arkansas History for High School
Course/Unit Credit: 0.5
Course Number:
Teacher Licensure: Secondary Social Studies

Arkansas History for grades 9-12

Arkansas History provides a study of the history of Arkansas. The course addresses the geographic features and economics of our state, focusing on political, social, religious, military, scientific, and cultural developments that have occurred over time. The course work for Arkansas History for grades 9-12 is more rigorous than Arkansas History in grades 7-8. This one-semester course stresses application, problem-solving, higher-order thinking skills, and use of classroom performance based/open-ended assessments with rubrics. Arkansas History is required by Act 787 of 1997 and the Standards for Accreditation; it does not require Arkansas Department of Education approval.

Strand	Standards
Geography	
	1. Students shall analyze the geographical regions of Arkansas.
Early Arkansas	
	2. Students shall analyze Arkansas' pre-territorial periods.
	3. Students shall analyze the significant contributions of early explorers.
Territorial Period to Statehood	
	4. Students shall analyze the factors related to statehood.
Secession to *Reconstruction*	
	5. Students shall analyze the cause and effects of the Civil War on Arkansas.
Reconstruction through *Progressive Era*	
	6. Students shall analyze political, social and economic changes in Arkansas.
World War I and the 1920s	
	7. Students shall analyze the political, social and economic growth in Arkansas.
Great Depression	
	8. Students shall evaluate the effects of the Great Depression on Arkansas.
World War II to Present	
	9. Students shall analyze the effects of World War II and other events upon the modernization of Arkansas.

Strand: *Geography*

Content Standard 1: Students shall analyze the geographical regions of Arkansas.

G.1.AH.9-12.1	Investigate the six geographical land regions of Arkansas: • Ozark Mountains (plateau) • Ouachita Mountains • Arkansas River Valley • Mississippi *Alluvial Plain* • Crowley's Ridge • West Gulf Coastal Plain
G.1.AH.9-12.2	Examine the practical uses of the major rivers in Arkansas (e.g., trade, transportation, recreation)
G.1.AH.9-12.3	Analyze factors contributing to the settlement of Arkansas (e.g., climate, water, accessibility)
G.1.AH.9-12.4	Research the origins of key place names in Arkansas (e.g. towns, counties, and landforms)
G.1.AH.9-12.5	Examine the economic effect of Arkansas' natural resources: • diamonds • bauxite • forestry products • oil • lignite • novaculite

Key: G.1.AH.9-12.1 = Geography. Standard 1. Arkansas History Grades 9-12. 1st Student Learning Expectation

Strand: Early Arkansas

Content Standard 2: Students shall analyze Arkansas' pre-territorial periods.

EA.2.AH.9-12.1	Research pre-historic cultures in Arkansas: • Archaic • Woodland • Mississippian traditions
EA.2.AH.9-12.2	Examine the significant elements in the success of pre-historic cultures in Arkansas: • location • food sources
EA.3.AH.9-12.2	Compare and contrast the cultural characteristics of early Indian tribes in Arkansas: • Osage • Caddo • Quapaw
EA.3.AH.9-12.6	Research the reasons for migration to pre-territorial Arkansas (e.g., *Mississippi Bubble*)
EA.3.AH.9-12.3	Investigate the Arkansas Post Settlement
EA.3.AH.9-12.5	Analyze the changing ownership of Arkansas using primary and secondary sources: • Spain • France • United States
EA.3.AH.9-12.6	Research the effects of the *New Madrid Earthquakes* on Arkansas using primary and secondary sources and available technology

Key: EA.2.AH.9-12.1 = Early Arkansas. Standard 2. Arkansas History Grades 9-12. 1st Student Learning Expectation

Strand: Early Arkansas

Content Standard 3: Students shall analyze the significant contributions of early explorers.

EA.3.AH.9-12.1	Examine the impact of the first European explorers in Arkansas: • Hernando De Soto • Robert de LaSalle • Jacques Marquette and Louis Joliet
EA.3.AH.9-12.2	Research key individuals and groups related to the settlement of Arkansas: • Henri De Tonti • John Law • Thomas Nuttall • William Dunbar • George Hunter • Henry Schoolcraft • G. W. Featherstonhagh • Bernard La Harpe

Key: EA.3.AH.9-12.1 = Early Arkansas. Standard 3. Arkansas History Grades 9-12. 1st Student Learning Expectation

Strand: Territorial Period to Statehood

Content Standard 4: Students shall analyze the factors related to statehood.

TPS.4.AH.9-12.1	Analyze the effects of the Missouri Compromise on Arkansas's settlement patterns
TPS.4.AH.9-12.2	Explain the advantages of territorial status (e.g., court system, government assistance, transportation, economy)
TPS.4.AH.9-12.3	Discuss the process leading to territorial status (e.g., Northwest Ordinance, township, sections)
TPS.4.AH.9-12.4	Discuss the historical importance of Arkansas' territorial officials: • James Miller • Robert Crittenden • Henry Conway • James Conway • Ambrose Sevier • "*The Family"*
TPS.4.AH.9-12.5	Research the movement of the territorial capital from Arkansas Post to Little Rock using available technology
TPS.4.AH.9-12.6	Investigate the contribution of William Woodruff's, The Arkansas Gazette to the growth and development of Arkansas
TPS.4.AH.9-12.7	Analyze the process to achieve statehood: • petition for statehood • congressional approval • Michigan/Arkansas
TPS.4.AH.9-12.8	Investigate the decline and removal of American Indian tribes in Arkansas

Key: TPS.4.AH.9-12.1 = Territorial Period to Statehood. Standard 4. Arkansas History Grades 9-12. 1st Student Learning Expectation

Strand: Secession to *Reconstruction*

Content Standard 5: Students shall analyze the cause and effects of the Civil War on Arkansas.

SR.5.AH.9-12.1	Investigate the controversy leading to the secession of Arkansas (e.g., state leaders, *cooperationists*, Secession Convention, May 6, 1861)
SR.5.AH.9-12.2	Define confederation and describe the weaknesses of the Confederacy
SR.5.AH.9-12.3	Analyze how the Union and Confederate governments exerted powers to fight the war (e.g., draft, first income tax, wars recruitment)
SR.5.AH.9-12.4	Compare and contrast the Confederacy to the government under the Articles of Confederation
SR.5.AH.9-12.5	Analyze the contributions of noteworthy Arkansans during the Civil War period
SR.5.AH.9-12.6	Explain the existence of dual governments in wartime Arkansas: • Washington, Arkansas • Little Rock, Arkansas
SR.5.AH.9-12.7	Examine the major Civil War battlefields in and near Arkansas

Key: SR.5.AH.9-12.1 = Secession through Reconstruction. Standard 5. Arkansas History Grades 9-12. 1st Student Learning Expectation

Strand: *Reconstruction* through *Progressive Era*

Content Standard 6: Students shall analyze political, social and economic changes in Arkansas.

RP.6.AH.9-12.1	Examine the *Reconstruction Era* in Arkansas: • *Freedmen's Bureau* • *Brooks-Baxter War* • Resurgence of the Democratic Party • approval of the 1874 Constitution
RP.6.AH.9-12.2	Analyze the effects of *sharecropping* on society in Arkansas
RP.6.AH.9-12.3	Examine the development of manufacturing and industry in Arkansas using available technology (e.g., railroad, timber, electricity)
RP.6.AH.9-12.4	Describe the economic challenges Arkansas farmers faced during the post-*Reconstruction* period
RP.6.AH.9-12.5	Investigate the development of the public school system in Arkansas (e.g., Charlotte Stephens, Mifflin Gibbs)
RP.6.AH.9-12.6	Examine the contributions of political leaders in Arkansas during the *Progressive Era* (e.g., Jeff Davis, Joe T. Robinson, Charles Brough, George Donaghey, Hattie Caraway)

Key: RP.6.AH.9-12.1 = Reconstruction through Progressive Era. Standard 6. Arkansas History Grades 9-12. 1st Student Learning Expectation

Strand: World War I through the 1920s

Content Standard 7: Students shall analyze the political, social, and economic growth in Arkansas.

W.7.AH.9-12.1	Examine the reactions of Arkansans to World War I (e.g., Cleburne County Draft War, draft)
W.7.AH.9-12.2	Describe the contributions of Arkansans to the early 1900s (e.g., Many troops to World War I, Field Kindley, Louise Thaden, Scott Joplin)
W.7.AH.9-12.3	Examine the economic effects of the oil boom on southern Arkansas
W.7.AH.9-12.4	Explore the effects of tourism on the economy: • Hot Springs • Ozarks • Murfreesboro diamond mines

Key: W.7.AH.9-12.1 = World War I and the 1920s. Standard 7. Arkansas History Grades 9-12. 1st Student Learning Expectation

Strand: Great Depression

Content Standard 8: Students shall analyze the effects of the Great Depression on Arkansas.

GD.8.AH.9-12.1	Investigate the economic and social effects of the 1927 flood on Arkansas using primary and secondary sources
GD.8.AH.9-12.2	Research the consequences of the 1930 drought on Arkansas using available technology
GD.8.AH.9-12.3	Analyze the results of bank closures on Arkansas
GD.8.AH.9-12.4	Analyze the effects New Deal programs had on society in Arkansas during the Great Depression (e.g., Works Progress Administration, Civilian Conservation Corps, Civil Works Administration)
GD.8.AH.9-12.5	Explore the economic and social consequences of the Great Depression

Key: GD.8.AH.9-12.1 = Great Depression. Standard 8. Arkansas History Grades 9-12. 1st Student Learning Expectation

Strand: World War II to Present

Content Standard 9: Students shall analyze the effects of World War II and other events upon the modernization of Arkansas.

WWP.9.AH.9-12.1	Examine the contributions of Arkansas during World War II: • military • wartime industry • domestic food production to feed the military
WWP.9.AH.9-12.2	Investigate the social and economic effects of World War II on Arkansans
WWP.9.AH.9-12.3	Research Japanese relocation camps and prisoner of war camps in Arkansas using available technology
WWP.9.AH.9-12.4	Analyze the civil rights movement in Arkansas using primary and secondary sources (e.g., Little Rock Central, Hoxie)
WWP.9.AH.9-12.5	Investigate the major contributions of political leaders after World War II (e.g., Sid McMath, Orval Faubus, J. William Fulbright, John McClellan, Winthrop Rockefeller, Wilbur Mills, Dale Bumpers, David Pryor, Mike Huckabee)
WWP.9.AH.9-12.6	Analyze the political and economic effects of the Clinton presidency
WWP.9.AH.9-12.7	Analyze the economic development of Arkansas after World War II (e.g., timber industry, catfish farms, poultry industry, agriculture, retail, tourism, labor unions)
WWP.9.AH.9-12.8	Research significant contributions made by Arkansans in the following fields: • art • business • culture • medicine • science

Key: WWP.9.AH.9-12.1 = World War II to Present. Standard 9. Arkansas History Grades 9-12 1st Student Learning Expectation

Appendix

Alluvial Plain	Mud, sand or other material left behind by a flowing river
Brooks-Baxter War	The last act of Reconstruction in Arkansas. A dispute between Brooks and Baxter who both claimed to be the legal governor of Arkansas
Cooperationists	Those who wanted to wait on secession from the Union
Freedmen's Bureau	An organization set up by Congress in 1865 to provide food, medical care, and educational opportunities for slaves in the south
Mississippi Bubble	Failed land scheme by John Law which was intended to colonize Arkansas beginning with Arkansas Post
New Madrid Earthquakes	Violent earthquakes that shook Arkansas in 1811-1812
"The Family"	A group or faction of men formed to oppose Crittenden and his supporters
Progressive Era	The period in American history between 1900-1920, during which many leaders tried to bring changes to our Arkansas and the nation
Reconstruction	The process of returning former Confederate States to the Union following the Civil War
Sharecropping	The system in which a farmer gives up a large share of his crop in exchange for being allowed to farm the land

Civics for Core Curriculum
1 semester only

Social Studies
Curriculum Framework

Revised 2006

Course Title: Civics for Core Curriculum
Course/Unit Credit: 0.5
Course Number:
Teacher Licensure: Secondary Social Studies
Grades: 9-12

Civics for Core Curriculum

Civics for Core Curriculum is a one-semester course that provides a study of the structure and functions of the United States government, the government of Arkansas, and political institutions. Civics also examines constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. This course stresses application, problem-solving, higher-order thinking skills, and the use of classroom performance-based/open-ended assessments with rubrics. Civics for Core Curriculum fulfills the minimum Civics requirement for Core Curriculum graduates and does not require Arkansas Department of Education approval.

Strand	Standards
Citizenship	
	1. Students shall examine citizenship.
	2. Students shall examine the rights, responsibilities, privileges, and duties of citizens.
Government	
	3. Students shall examine the purposes of government.
	4. Students shall compare the different types of government.
United States Constitution	5. Students shall explain the importance of historical documents, events, and people that led to the development of the United States Constitution.
	6. Students shall describe the organization and structure of the United States government as defined by the United States Constitution.
	7. Students shall analyze the fundamental rights of individuals.
Structure of Government	
	8. Students shall describe the organization, authority, and function of the federal and state government.
Laws	
	9. Students shall examine federal, state, and local laws.
	10. Students shall examine Arkansas laws pertaining to students.
Political Parties and Elections	
	11. Students shall analyze the development of political parties.
	12. Students shall examine the influence of media on politics.
	13. Students shall discuss the election process in the federal, state, and local governments.

Strand: Citizenship

Content Standard 1: Students shall examine citizenship.

C.1.CCC.1	Discuss the relevance of the study of *civics*
C.1.CCC.2	Explain the role of citizenship
C.1.CCC.3	Explain what constitutes a citizen
C.1.CCC.4	Discuss the process of becoming a citizen: • native born (e.g., *jus soli, jus sanguinus*) • naturalization
C.1.CCC.5	Explain and apply citizenship concepts to everyday life: • equality of all citizens under the law • majority rule/minority rights • individual freedoms • individual rights versus public interest • patriotism

Key: C.1.CCC.1 = Citizenship. Standard 1. Civics for Core Curriculum. 1st Student Learning Expectation

Strand: Citizenship

Content Standard 2: Students shall examine the rights, responsibilities, privileges, and duties of citizens.

C.2.CCC.1	Compare and contrast the responsibilities and duties of citizenship: • being an informed citizen • compulsory education • jury duty • obeying laws • selective service • taxes
C.2.CCC.2	Distinguish between rights and privileges of citizenship (e.g., voting, driving, education)

Key: C.2.CCC.1 = Citizenship. Standard 2. Civics for Core Curriculum. 1st Student Learning Expectation

Strand: Government

Content Standard 3: Students shall examine the purposes of government.

G.3.CCC.1	Explain the purposes of government
G.3.CCC.2	Describe how governments acquire power
G.3.CCC.3	Examine the role of government in protecting the rights of the people (e.g., courts)

Key: G.3.CCC.1 = Government. Standard 3. Civics for Core Curriculum. 1st Student Learning Expectation

Strand: Government

Content Standard 4: Students shall compare the different types of government.

G.4.CCC.1	Compare and contrast the different types of governmental ideology: • dictatorship • *direct democracy* • *indirect democracy*

Key: G.4.CCC.1 = Government. Standard 4. Civics for Core Curriculum. 1st Student Learning Expectation

Strand: United States Constitution

Content Standard 5: Students shall explain the importance of historical documents, events, and people that led to the development of the United States Constitution

USC.5.CCC.1	Discuss the meaning of constitution and constitutional government
USC.5.CCC.2	Explain the importance of historical documents and events that influenced the structure and development of the United States Constitution: • Mayflower Compact - 1620 • Declaration of Independence - 1776 • Articles of Confederation - 1781 • Constitutional Convention –1787
USC.5.CCC.3	Describe the contributions of the following individuals to the United States Constitution using primary source documents: • John Locke • Jean Jacques Rousseau • Founding Fathers

Key: USC.5.CCC.1 = United States Constitution. Standard 5. Civics for Core Curriculum. 1st Student Learning Expectation

Strand: United States Constitution

Content Standard 6: Students shall describe the organization, authority, and function of the United States government as defined by the United States Constitution.

USC.6.CCC.1	Describe the reason for the organization of government in the United States Constitution
USC.6.CCC.2	Describe the procedures required to amend the United States Constitution
USC.6.CCC.3	Compare delegated, concurrent, and reserved powers

Key: USC.6.CCC.1 = United States Constitution. Standard 6. Civics for Core Curriculum. 1st Student Learning Expectation

Strand: United States Constitution

Content Standard 7: Students shall analyze the fundamental rights of individuals.

USC.7.CCC.1	Analyze fundamental rights of individuals as incorporated in the *Bill of Rights*
USC.7.CCC.2	Identify changes occurring over time in the interpretation of the *Bill of Rights*
USC.7.CCC.3	Examine changes in civil rights legislation (e.g., affirmative action, Americans with Disabilities Act (ADA), Civil Rights Acts of 1964-65, Voting Rights Act of 1964)

Key: USC.7.CCC.1 = United States Constitution. Standard 7. Civics for Core Curriculum. 1st Student Learning Expectation

Strand: Structure of Government

Content Standard 8: Students shall describe the organization, authority, and function of federal and state government.

SG.8.CCC.1	Discuss the legislative branch of the government at the federal and state levels: • purpose • organization • authority • function
SG.8.CCC.2	Discuss the executive branch of the government at the federal and state levels: • purpose • organization • authority • function
SG.8.CCC.3	Discuss the judicial branch of the government at the federal and state levels: • purpose • organization • authority • function
SG.8.CCC.4	Describe the *separation of powers* in the system of *checks and balances*

Key: SG.8.CCC.1 = Structure of Government. Standard 8. Civics for Core Curriculum. 1st Student Learning Expectation

Strand: Laws

Content Standard 9: Students shall examine federal, state, and local laws.

L.9.CCC.1	Examine the source, purpose, and function of laws
L.9.CCC.2	Explain the need for active and ongoing change in laws
L.9.CCC.2	Distinguish between criminal and civil laws

Key: L.9.CCC.1 = Laws. Standard 9. Civics for Core Curriculum. 1st Student Learning Expectation

Strand: Laws

Content Standard 10: Students shall examine Arkansas laws pertaining to students.

L.10.CCC.1	Discuss Arkansas laws applicable to juveniles: • bullying • *Extended Juvenile Jurisdiction* • health-related issues • juvenile court • school laws • victims' rights

Key: L.10.CCC.1 = Laws. Standard 10. Civics for Core Curriculum. 1st Student Learning Expectation

Strand: Political Parties and Elections

Content Standard 11: Students shall analyze the development of political parties.

PPE.11.CCC.1	Analyze the development and growth of political parties: • two party system • role of citizens
PPE.11.CCC.2	Analyze various influences on political parties: • interest groups • lobbyists • *Political Action Committees (PACs)*

Key: PPE.11.CCC.1 = Political Parties and Elections. Standard 11. Civics for Core Curriculum. 1st Student Learning Expectation

Strand: Political Parties and Elections

Content Standard 12: Students shall examine the influence of media on politics.

PPE.12.CCC.1	Discuss the influence of media coverage on the political process: • news reports • political cartoons • public opinion polls • use of *propaganda* techniques • campaign advertising
PPE.12.CCC.2	Discuss biases in the formation of public opinion
PPE.12.CCC.3	Discuss the influence of the Internet on the political process

Key: PPE.12.CCC.1 = Political Parties and Elections. Standard 12. Civics for Core Curriculum. 1st Student Learning Expectation

Strand: Political Parties and Elections

Content Standard 13: Students shall discuss the election process in the federal, state, and local governments.

PPE.13.CCC.1	Describe the election process in the federal, state, and local governments: • voter registration • voter interest or apathy • nominating process (e.g., *direct primary*, nominating committee, *caucus*)
PPE.13.CCC.2	Discuss the complexities of vote tabulation and certifying elections

Key: PPE.13.CCC.1 = Political Parties and Elections. Standard 13. Civics for Core Curriculum. 1st Student Learning Expectation

Appendix

Bill of Rights	The first ten amendments to the United States Constitution concerning basic individual liberties
Bureaucracy	A government or other organization with many different departments and complex rules and procedures
Caucus	Closed meeting of party members to select candidates
Checks and balances	A system in which each branch of government is able to limit the power of the other branches
Civics	The study of citizenship and government
Direct democracy	A government in which citizens hold the power to rule and make the laws
Direct primary	Candidates for political office are nominated by voters
Extended Juvenile Jurisdiction	Arkansas law which allows juveniles to be punished beyond age of 21
Full Faith and Credit Clause-Article IV	Recognize validity of other states law
Indirect democracy	A means of governance by the people through elected representatives
Jus sanguinus (Law of blood)	Same citizenship as parents
Jus soli (Law of Soli)	Citizen of nation at birth
PAC-Political Action Committee	Committee which makes political contributions on behalf of a special interest group
Propaganda	The manipulation of people's beliefs, values, and behavior by using symbols (such as flags, music, or oratory) and other psychological tools
Separation of powers	Dividing government powers between the executive, legislative, and judicial branches

Civics

Social Studies Curriculum Framework

Revised 2006

Course Title: Civics
Course/Unit Credit: 1
Course Number:
Teacher Licensure: Secondary Social Studies

Civics

Civics provides a study of the structure and functions of the United States government, the government of Arkansas, and political institutions. Civics also examines constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. This course stresses application, problem-solving, higher-order thinking skills, and the use of classroom performance-based/open-ended assessments with rubrics. One year of Civics or Civics/Government is required by the Standards for Accreditation for Smart Core graduates.

Strand	Standards
Citizenship	
	1. Students shall examine citizenship.
	2. Students shall examine the rights, responsibilities, privileges, and duties of citizens.
Government	
	3. Students shall analyze the purposes of government.
	4. Students shall compare the different types of government.
United States Constitution	5. Students shall explain the importance of historical documents, events, and people that led to the development of the United States Constitution.
	6. Students shall analyze the organization and structure of the United States government as defined by the United States Constitution.
	7. Students shall analyze the fundamental rights of individuals.
Structure of Government	
	8. Students shall analyze the organization, authority, and function of the federal and state government.
Laws	
	9. Students shall evaluate federal, state, and local laws.
	10. Students shall examine Arkansas laws pertaining to students.
Political Parties and Elections	
	11. Students shall analyze the development of political parties.
	12. Students shall identify media influence on politics.
	13. Students shall evaluate the election process in the federal, state, and local governments.

Strand: Citizenship

Content Standard 1: Students shall examine citizenship.

C.1.C.1	Discuss the relevance of the study of *civics*
C.1.C.2	Explain the role of citizenship
C.1.C.3	Explain what constitutes a citizen
C.1.C.4	Discuss the process of becoming a citizen: • native born (e.g., *jus soli, jus sanguinus*) • naturalization
C.1.C.5	Explain and apply citizenship concepts to everyday life: • equality of all citizens under the law • worth and dignity of individuals in a democratic society • majority rule/minority rights • individual freedoms • individual rights versus public interest • patriotism • volunteerism • civil service

Key: C.1.C.1 = Citizenship. Standard 1. Civics. 1st Student Learning Expectation

Strand: Citizenship

Content Standard 2: Students shall examine the rights, responsibilities, privileges, and duties of citizens.

C.2.C.1	Compare and contrast the responsibilities and duties of citizenship: • jury duty • taxes • selective service • compulsory education • obeying laws • being an informed citizen
C.2.C.2	Distinguish between rights and privileges of citizenship (e.g., voting, driving, education)

Key: C.2.C.1 = Citizenship. Standard 2. Civics. 1st Student Learning Expectation

Strand: Government

Content Standard 3: Students shall analyze the purposes of government.

G.3.C.1	Explain the purposes of government
G.3.C.2	Analyze how governments acquire power
G.3.C.3	Examine the role of government in protecting the rights of the people (e.g., courts)
G.3.C.4	Evaluate the role of government in settling disputes (e.g., *arbitration*, *mediation, Wagner Act)*

Key: G.3.C.1 = Government. Standard 3. Civics. 1st Student Learning Expectation

Strand: Government

Content Standard 4: Students shall compare the different types of government.

G.4.C.1	Compare and contrast the different types of governmental ideology: • dictatorship (e.g., *totalitarian, military junta*, despot) • *absolute monarchy* • *direct democracy* • *indirect democracy* • *parliamentary democracy*

Key: G.4.C.1 = Government. Standard 4. Civics. 1st Student Learning Expectation

Strand: United States Constitution

Content Standard 5: Students shall explain the importance of historical documents, events, and people that led to the development of the United States Constitution.

USC.5.C.1	Discuss the meaning of constitution and constitutional government
USC.5.C.2	Explain the importance of historical documents and events that influenced the structure and development of the United States Constitution: • Mayflower Compact - 1620 • Glorious Revolution - 1688 • English Bill of Rights - 1689 • Declaration of Independence - 1776 • Articles of Confederation – 1781 • state (colonial) constitutions • Shays' Rebellion - 1786 • Constitutional Convention –1787 • The Federalist Papers – 1787-1788
USC.5.C.3	Research the contributions by the following individuals to the United States Constitution using primary source documents: • John Locke • Baron de Montesquieu • Jean Jacques Rousseau • Founding Fathers
USC.5.C.4	Describe the process of ratifying the United States Constitution

Key: USC.5.C.1 = United States Constitution. Standard 5. Civics. 1st Student Learning Expectation

Strand: United States Constitution

Content Standard 6: Students shall analyze the organization and structure of the United States government as defined by the United States Constitution.

USC.6.C.1	Describe the reason for the organization of government in the United States Constitution (e.g., commerce, defense, judicial, executive, fiscal)
USC.6.C.2	Compare delegated, concurrent, and reserved powers
USC.6.C.3	Explain the limitations on the powers of government: • *Writ of Habeas Corpus* • *Bill of Attainder* • *Ex Post Facto*
USC.6.C.4	Describe the procedures required to amend the United States Constitution
USC.6.C.5	Analyze the consequences of constitutional amendments on citizenship (e.g., voting rights, due process of law, societal changes)

Key: USC.6.C.1 = United States Constitution. Standard 6. Civics. 1st Student Learning Expectation

Strand: United States Constitution

Content Standard 7: Students shall analyze the fundamental rights of individuals.

USC.7.C.1	Analyze rights protected by the *Bill of Rights* that are not specifically stated in the United States Constitution (e.g., right of privacy)
USC.7.C.2	Analyze fundamental rights of individuals as incorporated in the *Bill of Rights*.
USC.7.C.3	Investigate limitations or restrictions on criminal punishment (e.g., Eighth Amendment, Fourteenth Amendment)
USC.7.C.4	Analyze court cases that demonstrate how the United States Constitution protects the rights of individuals (e.g., Brown v. Board of Education, Miranda v. Arizona, Tinker v. Des Moines, Gideon v. Wainwright, Roe v. Wade)
USC.7.C.5	Examine changes in civil rights legislation (e.g., affirmative action, Americans with Disabilities Act (ADA), Civil Rights Acts of 1964-1965, Voting Rights Act of 1964)

Key: USC.7.C.1 = United States Constitution. Standard 7. Civics. 1st Student Learning Expectation

Strand: Structure of Government

Content Standard 8: Students shall analyze the organization, authority, and function of federal, state, and local government.

SG.8.C.1	Discuss the legislative branch of the government at the federal and state levels: • purpose • organization • authority • function
SG.8.C.2	Discuss the executive branch of the government at the federal and state levels: • purpose • organization • authority • function
SG.8.C.3	Discuss the judicial branch of the government at the federal and state levels: • purpose • organization • authority • function
SG.8.C.4	Analyze the *separation of powers* and the system of *checks and balances* at the federal and state levels
SG.8.C.5	Discuss the organization of various forms of local government (e.g., county, mayor-council, city manager, commission)
SG.8.C.6	Compare and contrast federal, state, and local governments (e.g., *bureaucracy*, finances, civil service, public policy, community services)

Key: SG.8.C.1 = Structure of Government. Standard 8. Civics. 1st Student Learning Expectation

Strand: Laws

Content Standard 9: Students shall evaluate federal, state, and local laws.

L.9.C.1	Examine concurrent powers at the federal, state, and local levels
L.9.C.2	Describe the supremacy of federal laws
L.9.C.3	Discuss the concept of *full faith and credit* as it applies to the relationship between states
L.9.C.4	Discuss the process by which a bill becomes a law at the federal and state levels
L.9.C.5	Examine the difference between a statute and an ordinance
L.9.C.6	Explain the need for active and ongoing change in laws
L.9.C.7	Compare and contrast criminal and civil laws
L.9.C.8	Compare and contrast referendum, initiative, and recall

Key: L.9.C.1 = Laws. Standard 9. Civics. 1st Student Learning Expectation

Strand: Laws

Content Standard 10: Students shall examine Arkansas laws pertaining to students.

L.10.C.1	Discuss Arkansas laws applicable to juveniles: • bullying • extended Juvenile Jurisdiction • health-related issues • juvenile court • school laws • victims' rights

Key: L.10.C.1 = Laws. Standard 10. Civics. 1st Student Learning Expectation

Strand: Political Parties and Elections

Content Standard 11: Students shall analyze the development of political parties.

PPE.11.C.1	Analyze the development and growth of political parties: • two party system • *factions* • third parties • role of citizens
PPE.11.C.2	Analyze various influences on political parties: • interest groups • lobbyists • *Political Action Committees (PACs)*

Key: PPE.11.C.1 = Political Parties and Elections. Standard 11. Civics. 1st Student Learning Expectation

Strand: Political Parties and Elections

Content Standard 12: Students shall examine the influence of media on politics.

PPE.12.C.1	Discuss the influence of media coverage on the political process: • news reports • political cartoons • editorials • campaign advertising • public opinion polls • use of *propaganda* techniques
PPE.12.C.2	Examine the influence of the Internet on the political process
PPE.12.C.3	Discuss biases in forming public opinion

Key: PPE.12.C.1 = Political Parties and Elections. Standard 12. Civics. 1st Student Learning Expectation

Strand: Political Parties and Elections

Content Standard 13: Students shall evaluate the election process in the federal, state, and local governments.

PPE.13.C.1	Describe the election process in the federal, state, and local governments: • campaign finance • campaign strategies • voter registration • factors affecting election turn-out • voter interest • nominating process (e.g., nominating convention, *direct primary, caucus*)
PPE.13.C.2	Discuss the complexities of vote tabulation and certifying elections
PPE.13.C.3	Explain the role of the electoral college in the election process

Key: PPE.13.C.1 = Political Parties and Elections. Standard 13. Civics. 1st Student Learning Expectation

Appendix

Glossary for Civics

Absolute monarchy	Monarch has complete authority over government
Arbitration	Submitting a controversy to an impartial person (the arbitrator) to render a decision, which may or may not be binding
Bill of Rights	The first ten amendments to the United States Constitution concerning basic individual liberties
Bureaucracy	A government or other organization with many different departments and complex rules and procedures
Caucus	Closed meeting of party members to select candidates
Checks and balances	A system in which each branch of government is able to limit the power of the other branches
Civics	The study of citizenship and government
Direct Democracy	A government in which citizens hold the power to rule and make the laws
Direct primary	Candidates for political office are nominated by voters
Due Process	Constitutional requirement government may not arbitrarily or unfairly deprive a person of rights or property
Ex Post Facto	A law which punishes people for an act before the law was passed
Extended Juvenile Jurisdiction	Arkansas law which allows juveniles to be punished beyond age of 21
Factions	Any subgroups within a larger organization
Full Faith and Credit Clause-Article IV	Recognize validity of other states law
Indirect democracy	A means of governance by the people through elected representatives
Jus sanguinus (Law of blood)	Same citizenship as parents
Jus soli (Law of Soli)	Citizen of nation at birth
Mediation	An attempt by an impartial third party to help resolve a dispute
Military Junta	Coup d' ėtat , seizure of an existing government by a small group
Political Action Committee- PAC	Committee which makes political contributions on behalf of a special interest group
Parliamentary democracy	A government in which voters elect representatives to a law-making body which chooses a prime minister to head the government
Propaganda	The manipulation of people's beliefs, values, and behavior by using symbols (such as flags, music, or oratory) and other psychological tools
Separation of powers	Dividing government powers between the executive, legislative, and judicial branches
Tort	A private or civil wrong or injury that exists by virtue of society's expectations
Totalitarian	A governing system in which a ruling elite holds all power and controls all aspects of society
Wagner Act	Creates National Labor Relations Boards

Civics/American Government

Social Studies Curriculum Framework

Revised 2006

Course Title: Civics/American Government
Course/Unit Credit: 1
Course Number:
Teacher Licensure: Secondary Social Studies

Civics / American Government

Civics/American Government provides a study of the structure and functions of the United States government, the government of Arkansas, and political institutions. Civics/American Government examines constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. This course stresses application, problem-solving, higher-order thinking skills, and the use of classroom performance-based/open-ended assessments with rubrics. One year of Civics/Government or Civics is required by the Standards of Accreditation for Smart Core graduates.

Strand	Standards
Citizenship	
	1. Students shall examine citizenship.
	2. Students shall examine rights, responsibilities, privileges, and duties of citizens.
Government	
	3. Students shall analyze the purposes of government.
	4. Students shall compare the different types of government.
United States Constitution	5. Students shall explain the importance of historical documents, events, and people that led to the development of the United States Constitution.
	6. Students shall analyze the organization and structure of the United States government as defined by the United States Constitution.
	7. Students shall analyze the fundamental rights of individuals as incorporated in the United States Constitution.
Structure of Government	
	8. Students shall analyze the organization, authority, and function of the federal and state government.
Laws	
	9. Students shall evaluate federal, state, and local laws.
	10. Students shall examine Arkansas laws pertaining to students.
Political Parties and Elections	
	11. Students shall analyze the development of political parties.
	12. Students shall examine the influence of media on politics.
	13. Students shall evaluate the election process in the federal, state, and local governments.
Global Relations	
	14: Students shall examine the foreign policy of the United States in a global context.

Strand: Citizenship

Content Standard 1: Students shall examine citizenship.

C.1.CAG.1	Discuss the relevance of the study of *civics*
C.1.CAG.2	Explain the role of citizenship
C.1.CAG.3	Explain what constitutes a citizen
C.1.CAG.4	Discuss the process of becoming a citizen: • native born (e.g., *jus soli, jus sanguinus*) • naturalization
C.1.CAG.5	Explain and apply citizenship concepts to everyday life: • equality of all citizens under the law • worth and dignity of individuals in a democratic society • majority rule/minority rights • individual freedoms • individual rights versus public interest

Key: C.1.CAG.1 = Citizenship. Standard 1.Civics/American Government. 1st Student Learning Expectation

Strand: Citizenship

Content Standard 2: Students shall examine rights, responsibilities, privileges, and duties of citizens.

C.2.CAG.1	Compare and contrast responsibilities and duties of citizenship: • jury duty • taxes • selective service • compulsory education • obeying laws • being an informed citizen
C.2.CAG.2	Distinguish between rights and privileges of citizenship (e.g., voting, driving, education)

Key: C.2.CAG.1 = Citizenship. Standard 2.Civics/American Government. 1st Student Learning Expectation

Strand: Government

Content Standard 3: Students shall analyze and evaluate the purposes of government.

G.3.CAG.1	Explain the purposes of government
G.3.CAG.2	Analyze how government acquires power
G.3.CAG.3	Examine the role of government in protecting the rights of the people (e.g., courts)
G.3.CAG.4	Evaluate the role of government in settling disputes (e.g., *arbitration*, *mediation, Wagner Act)*

Key: G.3.CAG.1 = Government. Standard 3.Civics/American Government. 1st Student Learning Expectation

Strand: Government

Content Standard 4: Students shall compare the different types of government.

G.4.CAG.1	Categorize the characteristics of limited and unlimited government
G.4.CAG.2	Compare and contrast the different types of governmental ideology: • dictatorship (e.g., *totalitarian,* military junta, despot) • absolute monarchy • *direct democracy* • *indirect democracy* • *parliamentary democracy*

Key: G.4.CAG.1 = Government. Standard 4.Civics/American Government. 1st Student Learning Expectation

Strand: United States Constitution

Content Standard 5: Students shall examine the importance of historical documents, events, and people that led to the development of the United States Constitution

USC.5.CAG.1	Explain the importance of historical documents and events that influenced the structure and meaning of the United States Constitution: • Magna Carta - 1215 • Mayflower Compact - 1620 • Glorious Revolution - 1688 • English Bill of Rights - 1689 • Declaration of Independence - 1776 • Articles of Confederation – 1781 • state (colonial) Constitutions • Shays' Rebellion - 1786 • Constitutional Convention –1787 • The Federalist Papers – 1787-1788
USC.5.CAG.2	Examine the contributions to the United States Constitution by the following individuals using primary source documents: • John Locke • Baron de Montesquieu • Jean-Jacques Rousseau • Founding Fathers
USC.5.CAG.3	Explain the *social contract theory of government*
USC.5.CAG.4	Describe the process of ratifying the United States Constitution

Key: USC.5.CAG.1 = United States Constitution. Standard 5.Civics/American Government. 1st Student Learning Expectation

Strand: United States Constitution

Content Standard 6: Students shall analyze the organization and structure of the United States government as defined by the United States Constitution.

USC.6.CAG.1	Describe the reason for the organization of government in the United States Constitution
USC.6.CAG.2	Compare delegated, concurrent, and reserved powers
USC.6.CAG.3	Explain limitations on the powers of government: • Writ of Habeas Corpus • *Bill of Attainder* • *Ex Post Facto*
USC.6.CAG.4	Describe the procedures required to amend the United States Constitution
USC.6.CAG.5	Analyze the consequences of constitutional amendments on citizenship, voting rights, *due process* of law, and societal changes

Key: USC.6.CAG.1 = United States Constitution. Standard 6.Civics/American Government. 1st Student Learning Expectation

Strand: United States Constitution

Content Standard 7: Students shall examine the fundamental rights of individuals as incorporated in the United States Constitution.

USC.7.CAG.1	Examine the rights protected by the *Bill of Rights* that are not specifically stated in the United States Constitution (e.g., right of privacy)
USC.7.CAG.2	Examine the fundamental rights of individuals as incorporated in the *Bill of Rights*
USC.7.CAG.3	Investigate limitations or restrictions on criminal punishment (e.g., Eighth Amendment, Fourteenth Amendment)
USC.7.CAG.4	Analyze court cases that demonstrate how the United States Constitution protects the rights of individuals (e.g., Brown v. Board of Education, Miranda v. Arizona, Tinker v. Des Moines, Gideon v. Wainwright)
USC.7.CAG.5	Examine changes in civil rights legislation (e.g., affirmative action, Americans with Disabilities Act (ADA), Civil Rights Acts of 1964-1965, Voting Rights Act of 1964)
USC.7.CAG.6	Identify United States presidents and summarize their roles in the Civil Rights movements: • Harry S. Truman • John F. Kennedy • Lyndon B. Johnson

Key: USC.7.CAG.1 = United States Constitution. Standard 7.Civics/American Government. 1st Student Learning Expectation

Strand: Structure of Government

Content Standard 8: Students shall examine the purpose, organization, authority, and function of the federal, state, and local government.

SG.8.CAG.1	Discuss the legislative branch of government at the federal and state levels: • purpose • organization • authority • function
SG.8.CAG.2	Discuss the executive branch of government at the federal and state levels: • purpose • organization • authority • function
SG.8.CAG.3	Discuss the judicial branch of government at the federal and state levels: • purpose • organization • authority • function
SG.8.CAG.4	Analyze the *separation of powers* and the system of *checks and balances* at the federal and state levels
SG.8.CAG.5	Discuss the organization of various forms of local government (e.g., county, mayor-council, city manager, commission)
SG.8.CAG.6	Compare and contrast federal, state, and local governments (e.g., *bureaucracy*, finances, civil service, public policy, community services)

Key: SG.8.CAG.1 = Structure of Government. Standard 8.Civics/American Government. 1st Student Learning Expectation

Strand: Laws

Content Standard 9: Students shall evaluate federal, state, and local laws.

L.9.CAG.1	Compare and contrast concurrent powers and supremacy of laws at the federal, state, and local levels
L.9.CAG.2	Describe the supremacy of federal laws
L.9.CAG.3	Discuss the process by which a bill becomes a law
L.9.CAG.4	Examine the difference between a statute and an ordinance
L.9.CAG.5	Define the concept of *full faith and credit* as it applies to the relationship between states
L.9.CAG.6	Identify the source, purpose, and function of laws
L.9.CAG.7	Explain the need for active and ongoing change in laws
L.9.CAG.8	Distinguish between criminal and civil laws *(tort)*
L.9.CAG.9	Explain the phases of a criminal case: • hearing • indictment • arraignment • trial • penalty
L.9.CAG.10	Compare and contrast referendum, initiative, and recall

Key: L.9.CAG.1 = Laws. Standard 9.Civics/American Government. 1st Student Learning Expectation

Strand: Laws

Content Standard 10: Students shall examine of Arkansas laws pertaining to students.

L.10.CAG.1	Identify Discuss Arkansas laws applicable to juveniles: • bullying • *Extended Juvenile Jurisdiction* • health-related issues • juvenile court • school laws • victims' rights

Key: L.10.CAG.1 = Laws. Standard 10.Civics/American Government. 1st Student Learning Expectation

Strand: Political Parties and Elections

Content Standard 11: Students shall analyze the development of political parties.

PPE.11.CAG.1	Analyze the development and growth of political parties: • two party system • *factions* • third parties • role of citizens
PPE.11.CAG.2	Analyze various influences on political parties: • interest groups • lobbyists • *Political Action Committees (PACs)*

Key: PPE.11.CAG.1 = Political Parties and Elections. Standard 11.Civics/American Government. 1st Student Learning Expectation

Strand: Political Parties and Elections

Content Standard 12: Students shall examine the influence of media on politics.

PPE.12.CAG.1	Discuss the influence of media coverage on the political process: • news reports • political cartoons • editorials • campaign advertising • public opinion polls • use of *propaganda* techniques
PPE.12.CAG.2	Examine the influence of the Internet on the political process
PPE.12.CAG.3	Discuss biases in forming public opinion

Key: PPE.12.CAG.1 = Political Parties and Elections. Standard 12.Civics/American Government. 1st Student Learning Expectation

Strand: Political Parties and Elections

Content Standard 13: Students shall evaluate the election process in the federal, state, and local governments.

PPE.13.CAG.1	Describe the election process in the federal, state, and local governments: • campaign finance • campaign strategies • voter registration • factors affecting election turn-out • voter interest • nominating process (e.g., direct primary, *caucus*)
PPE.13.CAG.2	Discuss the complexities of vote tabulation and certifying elections
PPE.13.CAG.3	Explain the role of the electoral college in the election process

Key: PPE.13.CAG.1 = Political Parties and Elections. Standard 13.Civics/American Government. 1st Student Learning Expectation

Strand: Global Relations

Content Standard 14: Students shall examine the foreign policy of the United States in a global context.

GR.14.CAG.1	Describe the function of the United Nations
GR.14.CAG.2	Describe the relationship between the United States and the United Nations

Key: GR.14.CAG.1 = Global Relations. Standard 14.Civics/American Government. 1st Student Learning Expectation

Appendix

Glossary for Civics/American Government

Arbitration	Submitting a controversy to an impartial person (the arbitrator) to render a decision, which may or may not be binding
Bill of Rights	The first ten amendments to the United States Constitution concerning basic individual liberties
Bureaucracy	A government or other organization with many different departments and complex rules and procedures
Caucus	Closed meeting of party members to select candidates
Checks and balances	A system in which each branch of government is able to limit the power of the other branches
Civics	The study of citizenship and government
Direct Democracy	A government in which citizens hold the power to rule and make the laws
Due Process	Constitutional requirement government may not arbitrarily or unfairly deprive a person of rights or property
Extended Juvenile Jurisdiction	Arkansas law which allows to be punished beyond age of 21
Factions	Any subgroups within a larger organization
Full Faith and Credit Clause-Article IV	Recognize validity of other states law
Indirect democracy	A means of governance by the people through elected representatives
Jus sanguinus (Law of blood)	Same citizenship as parents
Jus soli (Law of Soli)	Citizen of nation at birth
Mediation	An attempt by an impartial third party to help resolve a dispute
Parliamentary democracy	A government is which voters elect representatives to a law-making body which chooses a prime minister to head the government
Political Action Committee-PAC	Committee which makes political contributions on behalf of a special interest group
Propaganda	The manipulation of people's beliefs, values, and behavior by using symbols (such as flags, music, or oratory) and other psychological tools
Separation of powers	Dividing government powers between the executive, legislative, and judicial branches
Social Contract Theory of Government	Theory of society in which government is a contract between government and governed to provide protection
Tort	A private or civil wrong or injury that exists by virtue of society's expectations
Totalitarian	A governing system in which a ruling elite holds all power and controls all aspects of society
Wagner Act	Creates National Labor Relations Boards

Contemporary United States History

Social Studies Curriculum Framework

Revised 2006

Course Title: Contemporary United States History
Course/Unit Credit: 0.5
Course Number:
Teacher Licensure: Secondary Social Studies

Contemporary United States History

Contemporary United States History is a one-semester social studies elective for high school students. The course will go in-depth into United States History since World War II. Students will learn about changing culture, technology, the Cold War, global conflicts, the world economy, the environment, and study the effects on contemporary society in the United States. This course affords the opportunity to go into much greater detail regarding recent United States History than the required survey course (American History/United States History). This course stresses application, problem-solving, higher-order thinking skills, and the use of classroom performance-based/open-ended assessments with rubrics. Arkansas Department of Education approval is not required.

Strand	Standards
Changing Culture	
	1. Students shall analyze the causes and consequences of cultural changes.
Race and Ethnicity	
	2. Students shall analyze the role which race and ethnicity have played in world affairs.
Technology	
	3. Students shall investigate the role of technology in a changing society.
Cold War	
	4. Students shall analyze the events of the Cold War.
Global Conflicts	
	5. Students shall investigate the role of the United States in global conflict.
World Economy	
	6. Students shall analyze the role of the United States in a global economy.
Environment	
	7. Students shall examine the environmental movement from the 1960s to present.

Strand: Changing Culture

Content Standard 1: Student shall analyze the causes and consequences of cultural changes.

CC.1.CH.1	Investigate the origins of the *Counter Culture* Movement of the mid 20th century (e.g., beat generation, hippies)
CC.1.CH.2	Research the trends in popular culture through literature, cinema, music, art, and television (e.g. rock and roll, pop art, sitcoms, MTV, mass media, science fiction, professional sports)
CC.1.CH.3	Examine the forces of change on the *nuclear family* (e.g., divorce rate, planned parenthood, single parents, welfare system, working women, birth control)
CC.1.CH.4	Discuss the changing cultural landscape (e.g., fast food, theme parks, family vacation, hotels/motels, automobile)
CC.1.CH.5	Examine the changing roles of women in society (e.g., National Organization of Women, Equal Rights Amendment, Title IX, Equal Employment Opportunity Commission, women in corporate America, key female politicians in the United States and the world)
CC.1.CH.6	Research the influence of the *Baby Boom* generation on society

Key: CC.1.CH.1 = Changing Culture. Standard 1. Contemporary United States History. 1st Student Learning Expectation

Strand: Race and Ethnicity

Content Standard 2: Students shall analyze the role which race and ethnicity have played in world affairs.

RE.2.CH.1	Research the Civil Rights Movement in the United States (e.g., desegregation of the United States military, Brown v Board of Education, National Association for the Advancement of Colored People, Southern Christian Leadership Conference, Congress of Racial Equality, freedom rides, Black Panthers)
RE.2.CH.2	Compare and contrast the views of various civil rights leaders (e.g., Martin Luther King Jr., Malcolm X)
RE.2.CH.3	Examine the role of government in securing civil rights (e.g., federal court cases, federal legislation, Twenty-Fourth Amendment)
RE.2.CH.4	Examine the role the United States has played in religious conflict in the world (e.g., Northern Ireland, India, Eastern Europe, Pakistan)

Key: RE.2.CH.1 = Race and Ethnicity. Standard 2. Contemporary United States History. 1st Student Learning Expectation

Strand: Technology

Content Standard 3: Students shall investigate the role of technology in a changing society.

T.3.CH.1	Investigate the role technology has played in improved health care (e.g., *Human Genome Project*, vaccinations, food preparation and storage, medical technology, surgical procedures)
T.3.CH.2	Analyze technological improvements in communication and information processing (e.g., computers, microchips, Internet, cell phones, email)
T.3.CH.3	Analyze technological improvements in transportation (e.g., cars, airplanes, subways, bullet trains, public transit)
T.3.CH.4	Analyze technological improvements in energy production (e.g., nuclear power, solar power, wind power, alternate energy sources, biotechnology)

Key: T.3.CH.1 = Technology. Standard 3. Contemporary United States History. 1st Student Learning Expectation

Strand: Cold War

Content Standard 4: Students shall analyze the events of the Cold War.

CW.4.CH.1	Research sources of conflict and confrontation during the Cold War (e.g., atomic/hydrogen bomb, Korea, Vietnam, China, United Nations, Berlin, Afghanistan, Cuba, Truman Doctrine, U2 Plan, division of Germany, espionage)
CW.4.CH.2	Analyze the role of alliances and treaties in shaping the world during the Cold War (e.g., North Atlantic Treaty Organization, Warsaw Pact, Marshall Plan, Molotov Plan, Strategic Arms Limitation Treaties, *Intermediate Nuclear Forces Treaty*)
CW.4.CH.3	Investigate the consequences of the space race on the Cold War (e.g., education, technology, National Aeronautics and Space Administration, satellites, *Strategic Defense Initiative*)
CW.4.CH.4	Analyze the effects of the *Red Scare* on United States society (e.g., McCarthyism, Hollywood black list, pumpkin papers, Rosenburgs, Federal Bureau of Investigation, Central Intelligence Agency, bomb shelters)

Key: CW.4.CH.1 = Cold War. Standard 4. Contemporary United States History. 1st Student Learning Expectation

Strand: Global Conflicts

Content Standard 5: Students shall investigate the role of the United States in global conflict.

GC.5.CH.1	Investigate the role of the United States in the United Nations
GC.5.CH.2	Investigate the circumstances surrounding the creation of Israel
GC.5.CH.3	Research the United States' diplomatic attempts to bring peace to various regions of the world • Middle East • Latin America • Asia • Africa • Eastern Europe
GC.5.CH.4	Research the rise of global terrorism

Key: GC.5.CH.1 = Global Conflict. Standard 5. Contemporary United States History. 1st Student Learning Expectation

Strand: World Economy

Content Standard 6: Students shall analyze the role of the United States in a global economy.

WE.6.CH.1	Investigate the role of regional trade blocks (e.g., *European Union*, *North American Free Trade Agreement*, *Association of South East Asian Nations)*
WE.6.CH.2	Analyze contributions of international organizations (e.g., *World Trade Organization*, *General Agreement on Tariffs and Trade, The Group of 8, International Monetary Funds, World Bank, Organization of Petroleum Exporting Countries*)
WE.6.CH.3	Discuss the rise of multinational corporations

Key: WE.6.CH.1 = World Economy. Standard 6. Contemporary United States History. 1st Student Learning Expectation

Strand: Environment

Content Standard 7: Students shall examine the environmental movement from the 1960s to the present.

E.7.CH.1	Examine the influence of the following on the environmental movement: • The novel Silent Spring • Environmental Protection Agency • Green Peace • Earth Day
E.7.CH.2	Investigate the consequences of environmental disasters: • Love Canal • Three Mile Island • Chernobyl • oil spills • Bhopal
E.7.CH.3	Discuss contemporary environmental issues

Key: E.7.CH.1 = Environment. Standard 7. Contemporary United States History. 1st Student Learning Expectation

Appendix

Association of Southeastern Asian Nations	It was established in 1967 by ten Southeast Asian nations. They agreed to cooperate in a joint effort to establish peace, freedom, and prosperity in the region.
Baby Boom	The sharp increase in the United States birthrate following World War II
Counter Culture	Sub group that runs contrary to a dominant group or view, e.g., hippies, Goths
European Union	A regional agreement to promote trade among European nations. These nations have agreed to trade freely with one another in order to achieve the goal of a single European market. It has created its own currency, the Euro.
General Agreement on Tariffs and Trade	International agreement first signed in 1947. In 1994, the United States and other countries adopted a new version of the agreement. The new treaty lowered trade barriers, such as tariffs, and created the World Trade Organization.
Human Genome Project	Mapping of the human DNA sequence
Intermediate Nuclear Forces Treaty	Treaty signed by Ronald Reagan and Mikhail Gorbachev which removed U.S. Pershing II and analogous Soviet missiles from Europe
International Monetary Fund	Established after World War II to provide loans to countries which are unable to find funding elsewhere, works to foster monetary cooperation, secure financial stability, facilitate international trade, promote high employment, sustainable economic growth, and reduce poverty
North American Free Trade Agreement	Congressional law passed during the Clinton administration to eliminate trade barriers between the United States, Canada, and Mexico
Nuclear family	Two biological parents and their children
Organization of Petroleum Exporting Countries	An economic association of oil-producing nations that is able to set oil prices
Red Scare	A fear of communism and radical activity which increased after World War I and World War II
Strategic Defense Initiative	Proposed defense system popularly know as Star Wars which was intended to protect the United States against missile attacks
The Group of 8 (G8)	Canada, France, Germany, Italy, Japan, Russia, the United Kingdom, and the United States collectively represent about 65% of the world economy. The hallmark of the G8 is an annual political summit meeting of the heads of government with international officials, though there are numerous subsidiary meetings and policy research.
World Bank	Formed after World War II, provides assistance to developing countries around the world in order to reduce global poverty and improve standards of living
World Trade Organization	Organization created in 1994 by the General Agreement on Tariffs and Trade to resolve trade disputes

Economics

Social Studies Curriculum Framework

Revised 2006

Course Title: Economics
Course/Unit Credit: ½
Course Number:
Teacher Licensure: Secondary Social Studies
Grades: 9-12

Economics

Economics is a one-semester high school social studies elective that emphasizes economic fundamentals, microeconomics, and macroeconomics. Students will explore the interrelationships among the roles played by consumers, producers, capital, land, and labor. Additionally, students will study the interrelationship of our economic, political, and social lives. This course stresses application, problem-solving, higher-order thinking skills, and use of classroom performance-based/open-ended assessments with rubrics. Arkansas Department of Education approval is not required.

Strand	Standards
Economic Fundamentals	
	1. Students shall examine *scarcity* and choice.
	2. Students shall examine the role of economic systems in the use and distribution of resources.
	3. Students shall analyze the reasons that individuals, businesses, and governments trade.
Microeconomics	
	4. Students shall examine the role of *supply* and *demand*.
	5. Students shall analyze the organization and role of business firms in a *market economy*.
	6. Students shall analyze the various types of market structures.
	7. Students shall examine the importance of increasing productivity in a *market economy*.
Macroeconomics	
	8. Students shall examine the role *aggregate supply* and *aggregate demand* play in determining price levels and resource allocation.
	9. Students shall analyze the roles that federal, state, and local governments play in the economy.
	10. Students shall examine the measurements of economic performance.
	11. Students shall describe monetary policy and fiscal policy and their relationship to economic stability and growth.

Strand: Economic Fundamentals

Content Standard 1: Students shall examine *scarcity* and choice.

EF.1.E.1	Explain the role *scarcity* plays in making choices: • individuals • businesses • governments
EF.1.E.2	Describe the use of *cost/benefit analysis* in making choices: • individuals • businesses • governments
EF.1.E.3	Explain the concepts of *opportunity costs* and *tradeoffs* using the decision making model
EF.1.E.4	Illustrate the *tradeoffs* between two options using a *production possibilities curve*
EF.1.E.5	Discuss individual or societal economic choices, which are guided by *incentives* and based on rational self-interest

Key: EF.1.E.1 = Economic Fundamentals. Standard 1. Economics. 1st Student Learning Expectation

Strand: Economic Fundamentals

Content Standard 2: Students shall examine the role of economic systems in the use and distribution of resources.

EF.2.E.1	Analyze the four *factors of production:* • natural resources • human resources • capital resources • entrepreneurship
EF.2.E.2	Evaluate the three basic economic questions that must be answered by every economic system: • What *goods* and *services* are to be produced and in what quantities? • How will the *goods* and *services* be produced? • How will the *goods* and *services* be distributed?
EF.2.E.3	Compare and contrast the three major economic systems: • *Command economy* • *Market economy* • *Mixed economy*

Key: EF.2.E.1 = Economic Fundamentals. Standard 2. Economics. 1st Student Learning Expectation

Strand: Economic Fundamentals

Content Standard 3: Students shall analyze the reasons that individuals, businesses, and governments trade.

EF.3.E.1	Explain the role of *specialization* and *voluntary exchange* in the marketplace
EF.3.E.2	Differentiate between *absolute advantage* and *comparative advantage*
EF.3.E.3	Discuss issues related to free trade
EF.3.E.4	Examine trade barriers: • *tariffs* • *quotas* • *embargos* • *preservation of standards* (protectionism) • export *subsidies*
EF.3.E.5	Explain the effect of exchange rates on the purchasing power of people globally
EF.3.E.6	Summarize global patterns of economic activity: • world trading partners • trading blocs • regional trade agreements • regional trade organizations

Key: EF.3.E.1 = Economic Fundamentals. Standard 3. Economics. 1st Student Learning Expectation

Strand: *Microeconomics*

Content Standard 4: Students shall examine the role of *supply and demand*.

MI.4.E.1	Illustrate the effects of *supply* and *demand* in determining *equilibrium price* and quantity using a *supply curve and* a *demand curve*
MI.4.E.2	Demonstrate changes in *supply* and *demand,* which influence *equilibrium price,* market-clearing price, and quantity using a *supply curve and demand curve*
MI.4.E.3	Explain the relationship between *surpluses, shortages,* and e*quilibrium price*
MI.4.E.4	Describe the signals sent to buyers and sellers by price
MI.4.E.5	Determine how consumers affect production in a market economy

Key: MI.4.E.1 = Microeconomics. Standard 4. Economics. 1st Student Learning Expectation

Strand: *Microeconomics*

Content Standard 5: Students shall analyze the organization and role of business firms in a *market economy.*

MI.5.E.1	Compare and contrast major forms of business organizations: • *sole proprietorship* • *partnership* • *corporation*
MI.5.E.2	Describe different types of mergers: • *vertical* • *horizontal* • *conglomerate*

Key: MI.5.E.1 = Microeconomics. Standard 5. Economics. 1st Student Learning Expectation

Strand: *Microeconomics*

Content Standard 6: Students shall analyze various types of market structures.

MI.6.E.1	Compare and contrast different models of market structure: • competition • *monopolistic competition* • *oligopoly* • *monopoly* • *cartel*
MI.6.E.2	Describe the role that the stock market plays in the economy of the United States

Key: MI.6.E.1 = Microeconomics. Standard 6. Economics. 1st Student Learning Expectation

Strand: *Microeconomics*

Content Standard 7: Students shall examine the importance of increasing productivity in a *market economy*.

MI.7.E.1	Distinguish between *fixed cost* and *variable cost*
MI.7.E.2	Discuss the importance of productivity to business growth
MI.7.E.3	Analyze the influence improved *factors of production* have on the productivity of individual industries (e.g., technology, education, training)

Key: MI.7.E.1 = Microeconomics. Standard 7. Economics. 1st Student Learning Expectation

Strand: *Macroeconomics*

Content Standard 8: Students shall examine the role *aggregate supply* and *aggregate demand* play in determining price levels and resource allocation.

MA.8.E.1	Explain *aggregate supply and aggregate demand*
MA.8.E.2	Demonstrate *aggregate supply* and *aggregate demand* in determining price levels and resource allocations, using a graph

Key: MA.8.E.1 = Macroeconomics. Standard 8. Economics. 1st Student Learning Expectation

Strand: *Macroeconomics*

Content Standard 9: Students shall analyze the roles that federal, state, and local governments play in the economy.

MA.9.E.1	Discuss the role of government in the economy: • establish and enforce private property rights and the law • deal with external costs and benefits • ensure market competition • protect consumers • stabilize the economy • promote economic security • provide public *goods and services*
MA.9.E.2	Examine the following by using a *circular flow diagram*: • the flow of money • the product market • the resource market • the real flow of *goods* and *services*

Key: MA.9.E.1 = Macroeconomics. Standard 9. Economics. 1st Student Learning Expectation

Strand: *Macroeconomics*

Content Standard 10: Students shall examine the measurements of economic performance.

MA.10.E.1	Explain the following economic indicators used to measure economic performance: • *Gross National Product* • *Gross Domestic Product* • *Gross Domestic Product* per capita • unemployment rates • Consumer Price Index • stock market
MA.10.E.2	Differentiate between *Gross Domestic Product* and *Real Gross Domestic Product*
MA.10.E.3	Explain the importance of adjusting *Gross Domestic Product* for inflation
MA.10.E.4	Identify different types of unemployment: • *cyclical unemployment* • *structural unemployment* • *frictional unemployment* • *seasonal unemployment*
MA.10.E.5	Explain stages of the business cycle: • peak • trough • expansion • recession

Key: MA.10.E.1 = Macroeconomics. Standard 10. Economics. 1st Student Learning Expectation

Strand: *Macroeconomics*

Content Standard 11: Students shall describe monetary policy and fiscal policy and their relationship to economic stability and growth.

MA.11.E.1	Explain the function and characteristics of money in a *market economy*
MA.11.E.2	Describe the role and functions of banks and other financial institutions in the United States
MA.11.E.3	Describe the organization and role of the Federal Reserve
MA.11.E.4	Discuss the role of fiscal policy in setting and maintaining economic stability and growth
MA.11.E.5	Illustrate the major sources of government revenue
MA.11.E.6	Illustrate the major expenditures of tax revenues at the national level: • national security • social programs • education
MA.11.E.7	Compare and contrast the *ability-to-pay principle* of taxation and the *benefits-received principle* of taxation
MA.11.E.8	Explain different types of taxes: • *progressive tax* • *regressive tax* • *proportional tax*
MA.11.E.9	Distinguish between budget deficit and national debt
MA.11.E.10	Describe the role of *automatic stabilizers* in regulating the economy

Appendix

Ability-to-pay principle	States that taxes should to be paid by those who can afford them
Absolute advantage	Occurs when one nation can produce an item with fewer resources or more efficiently than another nation
Aggregate demand	The total quantity of *goods* and *services* people are willing and able to buy at different possible prices
Aggregate supply	The total quantity of *goods* and *services* produced at different possible levels
Automatic stabilizer	Features of the economic system that reduce the impact of the business cycle
Benefits-received principle	States that taxes should be paid by those who benefit from a government program or service
Cartel	An organization of sellers who wish to decrease or eliminate competition by limiting its output
Circular flow diagram	A diagram which shows the flow of money, resources, and products between consumers, businesses, and government
Command economy	A system in which the basic economic questions are generally answered by the government
Comparative advantage	Ability to produce an item at a lower opportunity cost
Conglomerate merger	A huge corporation that is involved in four or more unrelated businesses
Corporation	A business owned by many people but treated by the law as if it were one person
Cost/benefit analysis	A tool used to evaluate the alternatives in economic decision making
Cyclical unemployment	When there are not enough jobs to go around
Demand	The quantities of a particular good or service consumers are willing and able to buy at different possible prices
Demand curve	The graphic representation of *demand*
Embargo	A governmental ban on trade with one or more other nations
Equilibrium price	Price at which the quantity demanded is exactly equal to the quantity supplied
Factors of production	The natural resources, human resources, capital resources, and entrepreneurship required to produce any good or service
Fixed costs	Those costs that remain the same regardless of how much production a business firm does
Frictional unemployment	When people leave their old jobs before they have found new jobs
Goods	Physical products businesses produce; tangible items of value
Gross Domestic Product (GDP)	The market value of *goods* and *services* produced within a country during a given time
Gross National product (GNP)	The measure of the nation's total output of *goods* and *services* during a given time
Horizontal merger	When two or more companies in the same business join forces
Incentive	In market economies, the reason for increasing, profit, interest, wages, and rent
Macroeconomics	The study of the economy as a whole
Market economy	Using markets as the primary means of organizing and coordinating production
Microeconomics	The study of individual consumers and businesses

Mixed economy	An economic system in which the basic economic questions are answered by a mixture of market, command, and traditional economies
Monopolistic competition	A market that has a large number of sellers who produce *goods* and *services* that are essentially alike, but not identical
Monopoly	A market structure in which a single seller controls an entire industry
Oligopoly	A market structure dominated by a small number of sellers
Opportunity costs	The best alternative given up when making a choice
Partnership	A business organization that is owned by two or more people
Preservation of standards (Protectionism)	The practice of developing domestic industries by protecting them from foreign competition
Production possibilities curve	The possible combination of total output that could be produced
Progressive tax	One that takes a larger percentage of a higher income and a smaller percentage of a lower income
Proportional tax	One that takes the same percentage of all incomes
Quota	Limit on how much of a particular good can be brought into a country during a specific period of time
Real Gross Domestic Product	Current Gross Domestic Product adjusted for inflation
Regressive tax	One that takes a larger percentage of a lower income and a smaller percentage of a higher income
Services	Work or labor performed; intangible items of value
Scarcity	The result of an inability to satisfy all of everyone's wants
Seasonal unemployment	Unemployment caused by seasonal changes in the weather or in the *demand* for certain products
Services	Products you can't touch; work or labor performed; and tangible items of value
Shortage	How much more of a product buyers want to buy than sellers want to sell at a given price
Sole proprietorship	A business owned by one person
Specialization	Production of a limited variety of products by a business, region, or country
Structural unemployment	Unemployment caused by technological innovations and changes in consumer demands
Subsidy	A governmental payment to an individual or business to encourage or protect a particular economic activity
Supply	The quantities of a particular good or service a producer is willing and able to sell at different possible prices
Supply curve	The graphic representation of *supply*
Surplus	How much more of a product sellers want to sell than buyers want to buy at a given price
Tariff	Tax on an import
Tradeoffs	A choice that involves giving up some of one thing to have more of another
Variable costs	Those costs that increase as the number of units produced increases
Vertical merger	When a company tries to control all of the business it depends on
Voluntary exchange	The process of trading that occurs in markets

Psychology

Social Studies Curriculum Framework

Revised 2006

Course Title: Psychology
Course/Unit Credit: ½
Course Number:
Teacher Licensure: Secondary Social Studies
Grades: 9-12

Psychology

Psychology is a one-semester high school social studies elective course that introduces students to the science of behavior and mental processes. It includes an overview of the history of psychology as well as an opportunity to study individual and social psychology and how the knowledge and methods of psychologists are applied to the solution of human problems. The content of this course includes human development; biological bases of behavior; sensation and perception; learning, memory, and cognition; behavior patterns; motivation and emotion; adjustments to social environments; and psychological disorders and their treatments. This course stresses application, problem-solving, higher-order thinking skills, and use of classroom performance-based/open-ended assessments with rubrics. Arkansas Department of Education approval is not required.

Strand	Standards
History and Methods	
	1. Students shall examine the development of psychology as an empirical science.
	2. Students shall investigate major subfields that compromise psychology.
	3. Students shall investigate research strategies and basic statistical concepts employed by psychologists.
Biological Bases of Behavior	
	4. Students shall investigate the structure and function of the nervous system.
	5. Students shall describe the basic concepts of sensation and perception.
	6. Students shall examine the states of consciousness evident in human behavior.
Personality and Assessment	
	7. Students shall explain the role of personality development and methods of assessment.
Human Development	
	8. Students shall explain the process of how humans grow, learn, and adapt to their environment.
Learning, Memory, and Cognition	
	9. Students shall identify the major theories and approaches to the modern understanding of learning, memory, and cognition
	10. Student shall describe the role of motivation and emotion in human behavior.
Social Psychology	
	11. Students shall describe the underlying social influences that shape human behavior.
Stress and Mental Health	
	12. Students shall examine the relationship between stress and health.
	13. Students shall describe major psychological disorders and treatments.

Strand: History and Methods

Content Standard 1: Students shall examine the development of psychology as an empirical science.

HM.1.P.1	Discuss psychology as the scientific study of behavior and mental processes
HM.1.P.2	Summarize the development of psychology from a branch of philosophy and biology to an independent empirical discipline
HM.1.P.3	Compare and contrast the contemporary perspectives used by psychologists: • *Psychodynamic perspective* • *Behaviorism* • *Humanism* • *Cognitive perspective* • *Sociocultural perspective* • *Biological perspective* • *Evolutionary perspective*
HM.1.P.4	Identify the major events in the history of psychology from 1879 to present

Key: HM.1.P.1 = History and Methods. Standard 1. Psychology. 1st Student Learning Expectation

Strand: History and Methods

Content Standard 2: Students shall investigate major subfields that comprise psychology.

HM.2.P.1	Research the research (basic) subfields and applications of contemporary psychology (e.g., university/academic careers)
HM.2.P.2	Research the applied subfields and applications of contemporary psychology (e.g., schools, industrial/organizational)
HM.2.P.3	Research the clinical/medical subfields and applications of contemporary psychology (e.g., counseling psychologist, clinical psychologist, psychiatrist)

Key: HM.2.P.1 = History and Methods. Standard 2. Psychology. 1st Student Learning Expectation

Strand: History and Methods

Content Standard 3: Students shall investigate research strategies and basic statistical concepts employed by psychologists.

HM.3.P.1	Examine the scientific method as a tool for determining cause and effect
HM.3.P.2	Critique the research methods and tools psychologists use to gather and interpret data: • experiments versus correlation studies • field experiments versus naturalistic observations • case studies versus surveys • longitudinal studies versus cross-sectional studies
HM.3.P.3	Employ the basic concepts of statistical data (e.g., calculation of mean, median, and mode)
HM.3.P.4	Explain the manipulation of statistical data

Key: HM.3.P.1 = History and Methods. Standard 3. Psychology. 1st Student Learning Expectation

Strand: Biological Bases of Behavior

Content Standard 4: Students shall investigate the structure and function of the nervous system.

BBB.4.P.1	Describe the basic parts of a neuron and the electrochemical process of neural firing
BBB.4.P.2	Describe the hierarchy of the nervous system (e.g., *central nervous system, peripheral nervous system*, and respective components)
BBB.4.P.3	Compare and contrast the communication systems of the nervous and endocrine systems

Key: BBB.4.P.1 = Biological Bases of Behavior. Standard 4. Psychology. 1st Student Learning Expectation

Strand: Biological Bases of Behavior

Content Standard 5: Students shall describe the basic concepts of sensation and perception.

BBB.5.P.1	Distinguish between sensation and perception
BBB.5.P.2	Identify the transduction processes of the five basic senses with emphasis on vision
BBB.5.P.3	Discuss thresholds, *Weber's Law*, and signal detection theory
BBB.5.P.4	Summarize principles associated with perception (e.g., illusions, constancies, and *Gestalt principles*)

Key: BBB.5.P.1 = Biological Bases of Behavior. Standard 5. Psychology. 1st Student Learning Expectation

Strand: Biological Bases of Behavior

Content Standard 6: Students shall examine the states of consciousness evident in human behavior.

BBB.6.P.1	Compare and contrast the Freudian viewpoints of consciousness: • conscious • nonconscious • *preconscious* • *unconscious*
BBB.6.P.2	Compare and contrast levels of consciousness other than Freudian viewpoints
BBB.6.P.3	Distinguish between the different stages of sleep
BBB.6.P.4	Discuss sleep disorders: • *insomnia* • *sleep apnea* • *narcolepsy* • *night terrors*
BBB.6.P.5	Explain the current theories on the purpose and functions of dreams (e.g., Freudian view, *activation-synthesis theory*)
BBB.6.P.6	Describe the effects of drugs on the states of consciousness
BBB.6.P.7	Explain altered states of consciousness and the roles each have played in human culture (e.g., *trances, hypnosis, meditation*)

Key: BBB.6.P.1 = Biological Bases of Behavior. Standard 6. Psychology. 1st Student Learning Expectation

Strand: Personality and Assessment

Content Standard 7: Students shall explain the role of personality development and methods of assessment.

PA.7.P.1	Describe the various approaches and theories of personality
PA.7.P.2	Determine the relationship between personality and behavior in terms of both situation and life span
PA.7.P.3	Describe different methods used to assess personality (e.g., *Myers-Briggs, Rorschach)*

Key: PA.7.P.1 = Personality and Assessment. Standard 7. Psychology. 1st Student Learning Expectation

Strand: Human Development

Content Standard 8: Students shall explain the process of how humans grow, learn, and adapt to their environment.

HD.8.P.1	Describe physical human development over the life span: • prenatal • infancy • childhood • adolescence • adulthood • late adulthood
HD.8.P.2	Investigate Piaget's theory of cognitive human development
HD.8.P.3	Investigate Eriksson's theory of social human development
HD.8.P.4	Investigate Kohlberg's theory of moral human development
HD.8.P.5	Examine the origins and roles of language and the resulting effects on thought and behavior: • Chomsky • Skinner

Key: HD.8.P.1 = Human Development. Standard 8. Psychology. 1st Student Learning Expect

Strand: Learning, Memory, and Cognition

Content Standard 9: Students shall identify the major theories and approaches to the modern understanding of learning, memory, and cognition.

LMC.9.P.1	Examine the principles and scope associated with learning: • *classical conditioning* • *operant conditioning* • *observational learning*
LMC.9.P.2	Explain the three stage model of memory processing: • sensory memory • short-term (working) memory • long-term memory
LMC.9.P.3	Identify strategies for improving memory and study skills (e.g., *mnemonic devices*, *spacing effect*, *active learning,* and test-taking strategies)

Key: LMC.9.P.1 = Learning, Memory, and Cognition. Standard 9. Psychology. 1st Student Learning Expect

Strand: Learning, Memory, and Cognition

Content Standard 10: Student shall describe the role of motivation and emotion in human behavior.

LMC.10.P.1	Discuss the functions and interrelations of motivation and emotion
LMC.10.P.2	Discuss the areas of the brain associated with the activation of motivation and emotion: • *limbic system* • *hypothalamus*
LMC.10.P.3	Explain *Maslow's Hierarchy of Needs*

Key: LMC.10.P.1 = Learning, Memory, and Cognition. Standard 10. Psychology. 1st Student Learning Expection

Strand: Social Psychology

Content Standard 11: Students shall describe the underlying social influences that shape human behavior.

SP.11.P.1	Describe the effects of social interaction on individual behavior
SP.11.P.2	Describe the effects of group interaction on thought and behavior (e.g., *conformity, obedience, groupthink, group polarization)*
SP.11.P.3	Discuss the psychological basis for *prejudice* and *social identity*

Key: SP.11.P.1 = Social Psychology. Standard 11. Psychology. 1st Student Learning Expection

Strand: *Stress* and Mental Health

Content Standard 12: Students shall examine the relationship between *stress* and health.

SMH.12.P.1	Examine the causes of *stress*
SMH.12.P.2	Explain the effects *stress* has on the body
SMH.12.P.3	Explain defensive and active strategies for dealing with *stress*

Key: SMH.12.P.1 = Stress and Mental Health. Standard 12. Psychology. 1st Student Learning Expection

Strand: *Stress* and Mental Health

Content Standard 13: Students shall describe major psychological disorders and treatments.

SMH.13.P.1	Define the major psychological disorders and diseases: • *addiction* • *anxiety disorders* • *developmental disorders* • *dissociative disorders* • *mood disorders* • *personality disorders* • *schizophrenia* • *somatoform disorders*
SMH.13.P.2	Investigate the history of the treatment of psychological diseases and disorders through the modern perspective
SMH.13.P.3	Discuss popular misconceptions related to those suffering mental disorders

Key: SMH.13.P.1 = Stress and Mental Health. Standard 13. Psychology. 1st Student Learning Expection

Appendix

Activation-synthesis theory	Maintains that dreams represent the brain's attempt to interpret random patterns of neural activation triggered by the brain stem during sleep
Active Learning	A process whereby learners are actively engaged in the learning process. This process is often contrasted against the "passivity" which occurs when observing a lecture.
Addiction	A chronic disorder proposed to be precipitated by a combination of genetic, biological, pharmacological and social factors. Addiction is characterized by the repeated use of substances or behaviors despite clear evidence of morbidity secondary to such use.
Anxiety disorders	Disorders marked by excessive fear, caution, and attempts to avoid anxiety; includes Generalized Anxiety Disorder, phobias, Post-Traumatic Stress Disorder, Obsessive Compulsive Disorder, panic disorders
Behaviorism	The belief that the proper subject matter of psychology is objectively observable behavior and nothing else
Biological perspective	An approach that focuses on the role of biological factors in behavior, including biochemical and brain processes, as well a genetic and evolutionary factors
Central Nervous System	The part of the nervous system that consists of the brain and spinal cord
Classical conditioning	A learning procedure in which associations are made between a natural stimulus and a learned, neutral stimulus
Cognitive perspective	An approach that emphasized humans as rational information processors and problem solvers, and that focuses on the mental processes that influence behavior
Conformity	Acting in accordance with some specified authority
Developmental disorders	Disorders that occur at some stage in a child's development, often retarding the development; These may include psychological or physical disorders
Dissociative disorder	A disorder characterized by a disruption, split, or breakdown in a person's normally integrated and functioning memory, identity, or consciousness; includes Dissociative Identify Disorder, dissociative amnesia, dissociative fugue
Evolutionary perspective	A field of study that focuses on the role of evolutionary processes, especially natural selection, in the development of adaptive psychological mechanisms and social behavior in humans
Gestalt principles	The principles the brain uses in constructing perceptions; they include proximity, similarity, closure, continuity, and simplicity
Group polarization	The theory that group discussion reinforces the majority's point of view and shifts group members' opinions to a more extreme position
Groupthink	Poor decision making that occurs as a result of a group emphasizing unity over critical thinking
Humanism	An approach to psychology that is concerned with consciousness, values, and abstract beliefs, including spiritual experiences and the beliefs that people live by and die for
Hypnosis	A state of consciousness resulting from a narrowed focus of attention and characterized by heightened suggestibility
Hypothalamus	A forebrain structure located below the thalamus and above the pituitary gland that controls autonomic and hormonal processes and plays a major role in many aspects of motivation and emotional behavior
Insomnia	A sleep disorder characterized by recurring problems in falling asleep or staying asleep
Limbic system	A group of sub cortical structures, including the hippocampus and amyglata, which are involved in organizing many goal-directed and emotional behaviors

Maslow's Hierarchy of Needs	A theory that contends that as humans meet 'basic needs' they seek to satisfy successively 'higher needs' that occupy a set hierarchy.
Meditation	A systematic narrowing of attention on an image through bodily process, or external object with the goal of clearing one's mind and producing relaxation
Mnemonic devices	Techniques of memorizing information by forming vivid associations or images which facilitate recall and decrease forgetting
Mood disorder	Psychological disorders involve disturbances in a person's affect; includes major depression, bipolar disorder, cyclothymia, and dysthymia
Myers-Briggs Type Indicator (MBTI)	A personality test designed to assist a person in identifying some significant personal preferences
Narcolepsy	A condition characterized by suddenly falling asleep or feeling very sleepy during the day
Night terrors	Sleep disruptions that occur during stage four of sleep involving screaming, panic, or confusion that is seldom remembered
Obedience	A change in attitude or behavior brought about by social pressure to comply with people perceived to be authorities
Observational learning	Learning by observing and imitation the behavior of others
Operant conditioning	A form of learning in which a certain action is reinforced or punished, resulting in corresponding increases or decreases in the likelihood that similar actions will occur again
Peripheral Nervous System	A network of nerves branching out from the spinal cord that conduct information from the bodily organs to the central nervous system and take information back to the organs
Personality disorders	Maladaptive or inflexible ways of dealing with others and one's environment
Preconscious	A structure of the mind containing all memories that can be easily accessed by the conscious mind
Prejudice	Preconceived , unjustifiable, and usually negative attitude toward a person or group that has been formed without sufficient evidence
Psychodynamic perspective	An approach that focuses on how personality processes, including unconscious impulses, defenses, and conflicts, influence behavior
Rorschach test	A projective technique involving the interpretation of ink blots that is used by psychodynamic psychologists to assess perceptual and psychodynamic aspects of personality
Schizophrenia	A group of severe psychotic disorders characterized by confused and disconnected thoughts, emotions, behavior, and perceptions
Sleep apnea	A disorder characterized by a repeated cycle in which the sleeper stops breathing momentarily, awakens gasping for air, then returns to sleep
Social identity	A theory formed to understand the psychological basis of intergroup discrimination; it is composed of three elements
Sociocultural perspective	An approach that emphasizes the role of culture and the social environment in understanding commonalities and differences in human behavior
Somatoform disorder	Psychological disorder marked by a pattern of recurring physical symptoms for which there is no apparent physical cause; includes hypochondria and conversion disorder
Spacing effect	States that while you are more likely to remember material if exposed to it many times, you will be much more likely to remember it if the exposures are repeated over a longer span of time

Stress	A person's mental or physical perception of his or her inability to cope with a certain tense event or situation
Trance	A daze or unconscious condition
Unconscious	The part of the mind that contains material of which we are unaware but that strongly influences conscious processes and behaviors
Weber's Law	A psychophysics law stating that the larger or stronger a stimulus, the larger the change required for an observer to notice a difference

Sociology

Social Studies Curriculum Framework

Revised 2006

Course Title: Sociology
Course/Unit Credit: 0.5
Course Number:
Teacher Licensure: Secondary Social Studies

Sociology

Sociology is a one-semester high school social studies elective course of study, which introduces students to the social systems that are the foundation of society. An emphasis will be placed on culture and socialization, social status, social institutions, and social problems; as well as the effects and influence on behavior. Using the tools and techniques of sociologists, students will study changes taking place in society and examine their causes, consequences, and possible solutions. Students will read major sociological theorists as well as consider how sociologists approach issues. This course stresses application, problem-solving, higher-order thinking skills, and use of classroom performance-based/open-ended assessments with rubrics. Arkansas Department of Education approval is not required.

Strand	Standards
Foundations of Sociology	
	1. Students shall describe the development of sociology as a social science.
Culture and Socialization	
	2. Students shall examine the influence of *culture* on the individual.
	3. Students shall examine the influence of *culture* on *socialization*.
Status	
	4. Students shall examine the effects of *social status* on human behavior.
Groups	
	5. Students shall explore the influence of social groups on behavior.
Social Institutions	
	6. Students shall examine the effects of social institutions on group behavior.
Social Change	
	7. Students shall examine the changing nature of society.
Social Problems	
	8. Students shall analyze current social problems.

Strand: Foundations of Sociology

Content Standard 1: Students shall describe the development of sociology as a social science.

FS.1.S.1	Discuss sociology and the seven social sciences
FS.1.S.2	Investigate the contributions of early leading theorists within social science: • Auguste Comte • Harriet Martineau • Herbert Spencer • Karl Marx • Emile Durkheim • Max Weber
FS.1.S.3	Analyze the contributions of individuals that contributed to the development of sociology in the United States: • Jane Addams • W.E.B. Du Bois • C. Wright Mills • Herbert Blumer • Charles Horton Cooley • George Herbert Mead
FS.1.S.4	Discuss the three major theoretical perspectives of sociology: • *functional perspective* • *conflict perspective* • *interaction perspective*
FS.1.S.5	Examine various types of sociological research methods

Key: FS.1.S.1 = Foundations of Sociology. Standard 1. Sociology. 1st Student Learning Expectation

Strand: Culture and Socialization

Content Standard 2: Students shall examine the influence of *culture* on the individual.

CS.2.S.1	Discuss key components of *culture*
CS.2.S.2	Examine the effect of diversity and change on a *culture*
CS.2.S.3	Examine the importance of norms and values to a *culture*

Key: CS.2.S.1 = Culture and Socialization. Standard 2. Sociology. 1st Student Learning Expectation

Strand: Culture and Socialization

Content Standard 3: Students shall examine the influence of *culture* on *socialization*.

CS.3.S.1	Discuss the process of *socialization* in human development
CS.3.S.2	Analyze the role of *socialization* agents in human development: • family • school • peer groups • mass media

Key: CS.3.S.1 = Culture and Socialization. Standard 3. Sociology. 1st Student Learning Expectation

Strand: Status

Content Standard 4: Students shall examine the effects of *social status* on human behavior.

S.4.S.1	Describe the effect of *social status* on social order: • upper class • middle class • lower class • professional • nonprofessional • unemployed
S.4.S.2	Examine the roles and role expectations which can lead to role *conflict*
S.4.S.3	Analyze various points of view relating to historical and current events

Key: S.4.S.1 = Status. Standard 4. Sociology. 1st Student Learning Expectation

Strand: Groups

Content Standard 5: Students shall explore the influence of social groups on behavior.

G.5.S.1	Identify students as members of *primary groups and secondary groups*
G.5.S.2	Examine the influence of group membership on student behavior
G.5.S.3	Discuss the influence of formal organizations on the behavior of group members
G.5.S.4	Examine social interaction: • *coercion* • *conflict* • *conformity* • *cooperation* • *groupthink* • *social exchange*

Key: G.5.S.1 = Groups. Standard 5. Sociology. 1st Student Learning Expectation

Strand: Social Institutions

Content Standard 6: Students shall examine the effects of social institutions on group behavior.

SI.6.S.1	Examine social institutions: • economic • educational • family • political • religious
SI.6.S.2	Examine the effect social institutions have on societal values
SI.6.S.3	Discuss the influence of popular culture on group behavior (e.g., sports, entertainment, media)

Key: SI.6.S.1 = Social Institutions. Standard 6. Sociology. 1st Student Learning Expectation

Strand: Social Change

Content Standard 7: Students shall examine the changing nature of society.

SC.7.S.1	Describe societal changes over time
SC.7.S.2	Examine the factors that influence change in social norms over time

Key: SC.7.S.1 = Social Change. Standard 7. Sociology. 1st Student Learning Expectation

Strand: Social Problems

Content Standard 8: Students shall analyze current social problems.

SP.8.S.1	Discuss *deviance*
SP.8.S.2	Describe criminal behavior and the reaction of society to the behavior
SP.8.S.3	Examine the effect of race and *ethnicity* on group behavior
SP.8.S.4	Research the influence of world events on group behavior (e.g., terrorism, disease, global economy, natural disasters, changes in technology, migration)

Key: SP.8.S.1 = Social Problems. Standard 8. Sociology. 1st Student Learning Expectation

Appendix

Coercion	Interaction in which individuals or groups are forced to behave in a particular way
Conflict	Interaction aimed at defeating an opponent
Conflict perspective	Emphasizes conflict, competition, change and constraint within a society
Conformity	Behavior that matches group expectation
Cooperation	Form of interaction in which individuals or groups combine their efforts to reach some goal
Culture	Knowledge, values, customs and physical objects that are shared by members of society
Deviance	The violation of social norms
Ethnicity	Based on the Greek word “ethnos” which means people or nation
Functional perspective	Emphasis of contribution of each part of society; (e.g. family, economy, religion)
Groupthink	Self–deception thinking that is based on conformity to group beliefs, and created by group pressure to conform
Interaction perspective	Focuses on the interactions among people based on mutually understood symbols
Primary group	People who are emotionally close, know one another well, and seek one another’s company
Secondary group	People who share only part of their lives while focusing on a goal or task
Social exchange	A voluntary action performed in the expectation of getting a reward in return
Social status	Position or social standing of an individual
Socialization	Cultural process of learning to participate in group life

World Geography

Social Studies Curriculum Framework

Revised 2006

Course Title: World Geography
Course/Unit Credit: 0.5
Course Number:
Teacher Licensure: Secondary Social Studies

World Geography

World Geography is a one-semester high school social studies elective course which emphasizes the interaction of humans and their physical and cultural environments. The study of geography will focus on five major themes: location, place, human/environment interactions, movement, and regions. The study includes current developments around the world that affect physical and cultural settings. Physical settings studies will include topography, resources, climates, and environmental conditions. Cultural settings include population, political structures, life styles, economics, and customs. Students will analyze and interpret a variety of geographic resources and use primary and secondary sources, maps, pictorial and graphic evidence, as well as newer technologies. This course stresses application, problem-solving, higher-order thinking skills, and use of classroom performance-based/open-ended assessments with rubrics. Arkansas Department of Education approval is not required.

Strand	Standards
Spatial Geography	
	1. Students shall analyze information about people, places, and the environment using maps, globes, atlases, and available technology.
Places and Regions	
	2. Students shall investigate the physical characteristics of places and regions.
Physical Systems	
	3. Students shall analyze the physical systems of the Earth.
Human Systems	
	4. Students shall analyze the influence of cooperation and conflict on the division of the Earth's surface.
	5. Students shall examine the role of culture on human systems.
	6. Students shall examine the role of geography on economic development.
Environment and Society	
	7. Students shall analyze human interaction with the physical environment.
Application of Geography	
	8. Students shall analyze local, regional, and international policies or phenomenon from a geographic perspective.

Strand: *Spatial* Geography

Content Standard 1: Students shall analyze information about people, places, and the environment using maps, globes, atlases, and available technology.

SG.1.WG.1	Explain the importance of the Earth's *grid system*
SG.1.WG.2	Develop an Earth grid system using major lines of *latitude* and *longitude* and the north and south poles
SG.1.WG.3	Compute the difference in time around the world using lines of longitude
SG.1.WG.4	Interpret a variety of maps and images (e.g., *topographical map*, physical, climate, political, highway, *thematic map*)
SG.1.WG.5	Evaluate reasons for choosing a specific technology (e.g., *aerial photography, satellite*-produced *imagery, Landsat, Geographic Information System)* to analyze selected geographic problems *(e.g., pollution, deforestation, overpopulation)*
SG.1.WG.6	Critique maps that illustrate biased points of view (e.g., political, military, historical)
SG.1.WG.7	Analyze factors that shape a person's mental map (e.g., mass media, geographic education, prejudices, travel experience, literature)
SG.1.WG.8	Identify ways in which mental maps influence human decisions about location, settlement, and public policy
SG.1.WG.9	Create maps, graphs, or charts to illustrate information about people, places, and the environment using data collected from primary and secondary sources

Key: SG.1.WG.1 = Spatial Geography. Standard 1. World Geography. 1st Student Learning Expectation

Strand: Places and Regions

Content Standard 2: Students shall investigate the physical characteristics of places and regions.

PR.2.WG.1	Examine the physical characteristics that constitute a region (e.g., *desert, rainforest, plateau, savanna, tundra*)
PR.2.WG.2	Explain the concept of region as a way of categorizing, interpreting, and ordering complex information about the Earth: • climatic • political • agricultural • economic • perceptual
PR.2.WG.3	Analyze physical changes in regions and the factors that lead to those changes (e.g., Aral Sea, Three Gorges Dam, Dust Bowl)
PR.2.WG.4	Research the physical characteristics of places/regions which must be considered before developing an area (e.g., *floodplain*, coastal flood zone, earthquake zone, river crossing, volcanic regions)
PR.2.WG.5	Explain physical processes that create specific physical characteristics (e.g., climate, erosion, *tectonics*)

Key: PR.2.WG.1 = Places and Regions. Standard 2. World Geography. 1st Student Learning Expectation

Strand: Physical Systems

Content Standard 3: Students shall analyze the physical systems of the Earth.

PS.3.WG.1	Categorize the features of the following physical system: • *lithosphere* • *biosphere* • *hydrosphere* • atmosphere
PS.3.WG.2	Describe the effects of the tilt of the Earth's axis on the cycle of the seasons in the northern and southern hemispheres (e.g., *equinox, solstice*)
PS.3.WG.3	Analyze the influence of weather and climate on the geography of a place (e.g., *El Nino*, Ice Age, tornado, hurricane)
PS.3.WG.4	Explain the differences for the distribution pattern of the world's climates (e.g., ocean currents, wind currents, landforms)
PS.3.WG.5	Investigate the major physical processes that produce landforms using available technology (e.g., *erosion*, earthquakes, *fold, fault*, volcanic eruptions)

Key: PS.3.WG.1 = Physical Systems. Standard 3. World Geography. 1st Student Learning Expectation

Strand: Human Systems

Content Standard 4: Students shall analyze the influence of cooperation and conflict on the division of the Earth's surface.

HS.4.WG.1	Discuss reasons for worldwide population trends (e.g., food supply, health care, disease control, employment)
HS.4.WG.2	Analyze the *push factors* and *pull factors* that influenced human migration (e.g., political conditions, economic incentives, religion, and family ties)
HS.4.WG.3	Analyze the changing structure and functions of population centers over time (e.g., growth of suburbs, lack of housing, loss of farm land, city services)
HS.4.WG.4	Describe problems that arose in creating trade routes which were influenced by physical features (e.g., Silk Road, Suez Canal, Panama Canal)
HS.4.WG.5	Construct a distribution pattern of the world's races, religions, and languages to determine sources of geographic conflict
HS.4.WG.6	Investigate cultural cooperation or conflict which can cause changes in a region (e.g., Crusades, creation of Israel and Pakistan, Balkans, Tibet, European Union)

Key: HS.4.WG.1 = Human Systems. Standard 4. World Geography. 1st Student Learning Expectation

Strand: Human Systems

Content Standard 5: Students shall examine the role of culture on human systems.

HS.5.WG.1	Examine the cultural changes introduced by various ethnic groups within regions
HS.5.WG.2	Compare and contrast cultural differences in religions, languages, gender roles, and political systems
HS.5.WG.3	Evaluate the spread of cultural traits, which have contributed to *cultural convergence* (e.g., fast-food franchises, English language, fashion and music trends)
HS.5.WG.4	Describe transportation and communication technologies, which have contributed to *cultural convergence* (e.g., computers, jet aircraft, electronic media, satellite links)
HS.5.WG.5	Examine the cultural characteristics that link regions (e.g., British Commonwealth, Latin America, Southeast Asia)
HS.5.WG.6	Examine the cultural factors that have promoted political change (e.g., break up of the Soviet Union, Sub-Saharan Africa, Balkan Crisis, Middle East, Northern Ireland, Asian revolutions)

Key: HS.5.WG.1 = Human Systems. Standard 5. World Geography. 1st Student Learning Expectation

Strand: Human Systems

Content Standard 6: Students shall examine the role of geography on economic development.

HS.6.WG.1	Compare and contrast the influences of major economic structures on human systems (e.g., *barter economy, command economy, market economy, developed countries, developing countries*)
HS.6.WG.2	Explain economic development in terms of *primary economic, secondary economic, and tertiary economic* activities as determined by geographic region
HS.6.WG.3	Analyze the relationship between a country's *infrastructure* and its level of development
HS.6.WG.4	Examine global trade routes before and after the development of major canals
HS.6.WG.5	Develop hypotheses to explain changes that occurred in world trade patterns over time
HS.6.WG.6	Investigate the economic interdependence of countries and regions over time (e.g., North American Free Trade Agreement, Organization of Petroleum Exporting Countries, European Union, *outsourcing*)

Key: HS.6.WG.1 = Human Systems. Standard 6. World Geography. 1st Student Learning Expectation

Strand: Environment and Society

Content Standard 7: Students shall analyze human interaction with the physical environment.

ES.7.WG.1	Survey ways that people have been influenced by the physical environment
ES.7.WG.2	Research naturally occurring, hazardous events and their impact on humans using available technologies (e.g., tornadoes, fire, flood, earthquakes, hurricanes, volcanic eruptions)
ES.7.WG.3	Evaluate human activities, which have a negative effect on the environment (e.g., *pollution*, *deforestation*, *global warming*, *desertification*, depletion of certain plant and animal species)
ES.7.WG.4	Investigate ways in which technology has expanded the capacity of humans to modify the physical environment
ES.7.WG.5	Analyze the changes in the physical environment that have modified the capacity to support and feed humans
ES.7.WG.6	Analyze different points of view on the use of *renewable resources* and *non-renewable resources*
ES.7.WG.7	Investigate various energy management plans which emphasize conservation
ES.7.WG.8	Examine human impact on the depletion of ocean and coastal resources

Key: ES.7.WG.1 = Environment and Society. Standard 7. World Geography. 1st Student Learning Expectation

Strand: Application of Geography

Content Standard 8: Students shall analyze local, regional, and international policies or phenomenon from a geographic perspective.

AG.8.WG.1	Examine the diffusion of a phenomenon and the impact on regions of contact (e.g., spread of bubonic plague, use of tobacco, AIDS)
AG.8.WG.2	Discuss different points of view on a particular geographic issue
AG.8.WG.3	Research various special interest groups and their environmental policies
AG.8.WG.4	Evaluate the impact of tourism on developing countries
AG.8.WG.5	Explore the role of international political organizations in protecting the environment (e.g., United Nations, European Union, Organization for Petroleum Exporting Countries)
AG.8.WG.6	Investigate the possible consequences of a world temperature fluctuation on humans, other living things, and physical systems
AG.8.WG.7	Explain various ways places are made distinctive and meaningful by altering physical features (e.g., *terracing*, interstate highway system, Trans-Siberian Railroad, dams, canals, irrigation systems)

Key: AG.8.WG.1 = Application of Geography. Standard 8. World Geography. 1st Student Learning Expectation

Appendix

Aerial photography	Photography of part of the Earth's surface usually taken from an airplane
Barter economy	An economy that lacks a commonly accepted currency, so all exchanges must be made with goods and services
Biosphere	The realm of Earth which includes all plant and animal life forms
Command economy	A system in which the basic economic questions are generally answered by the government
Cultural convergence	The blending of two or more cultures
Deforestation	The loss or destruction of forests mainly for logging or farming
Desert	Any region that receives less than ten inches of precipitation annually
Desertification	Process by which grasslands change to desert
Developed country	Country that has a great deal of technology and manufacturing
Developing country	Country in the process of becoming industrialized
El Nino	A combination of temperature, wind, and water effects in the Pacific Ocean, which causes heavy rains in some areas and drought in others
Equinox	The two days during the calendar year when all latitudes have twelve hours of both daylight and darkness and the sun is directly overhead at the equator
Erosion	Wearing away of the Earth's surface by wind, water, or glaciers
Fault	Crack in the Earth's crust
Floodplain	A generally flat valley area bordering a stream or river that is subject to inundation
Fold	A bend in layers of rock sometimes caused by plate movement
Geographic Information System (GIS)	Computer tools for processing and organizing details and satellite images with other pieces of information
Global warming	Theory that the Earth's temperature is warming due to increased greenhouse gases in the atmosphere as a result of human activities
Grid system	A pattern of lines on a chart or map, such as those representing latitude and longitude, which helps determine absolute location and assists in the analysis of distribution patterns
Hydrosphere	The water realm of Earth, which includes water included in the oceans, lakes, rivers, ground, glaciers, and water vapor in the atmosphere
Infrastructure	The basic urban necessities like streets and utilities
Landsat	A series of Earth-observing satellite missions jointly managed by NASA and the United States Geological Survey Landsat satellites collect information about Earth from space.
Latitude	Angular distance north or south of the equator measured in degrees, minutes, and seconds
Lithosphere	The uppermost portion of the solid Earth, including soil, land, and geologic formation
Longitude	A distance east or west of the meridian of Greenwich measured in degrees, minutes, and seconds
Market economy	Using markets as the primary means of organizing and coordinating production

Nonrenewable resources	Resources that cannot be replaced such as minerals and fossil fuels
Outsourcing	A practice used by different companies to reduce costs by transferring portions of work to outside suppliers rather than completing it internally.
Overpopulation	A situation in which the existing population is too large to be adequately supported by available resources at current levels of consumption
Plateau	Upland surface more or less flat and horizontal, which is upheld by resistant beds of sedimentary rock or lava flows and bounded by steep cliffs
Pollution	The indirect or direct process resulting from human action by which any part of the environment is made potentially or actually unhealthy, unsafe, or hazardous to the welfare of the organisms which live in it
Primary economic activity	The production of naturally existing or culturally improved resources
Pull factors	The social, political, economic, and environmental attractions of new areas that draw people away from their previous location
Push factors	The social, political, economic, and environmental forces that drive people away from their previous location to search for new ones
Rainforest	An area of dense broadleaf vegetation that receives heavy rainfall year round
Renewable resources	Resources that cannot be used up or can be replaced naturally or grown again in a relatively short amount of time
Satellite image	An image produced by a variety of sensors which measure and record electromagnetic radiation. The collected data are turned into digital form for transmission to ground receiving stations. The data can be reconverted into imagery resembling a photograph
Savanna	Broad grassland in the tropics with few trees
Secondary economic activity	The conversion of raw materials into finished industrial products
Solstice	A bi-annual event in which the daylight hours are longest or shortest
Spatial	Pertains to space on Earth's surface
Tectonics	Theory that the Earth's surface is comprised of moving parts
Terracing	Creating step-like flat surfaces on steep hill slopes for the purpose of farming land that is subject to erosion under normal cultivation practices
Tertiary economic activity	The provision of services; service industry
Thematic map	A map representing a specific spatial distribution, theme, or topic
Topographical map	A map which depicts changing elevation in landforms
Tundra	Vast rolling, treeless plain in high latitude climates in which only the top few inches of ground thaw in summer

World History

Social Studies Curriculum Framework

Revised 2006

Course Title: World History
Course/Unit Credit: 1
Course Number:
Teacher Licensure: Secondary Social Studies
Grades: 9-12

World History

World History is a course designed to develop greater understanding of the evolution of global processes, contacts, and interaction with different types of human societies. World History provides a study of the history of human society from early civilization to the contemporary period, examining major themes and relationships between major civilizations throughout the world. These themes include the impact of interaction among major societies through political, economic, social, religious, military, scientific, and cultural developments. Students will analyze and interpret a variety of historical resources using primary and secondary sources, maps, and pictorial and graphic evidence of historical events. This course stresses application, problem-solving, higher-order thinking skills, and use of classroom performance-based/open-ended assessments with rubrics. World History is required by the Standards for Accreditation and does not require Arkansas Department of Education approval.

Strand	Standards
Social Movements and Reforms	
	1. Students shall analyze the key elements of social movements and reforms.
	2. Students shall analyze societal changes resulting from movements and reforms.
Conflict and Compromise	
	3. Students shall analyze the causes of conflict in the world.
	4. Students shall analyze the effect of conflict and subsequent resolution in the world.
Migration and Settlement	
	5. Students shall analyze the reasons for and consequences of migration.
	6. Students shall analyze the interactions of peoples, cultures, and ideas.
Economics and Trade	
	7. Students shall analyze global interactions created through trade.
	8. Students shall analyze specialization and interdependence in the world.
Politics and Government	
	9. Students shall analyze the different theories of government throughout history.
	10. Students shall analyze the structure and purpose of political organizations and alliances.

Strand: Social Movements and Reforms

Content Standard 1: Students shall analyze the key elements of social movements and reforms.

SMR.1.WH.1	Examine the key concepts and historical significance of five major religions: • Buddhism • Christianity • Hinduism • Islam • Judaism
SMR.1.WH.2	Examine the key concepts and historical significance of three major Eastern philosophies: • *Confucianism* • *Daoism* • *Legalism*
SMR.1.WH.3	Explain the contributions of Greek philosophers to Western thought using primary and secondary sources: • Socrates – Socratic method • Plato – The Republic • Aristotle
SMR.1.WH.4	Analyze key elements of the Renaissance*:* • *Humanism* • revival of interest in ancient Greece and Rome • changing artistic styles (e.g., music, architecture, literature)
SMR.1.WH.5	Describe the role of the printing press in the spread of ideas: • availability of books • increased literacy • Reformation
SMR.1.WH.6	Explain notable contributions made by individuals during the Scientific Revolution (e.g., Copernicus, Newton, Galileo, Bacon)
SMR.1.WH.7	Explain notable contributions made by individuals during the Enlightenment (e.g., Locke, Voltaire, Rousseau, Montesquieu)

Key: SMR.1.WH.1 = Social Movements and Reforms. Standard 1. World History. 1st Student Learning Expectation

Strand: Social Movements and Reforms

Content Standard 2: Students shall analyze societal changes resulting from movements and reforms.

SMR.2.WH.1	Explain the characteristics of a civilization: • calendar • writing • specialization of workers • rise of cities • advanced technology • development of complex institutions
SMR.2.WH.2	Investigate the changing roles of women using primary and secondary sources
SMR.2.WH.3	Examine the spread of the major religions using historical maps: • Buddhism • Christianity • Hinduism • Islam • Judaism
SMR.2.WH.4	Research the effects of the Black Death on Medieval and early Renaissance society (e.g., population, economics, religion)
SMR.2.WH.5	Evaluate the effect of the Renaissance on subsequent events in Europe: • Reformation • exploration • Enlightenment • Scientific Revolution

Key: SMR.2.WH.1 = Social Movements and Reforms. Standard 2. World History. 1st Student Learning Expectation

Strand: Conflict and Compromise

Content Standard 3: Students shall analyze the causes of conflict in the world.

CC.3.WH.1	Explain the causes of the fall of the Roman Empire (e.g., economic, political, military)
CC.3.WH.2	Investigate the causes of the Crusades (e.g., religious, economic, military, political)
CC.3.WH.3	Compare and contrast the Reformation and the Counter-Reformation (e.g., religious, economic, political)
CC.3.WH.4	Analyze the causes of the 18th and 19th century revolutions (e.g., *liberalism, nationalism, imperialism*)
CC.3.WH.5	Analyze the causes of World War I (e.g., *alliances*, *imperialism*, *nationalism*, *militarism*)
CC.3.WH.6	Analyze the causes of World War II (e.g., Treaty of Versailles, the Great Depression, rise of dictators)
CC.3.WH.7	Research the causes of the Cold War using available technology (e.g., ideological differences between the United States and the U.S.S.R.)
CC.3.WH.8	Analyze the role extremist groups have played in creating world instability

Key: CC.3.WH.1 = Conflict and Compromise. Standard 3. World History. 1st Student Learning Expectation

Strand: Conflict and Compromise

Content Standard 4: Students shall analyze the effect of conflict and subsequent resolution in the world.

CC.4.WH.1	Analyze the effect of the Punic Wars on transforming Rome from Republic to Empire
CC.4.WH.2	Investigate the effects of the collapse of the Roman Empire on civilization (e.g., barbarian invasions, changing structure of the church, the Byzantine Empire)
CC.4.WH.3	Explain the consequences of the Crusades (e.g., decline in feudalism, increase in trade, shifting political power)
CC.4.WH.4	Analyze the effect of revolution on the creation of independent nation-states (e.g., American Revolution, French Revolution, unification of Germany, unification of Italy, and Latin American independence movements)
CC.4.WH.5	Summarize the consequences of the Napoleonic Wars (e.g., the Louisiana Purchase, the Congress of Vienna)
CC.4.WH.6	Summarize the consequences of the Russian Revolution (e.g., Russian Civil War, withdrawal from World War I, end of Czarist rule)
CC.4.WH.7	Examine the consequences of World War I and the Treaty of Versailles: • changing national boundaries • advances in military technology • deterioration of Germany • the League of Nations
CC.4.WH.8	Examine the outcomes of World War II: • creation of United Nations • North Atlantic Treaty Organization (NATO) • advances in technology • creation of satellite nations • Cold War
CC.4.WH.9	Investigate the world-wide effect of *genocide* in the 20th and 21st centuries using available technology (e.g., Armenia, Holocaust, Cambodia, Bosnia, Rwanda, Kosovo, Sudan)
CC.4.WH.10	Investigate the effects of the Cold War on the post-World War II era (e.g., emerging superpowers, containment policies, space race, arms race)
CC.4.WH.11	Discuss the post-Cold War era (e.g., *Strategic Arms Limitation Treaty, glasnost, perestroika*, fall of Berlin Wall)
CC.4.WH.12	Investigate the consequences of the Arab - Israeli conflicts from 1948 to the present
CC.4.WH.13	Analyze the responses to imperialism by people under colonial rule at the end of the 19th century (e.g., Boxer Rebellion, Sepoy Rebellion, Opium Wars, Zulu Wars)

Key: CC.4.WH.1 = Conflict and Compromise. Standard 4. World History. 1st Student Learning Expectation

Strand: Migration and Settlement

Content Standard 5: Students shall analyze the reasons for and consequences of migration.

MS.5.WH.1	Examine the effects of the Neolithic revolution on society (e.g., domestication of plants and animals, increased population, changing technologies)
MS.5.WH.2	Describe the causes of mass migration (e.g., famine, disease, war, religious persecution, ethnic cleansing)
MS.5.WH.3	Describe the effects of mass migrations on civilization (e.g., Bantu, Great Trek, Irish, Vietnamese)
MS.5.WH.4	Discuss the spread of forced labor (e.g., slavery in ancient civilizations, American Indians, Africa)

Key: MS.5.WH.1 = Migration and Settlement. Standard 5. World History. 1st Student Learning Expectation

Strand: Migration and Settlement

Content Standard 6: Students shall analyze the interactions of peoples, cultures, and ideas.

MS.6.WH.1	Illustrate the movement of people over time to different locations using historical maps
MS.6.WH.2	Investigate the cultures that developed in the Americas prior to European exploration (e.g., Maya, Inca, Aztec, and North American Indian tribes)
MS.6.WH.3	Describe the contributions of early African civilizations (e.g., Ghana, Mali, Songhai)
MS.6.WH.4	Describe the contributions of early Asian civilizations (e.g., Zhou, Qin, Han, Indo-European)
MS.6.WH.5	Compare and contrast the consequences of the Mongol invasion on India, China, and Russia

Key: MS.6.WH.1 = Migration and Settlement. Standard 6. World History. 1st Student Learning Expectation

Strand: Economics and Trade

Content Standard 7: Students shall analyze global interactions created through trade.

ET.7.WH.1	Investigate the significance of the Silk Road using historical maps
ET.7.WH.2	Research the motivations which drove European exploration (e.g., *mercantilism, colonialism*, religion)
ET.7.WH.3	Analyze the contributions of explorers (e.g., Magellan, Columbus, De Gama, Drake, Zheng He)
ET.7.WH.4	Analyze the results of slave labor on economic systems
ET.7.WH.5	Describe the four factors of production necessary to foster an industrial revolution: • natural resources • human resources • capital resources • entrepreneurship
ET.7.WH.6	Investigate the role 19th century *imperialism* played in creating spheres of influence and colonization (e.g., partition of Africa, East Asia, India, Latin America)
ET.7.WH.7	Compare and contrast the economic elements of *capitalism, socialism,* and *communism*

Key: ET.7.WH.1 = Economics and Trade. Standard 7. World History. 1st Student Learning Expectation

Strand: Economics and Trade

Content Standard 8: Students shall analyze specialization and interdependence in the world.

ET.8.WH.1	Analyze the development of mass production methods during the late 19th and early 20th centuries: • division of labor • assembly line • interchangeable parts
ET.8.WH.2	Summarize the Marxist theory of social and political reform (e.g*., proletariat, bourgeoisie)*
ET.8.WH.3	Describe economic interdependence of nations [e.g., North American Free Trade Agreement (NAFTA), World Trade Organization (WTO), General Agreement on Trade and Tariffs (GATT), European Economic Union (EEU), Organization of Petroleum Exporting Countries (OPEC)]

Key: ET.8.WH.1 = Economics and Trade. Standard 8. World History. 1st Student Learning Expectation

Strand: Politics and Government

Content Standard 9: Students shall analyze the different theories of government throughout history.

PG.9.WH.1	Summarize the development of political structures in the cradles of civilization (e.g., Nile River Valley, Indus River Valley, Mesopotamia, China, and South America)
PG.9.WH.2	Compare and contrast the political theories found in the Greek *city-states* of Sparta and Athens
PG.9.WH.3	Summarize political power resulting from the following: • *Mandate of Heaven* • *divine right* • *absolutism*
PG.9.WH.4	Investigate the origin and development of the imperial state: • Africa • Asia • Europe • Middle East
PG.9.WH.5	Compare and contrast the political structure of European and Japanese feudalism
PG.9.WH.6	Describe the political ideologies of the 18th and 19th century revolutions using primary and secondary documents (e.g., American, French, and Latin American revolutions)
PG.9.WH.7	Discuss *theocracy* (e.g., John Calvin, Puritans, Islam)
PG.9.WH.8	Examine the political theories of *socialism, communism, and fascism*

Key: PG.9.WH.1 = Politics and Government. Standard 9. World History. 1st Student Learning Expectation

Strand: Politics and Government

Content Standard 10: Students shall analyze the structure and purpose of political organizations and alliances.

PG.10.WH.1	Investigate historical law codes using primary and secondary documents (e.g., Hammurabi, Justinian, Magna Carta, Napoleonic)
PG.10.WH.2	Research the formation of alliances in World War I and World War II using available technology (e.g., Triple Alliance, Triple Entente, Axis and Allies)
PG.10.WH.3	Analyze the structure and purpose of the United Nations
PG.10.WH.4	Analyze the purpose of post-World War II military alliances [e.g., North Atlantic Treaty Organization (NATO), Southeast Asia Treaty Organization (SEATO), Warsaw Pact]

Key: PG.10.WH.1 = Politics and Government. Standard 10. World History. 1st Student Learning Expectation

Appendix

Absolutism	A form of rule where ultimate authority was in the hands of a monarch who claimed to rule by divine right
Alliance	A formal agreement or treaty between two or more nations to cooperate for specific purposes
Bourgeoisie	Urban middle-class including merchants, manufacturers, and professionals
Capitalism	An economic system characterized by private or corporate ownership of the means of production and by private control over decisions on prices, production, and distribution of goods in a free competitive market of supply and demand.
City-states	Cities with political and economic control over the surrounding countryside
Colonialism	Policy by which a nation administers a foreign territory and develops its resources for the benefit of the colonial power
Communism	Authoritarian socialism; economic and political system in which governments own the means of production and control economic planning
Confucism	The concept of the importance of family, respect for one's elders, and respect for the past based on the teaching of the Chinese philosopher Confucius.
Daoism	The Chinese philosophy that stressed contemplation of harmony in nature and human behavior
Divine right	The belief that kings receive their power directly from God and are responsible to no one except God
Fascism	A political philosophy, movement, or government that exalts the nation over the individual; the antithesis of liberal democracy; It advocates a centralized autocratic government led by a disciplined party and headed by a dictatorial, charismatic leader
Genocide	Systematic extermination of a people
Glasnost	Soviet policy of openness under which government controls on the economy were relaxed and restrictions on dissent were eased
Humanism	An intellectual movement; the most important associated with the Renaissance – based upon the study of the classics, or the literary works of ancient Greece and Rome
Imperialism	Policy of powerful countries seeking to control the economic and political affairs of weaker countries or regions
Legalism	A philosophy with the main belief that human beings were evil by nature and could be brought to follow the correct path only by harsh laws and stiff punishments
Liberalism	Belief in individual rights and rule of law
Mandate of Heaven	A political theory of ancient China in which those in power were given the right to rule from a divine source
Mercantilism	A set of principles that dominated economic thought in the seventeenth century, in which the prosperity of a nation depended on a large supply of gold and silver
Militarism	Glorification of armed strength
Nationalism	Proud loyalty and devotion to a nation
Perestroika	Soviet restructuring policy designed to overhaul the Soviet political and economic systems
Proletariat	Name given by Karl Marx to the working class
Socialism	An ideology that calls for collective or government ownership of the means of production and the distribution of goods
Strategic Arms Limitation Treaty (SALT)	An agreement between the United States and the United Soviet Socialist Republic to limit nuclear weapons
Theocracy	Government ruled by religious leaders claiming God's authority

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

Classified in Fiscal Distress: **11-Apr-05**

Fiscal Distress Indicators and Additional Concerns:

A projected negative balance of $5,082,921 for fiscal year ending June 30, 2006

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Three Quarter ADMs	18,089	17,840	17,555	17,478	17,280	17,444
Assessment	1,070,438,054	1,155,039,413	1,232,255,107	1,302,251,850	1,412,975,016	1,528,861,042
Total Mills	40.60	40.70	40.70	40.70	40.70	40.70
Total Debt	53,878,792	54,243,476	68,201,085	65,054,522	76,685,742	75,168,623
Per Pupil Expenditures	6,287	6,724	7,928	7,659	8,361	
All Certified FTEs	1,395.78	1,529.35	1,345.59	1,491.79	1,432.11	
Avg Teacher Salary	39,550	37,558	43,526	41,094	45,265	
Ending Balance	23,269,225	21,272,068	11,669,755	4,773,698	7,858,589	9,199,027

District Actions:

District employed a new Superintendent

District's Fiscal Distress Improvement Plan included:

* Reallocated administrative and school level staff resulting in improved efficiency and reduction of expenditures
* Reduced certified and support staff to reduce expenditures
* Reduced contract days for various certified staff
* Implementing a comprehensive transportation project which includes purchasing energy efficient buses as well as revised routing systems
* Eliminated block scheduling in all but two secondary schools
* District closed Siam Campus for in-school suspension
* District reverted Harris Elementary to a traditional schedule
* Reduced support staff sick leave incentive
* Eliminated Tuition Reimbursement
* Eliminated Open House Stipends
* Reorganization of Warehouse
* Staff of Maintenance Department was reduced
* Secondary Saturday Schools were eliminated
* Implemented salary schedule adjustments which included athletic supplemental and extended contracts
* Reduced coaching staff

2006-2007 Budgeted Ending Balance is projected to be $12,535,121

Pulaski County Special School District

February 12, 2007

Dr. Kenneth T. James, Commissioner
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201-1071

Dear Dr. James:

On March 3, 2005, the Arkansas Department of Education notified Pulaski County School District (PCSSD) that it had been identified as a Fiscal Distress school district. The district's legal operational balance was projected to be a deficit of $5,082,921 on June 30, 2006. On April 11, 2005, the State Board of Education classified PCSSD as a Fiscal Distress District.

The district began to take immediate corrective actions for fiscal year 2005-2006 by making operational budget cuts in the amount of $11,704,249. The school board amended policies to ensure that the reductions could be implemented. By monitoring our expenditures and implementing new business procedures, our actual 2005-2006 fund balance was $9,199,027.

The district implemented a back-up plan for 2006-2007 with additional savings. Major contributors to those savings were reallocating assistant principals, counselors, and eliminating block scheduling (2.5 million dollars). By implementing the back-up plan, our projected fund balance for June 30, 2007 is $12,535,121.

It is important to note that we did not cut academic programs, and we are continuing to maintain our facilities, buses, and to upgrade technology.

Please consider this letter as the formal petition from the Pulaski County School District requesting that the district be removed from Fiscal Distress status.

Respectfully,

James R. Sharpe

James R. Sharpe
Superintendent of Education

Enclosures/2

Cc: Dr. Bobbie Davis
Dr. Don Stewart

2

Prioritized Budget Reductions
2005-2006

	Items for Reduction	Amount
1	Paid off early retirement incentive	$1,000,000.00
2	Close Siam	$19,000.00
3	Harris reverts to regular school year	$116,850.00
4	Reduce support staff sick leave incentive by 50%	$52,000.00
5	Eliminiate tuition reimbursement	$39,350.00
6	Eliminate open house stipends	$66,000.00
7	Eliminate all paid holidays for all employees	$4,058,859.00
8	Eliminate hiring incentives	$65,000.00
9	Reduce 12 month contracts to 244 days	$60,000.00
10	Food Service reorganization (Warehouse)	$97,718.00
11	Maintenance Department (freeze 3 positions)	$124,098.00
12	Eliminate Secondary Saturday school	$44,992.00
13	Plant Planning (freeze 1 position)	$41,560.00
14	Transportation Department reductions	$310,892.00
15	Freeze salary schedule and steps for all employees	$3,300,000.00
16	Eliminate buying new textbooks	$500,000.00
17	Cut 1 Central Office custodian	$24,344.00
18	Cut Director of Student Services/Athletics	$101,854.00
19	Cut Director of Support Staff Personnel	$93,301.00
20	Cut Secretary/Superintendent's Office	$38,344.00
21	Reduce Overtime by 50%	$102,969.00
22	Reduce Legal Fees by 25%	$67,750.00
23	Reduce Out of District Travel by 50%	$64,946.00
24	Reduce formula for assigning Assistant Principals (reduce 8 elementary AP's and 3 Secondary AP's	$814,422.00
25	Eliminate Kelly Services	$500,000.00
	Total All Cuts	**$11,704,249.00**

Prioritized Budget Reductions
2006-2007

		2005-2006 Savings	2006-2007 Savings
1.	Allocate Principals		$93,353.00
2.	Allocate Assistant Principals 1:375	$587,668.00	$917,764.00
3.	Allocate Guidance Counselors 1:450		$623,448.00
4.	Allocate Media Specialists		$284,036.00
5.	Allocate Bookkeepers	$29,458.00	$132,561.00
6.	Allocate Registrars	$25,548.00	$114,966.00
7.	Allocate Gifted & Talented	$26,262.00	$439,901.00
8.	Athletic / Cheer / Dance Periods After School		$502,488.00
9.	Reduce Days of Media Specialists to Regular Teacher Days		$57,672.00
10.	Eliminate the Block Schedule		$1,004,976.00
11.	Reconfigure Small Schools		$600,000.00
	Anticipated Catastrophic Aid for 2006-2007		*$451,811.00
	TOTAL SAVINGS	$668,936.00	$4,771,165.00
	TOTAL Positive Impact on Budget (Savings + increased revenue)	$668,936.00	$5,222,976.00

** Not included in total*

Cross County School District

Classified in Fiscal Distress 12-Jun-06

Fiscal Distress Indicator and Additional Concerns:

- The District has significant audit findings, including lack of supporting documentation of athletic gate sales; failure to comply with ethical guidelines governing financial dealings with school board members; inappropriate payments for superintendent education
- In August 2005, the District obtained a $300,000 current loan to support district operations

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
ADMs	763	788	748	756	725	688
Assessment	41,519,975	41,962,684	40,698,948	41,824,938	43,943,376	44,782,562
Total Mills	31.80	31.80	31.80	33.80	33.80	33.80
Total Debt	1,398,228	1,976,459	1,886,795	1,784,173	2,361,333	2,236,928
Per Pupil Expenditures	5,831	5,911	6,287	6,324	7,291	
All Certified FTEs	62.72	64.19	65.50	64.87	67.75	
Avg Teacher Salary	30,377	28,890	29,194	30,723	33,508	
Ending Balance	551,601	596,693	496,949	232,879	46,161	595,667

District Actions:

The community elected seven entirely new board members in September 2005
The District employed a new superintendent for the 2006-2007 school year
The District included the following objectives in their Fiscal Distress Improvement Plan:

* Eliminate and/or reduce a range of certified and classified positions
* Reduce Salary Schedule Indices
* Eliminate two bus routes
* Realign use of federal funds to support district programs
* Implement funds reconciliation procedures
* Implement a receipting and reconciliation procedure for athletic ticket sales
* Implement procedures to ensure that all district expenditures are properly documented.
* Implement procedures to ensure compliance with current ethical guidelines

2006-2007 Budgeted Ending Balance is projected to be $803,425

5

Cross County School District

BOARD MEMBERS:

Richard Imboden
President

Ricky Harrison
Vice President

Josh Searcy
Secretary

Kelly Phipps

Shane Bell

Joan Ball

Craig T. Walker

Dr. Matt McClure, Superintendent

February 12, 2007

Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201-1071

Dr. James and the Arkansas State Board of Education,

It is with much pleasure that I report to you the fiscal conditions of the Cross County School District. The district was classified in fiscal distress in June 2006 with a projected ending negative balance of $404, 628. The entire seven member board was elected in September of 2005 and immediately began the process of improving the fiscal solvency of the district and of establishing leadership in the district. All local revenues were budgeted at 85% and the school district has focused on staying under the budgeted expenditures approved by the school board. Previous years have indicated collections averaging 89%. The Cross County School District will end the 2007 school year with a legal balance in excess of $815,000.

In the fall of 2005 the district received the 03-04 legislative audit with significant findings for the district. Many of the problems associated with the audit centered on the previous superintendent and individual school board members and their decisions. The new school board removed the Superintendent and started implementing changes to retain fiscal stability. The legislative audits for the 04-05 and the 05-06 school years found no significant findings for the district.

The Cross County School Board made a commitment to study school finance and examine monthly expenditures closely. The new school board has been instrumental in returning the district to fiscal solvency. The school board is consistently asking the requisite questions necessary to stay informed in the fiscal matters of the district. I was hired in March and we began immediately examining every facet of the budget and through attritions and reduction in force eliminated fifteen positions. The district implemented site based budgets throughout the district that empowered each principal and supervisor to make pertinent decisions related to their area of emphasis. The district implemented a purchased authorization system and all purchase orders are approved by the supervisor and lastly by the superintendent.

Further actions taken to improve fiscal solvency include reducing salary schedule indices for extended day employees, elimination of two bus routes, realignment of federal funds to support district programs, implementing a

Cross County Intermediate
Melvin Bowles, Principal
3211 Highway 42 E
P.O. Box 300
Cherry Valley, AR 72324
870-588-3327 phone
870-588-4454 fax

Cross County Primary
Melvin Bowles, Principal
2886 Highway 1 B
P.O. Box 170
Vanndale, AR 72387
870-238-8521 phone
870-238-0188 fax

Cross County High School
Ed Ross, Principal
21 CR 215
P.O. Box 180
Cherry Valley, AR 72324
870-588-3337 phone
870-588-4606 fax
870-588-3565 fax Dist. Office

receipting and reconciliation procedure for athletic ticket sales, procedures to insure that all expenditures are properly documented, and procedures to insure compliance with ethical guidelines.

The Cross County School District is committed to improving the educational opportunities of the students in our district. One imperative aspect of this equation is be fiscally stable in order to provide the necessary course offerings, supplies, and facilities that are essential to improve academic achievement. The Cross County School District will continue to closely examine each facet of the overall budget in order to evaluate the changes needed to maintain fiscal integrity and to provide the resources for our students to be the leaders of tomorrow. As we continue to move forward, we will be diligent in our charge to insure that no child is left behind.

The Cross County School District would like to thank the Department of Education for their assistance and collaboration in improving the fiscal matters of the district. Special thanks to Ms. Hazel Burnett, Coordinator Fiscal Distress, for her assiduous efforts to help the district through phone calls, site visits, and written correspondence. Ms. Burnett spent countless hours on the phone with the district conversing with the superintendent, business manager and bookkeeper assisting in every way possible. Her continued efforts to monitor, evaluate, and recommend are to be applauded.

At this time, I respectfully request the Cross County School District be removed from fiscal distress status. Please consider this the Cross County School District's petition to be removed from fiscal distress status. If you have further questions or require additional information please do not hesitate to call.

Respectfully,

R. Matthew McClure, Ed.D.

2006-2007 Arkansas Better Chance Grantees

Round #6 Recommendations

Agency	City	Contact	SLOTS FUNDED				Total Funding	Conditions
			Center-Based	Family Home Based	HIPPY	Parents as Teachers		
Paragould School District	Paragould	Vicki Shelby	25				$ 110,000	None

ANNUAL COST FOR ABC CORE QUALITY CENTER-BASED MODEL
Based on classroom of 20 children

			State 60% / Local 40%	Amount for 2006-07	Proposed Amount for 2007-08	% Increase
Well-Qualified and Compensated Staff	**Classroom Teacher (salary commensurate with experience and degree)**		Salary Range (low-high)	$ 29,000.00	$ 29,000.00	-
				$ 40,000.00	$ 42,000.00	5.0%
			25% Fringe Range	$ 7,250.00	$ 7,250.00	-
				$ 10,000.00	$ 10,500.00	5.0%
	Paraprofessional		Salary	$ 16,000.00	$ 16,800.00	5.0%
			25% Fringe	$ 4,000.00	$ 4,200.00	5.0%
Professional Development		$1500 to $1650	per staff =	$ 3,000.00	$ 3,300.00	10.0%
Child Assessment/Technology		$50 to $55	per child =	$ 1,000.00	$ 1,100.00	10.0%
Developmental and Health Screenings		$50	per child =	$ 1,000.00	$ 1,000.00	-
Meaningful Parent Engagement		$100	per child =	$ 2,000.00	$ 2,000.00	-
Curriculum and Classroom Supplies		$250 to $275	per child =	$ 5,000.00	$ 5,500.00	10.0%
Administrative Costs		$200	per child =	$ 4,000.00	$ 4,000.00	-
Transportation		$100 to $110	per child =	$ 2,000.00	$ 2,200.00	10.0%
Total ABC Funding for Class of 20 (60% State Portion)				$ 88,000.00	$ 92,600.00	5.0%
Required 40% Match				$ 58,666.67	$ 61,733.33	5.0%
Total Program Cost (Based on 20 children)				$ 146,666.67	$ 154,333.33	5.0%

State Cost per child				$ 4,400.00	$ 4,630.00	5.0%
Required 40% Match Per Child				$ 2,933.33	$ 3,086.67	5.0%
Total Cost per child				$ 7,333.33	$ 7,716.67	5.0%

ANNUAL COST FOR ABC CORE QUALITY HOME-VISITING-BASED MODEL
Based on caseload of 25 children

			State 60% / Local 40%	Amount for 2006-07	Proposed Amount for 2007-08	% Increase
Well-Qualified and Compensated Staff	Coordinator (0.167 FTE)		Salary	$ 4,840.00	$ 5,300.00	5.0%
			25% Fringe	$ 1,210.00	$ 1,325.00	5.0%
	Home Visitor		Salary	$ 15,200.00	$ 16,800.00	5.0%
			25% Fringe	$ 3,800.00	$ 4,200.00	5.0%
Professional Development		$1500 to $1650	per staff =	$ 1,500.00	$ 1,650.00	10.0%
Child Assessment/Technology		$50	per child =	$ 1,250.00	$ 1,250.00	-
Developmental and Health Screenings		$75 to $50	per child =	$ 1,875.00	$ 1,250.00	-
Meaningful Parent Engagement		$50	per child =	$ 1,250.00	$ 1,250.00	-
Curriculum and Classroom Supplies		$170 to $176	per child =	$ 4,250.00	$ 4,400.00	10.0%
Administrative Costs		$75 to $80	per child =	$ 1,875.00	$ 2,000.00	-
Staff Travel		$75 to $90	per child =	$ 1,875.00	$ 2,250.00	10.0%
Total ABC Funding for Group of 25 (60% State Portion)				$ 38,925.00	$ 41,675.00	6.6%
Required 40% Match				$ 25,950.00	$ 27,783.33	6.6%
Total Program Cost (Based on 25 children)				$ 64,875.00	$ 69,458.33	6.6%

State Cost per child				$ 1,557.00	$ 1,667.00	6.6%
Required 40% Match Per Child				$ 1,038.00	$ 1,111.33	6.6%
Total Cost per child				$ 2,595.00	$ 2,778.33	6.6%

ANNUAL COST FOR ABC CORE QUALITY FAMILY HOME-BASED MODEL
Based on classroom of 10 children

			State 60% Local 40%	Amount for 2006-07	Proposed Amount for 2007-08	% Increase
Well-Qualified and Compensated Staff	**Family Home Teacher**		Salary	$ 27,500.00	$ 28,611.00	3.9%
			25% Fringe	$ 6,875.00	$ 7,152.75	3.9%
Professional Development		$1500 to $1650	per staff =	$ 2,625.00	$ 2,636.25	0.5%
Child Assessment/Technology		$50 to $55	per child =	$ 500.00	$ 550.00	10.0%
Developmental and Health Screenings		$50	per child =	$ 500.00	$ 500.00	-
Meaningful Parent Engagement		$100	per child =	$ 1,000.00	$ 1,000.00	-
Curriculum and Classroom Supplies		$250 to $275	per child =	$ 2,500.00	$ 2,750.00	10.0%
Administrative Costs		$150 to $200	per child =	$ 1,500.00	$ 2,000.00	33.3%
Transportation		$100 to $110	per child =	$ 1,000.00	$ 1,100.00	10.0%
Total ABC Funding for Class of 20 (60% State Portion)				$ 44,000.00	$ 46,300.00	5.0%
Required 40% Match				$ 29,333.33	$ 30,866.67	5.0%
Total Program Cost (Based on 20 children)				$ 73,333.33	$ 77,166.67	5.0%

State Cost per child				$ 4,400.00	$ 4,630.00	5.0%
Required 40% Match Per Child				$ 2,933.33	$ 3,086.67	5.0%
Total Cost per child				$ 7,333.33	$ 7,716.67	5.0%

OMB NO. 1820-0030
Expires: 08/31/2009

ANNUAL STATE APPLICATION UNDER PART B OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT AS AMENDED IN 2004 FOR FEDERAL FISCAL YEAR 2007

CFDA No. 84.027A and 84.173A

ED FORM No. 9055

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION PROGRAMS
Washington, DC 20202-2600

Section I

A. Submission Statement for Part B of IDEA

Please select 1 or 2 below. Check 3 if appropriate.

_____ 1. The State provides assurances that it has in effect policies and procedures to meet all eligibility requirements of Part B of the Act as found in PL 108-446, the Individuals with Disabilities Education Act and applicable regulations (IDEA). The State is able to meet all assurances found in Section II.A of this Application.

__ ✓ 2. The State cannot provide assurances for all eligibility requirements of Part B of the Act as found in PL 108-446. The State has determined that it is unable to make the assurances that are checked as 'No' in Section II.A. However, the State assures that throughout the period of this grant award the State will operate consistent with all requirements of IDEA in PL 108-446 and applicable regulations. The State will make such changes to existing policies and procedures as are necessary to bring those policies and procedures into compliance with the requirements of the IDEA, as amended, as soon as possible, and not later than June 30, 2008 The State has included the date by which it expects to complete necessary changes associated with assurances marked 'No'. (Refer to Assurances found in Section II.A.)

Optional:

_____ 3. The State is submitting modifications to State policies and procedures previously submitted to the Department. These modifications are: (1) deemed necessary by the State, for example when the State revises applicable State law or regulations; (2) required by the Secretary because there is a new interpretation of the Act or regulations by a Federal court or the State's highest court; and/or (3) because of an official finding of noncompliance with Federal law or regulations.

B. Conditional Approval for Current Grant Year

If the State received conditional approval for the current grant year, check the appropriate statement(s) below:

1. Conditional Approval Related to Assurances in Section II.A:

_____ a. Section II.A provides documentation of completion of all issues identified in the FFY 2006 conditional approval letter.

_✓_ b. As noted in Section II.A, the State has not completed all issues identified in the FFY 2006 conditional approval letter.

2. **Conditional Approval Related to Other Issues:**

_____ a. The State previously submitted documentation of completion of all issues identified in the FFY 2006 conditional approval letter.

_____ b. The State is attaching documentation of completion of all issues identified in the FFY 2006 conditional approval letter. *(Attach documentation showing completion of all issues.)*

_____ c. The State has not completed all issues identified in the FFY 2006 conditional approval letter. *(Attach documentation showing completion of any issues and a list of items not yet completed.)*

Section II

A. Assurances Related to Policies and Procedures

The State makes the following assurances that it has policies and procedures in place as required by Part B of the Individuals with Disabilities Education Act. (20 U.S.C. 1411-1419; 34 CFR §§300.100-300.174)

Check and enter date(s) as applicable		**Assurances Related to Policies and Procedures**
Yes (Assurance is given.)	**No** (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)	
	✓ 6/30/08	1. A free appropriate public education is available to all children with disabilities residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled, in accordance with 20 U.S.C. 1412(a)(1); 34 CFR §§300.101-300.108.
✓		2. The State has established a goal of providing a full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal. (20 U.S.C. 1412(a)(2); 34 CFR §§300.109-300.110)
✓		3. All children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services in accordance with 20 U.S.C. 1412(a)(3); 34 CFR §300.111.
	✓ 6/30/08	4. An individualized education program, or an individualized family service plan that meets the requirements of section 636(d), is developed, reviewed, and revised for each child with a disability in accordance with 34 CFR §§300.320 through 300.325. (20 U.S.C. 1412(a)(4); 34 CFR §300.112)
✓		5. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily in accordance with 20 U.S.C. 1412(a)(5)(A)-(B); 34 CFR

Check and enter date(s) as applicable		**Assurances Related to Policies and Procedures**
Yes (Assurance is given.)	**No** (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)	
		§§300.114-300.120.
✓		6. Children with disabilities and their parents are afforded the procedural safeguards required by 34 CFR §§300.500 through 300.536 and in accordance with 20 U.S.C. 1412(a)(6); 34 CFR §300.121.
✓		7. Children with disabilities are evaluated in accordance with 34 CFR §§300.300 through 300.311. (20 U.S.C. 1412(a)(7); 34 CFR §300.122)
✓		8. Agencies in the State comply with 34 CFR §§ 300.610 through 300.626 (relating to the confidentiality of records and information). (20 U.S.C. 1412(a)(8); 34 CFR §300.123)
✓		9. Children participating in early intervention programs assisted under Part C, and who will participate in preschool programs assisted under this part, experience a smooth and effective transition to those preschool programs in a manner consistent with section 637(a)(9). By the third birthday of such a child, an individualized education program or, if consistent with 34 CFR §300.323(b) and section 636(d), an individualized family service plan, has been developed and is being implemented for the child. The local educational agency will participate in transition planning conferences arranged by the designated lead agency under section 635(a)(10). (20 U.S.C. 1412(a)(9); 34 CFR §300.124)
	✓ 6/30/08	10. To the extent consistent with the number and location of children with disabilities in the State who are enrolled by their parents in private elementary schools and secondary schools in the school district served by a local educational agency, provision is made for the participation of those children in the program assisted or carried out under this part by providing for such children special education and related services in accordance with the requirements found in 34 CFR §§300.130 through 300.148 unless the Secretary has arranged for services to those children under subsection (f) [By pass]. (20 U.S.C. 1412(a)(10); 34 CFR §§300.129-300.148)
✓		11. The State educational agency is responsible for ensuring that the requirements of Part B are met according to 34 CFR §300.149 and that the State monitors and enforces the requirements of Part B in accordance with 34 CFR §§300.600-300.602 and 300.606-300.608.

Check and enter date(s) as applicable		**Assurances Related to Policies and Procedures**
Yes (Assurance is given.)	**No** (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)	
		(20 U.S.C. 1412(a)(11); 34 CFR §300.149)
✓		12. The Chief Executive Officer of a State or designee of the officer shall ensure that an interagency agreement or other mechanism for interagency coordination is in effect between each public agency described in subparagraph (b) of 34 CFR §300.154 and the State educational agency, in order to ensure that all services described in paragraph (b)(i) that are needed to ensure a free appropriate public education are provided, including the provision of such services during the pendency of any dispute under clause (iii). Such agreement or mechanism shall meet the requirements found in 20 U.S.C. 1412(a)(12)(A)-(C); 34 CFR §300.154.
✓		13. The State educational agency will not make a final determination that a local educational agency is not eligible for assistance under this part without first affording that agency reasonable notice and an opportunity for a hearing. (20 U.S.C. 1412(a)(13); 34 CFR §300.155)
	✓ 6/30/08	14. The State educational agency has established and maintains qualifications to ensure that personnel necessary to carry out this part are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities as noted in 20 U.S.C. 1412(a)(14)(A)-(E); 34 CFR §300.156.
	✓ 6/30/08	15. The State has established goals for the performance of children with disabilities in the State that meet the requirements found in 20 U.S.C. 1412(a)(15)(A)-(C); 34 CFR §300.157.
	✓ 6/30/08	16. All children with disabilities are included in all general State and districtwide assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs as noted in 20 U.S.C. 1412(a)(16)(A)-(E); 34 CFR §300.160.
✓		17. Funds paid to a State under this part will be expended in accordance with all the provisions of Part B including 20 U.S.C. 1412(a)(17)(A)-(C); 34 CFR §300.162.

Check and enter date(s) as applicable		**Assurances Related to Policies and Procedures**
Yes (Assurance is given.)	**No** (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)	
✓		18. The State will not reduce the amount of State financial support for special education and related services for children with disabilities, or otherwise made available because of the excess costs of educating those children, below the amount of that support for the preceding fiscal year in accordance with 20 U.S.C. 1412(a)(18)(A)-(D); 34 CFR §300.163.
✓		19. Prior to the adoption of any policies and procedures needed to comply with this section (including any amendments to such policies and procedures), the State ensures that there are public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities. (20 U.S.C. 1412(a)(19); 34 CFR §300.165)
	✓ 6/30/08	20. In complying with 34 CFR §§300.162 and 300.163, a State may not use funds paid to it under this part to satisfy State-law mandated funding obligations to local educational agencies, including funding based on student attendance or enrollment, or inflation. (20 U.S.C. 1412(a)(20); 34 CFR §300.166)
	✓ 6/30/08	21. The State has established and maintains an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State as found in 20 U.S.C. 1412(a)(21)(A)-(D); 34 CFR §§300.167-300.169.
	✓ 6/30/08	22. The State educational agency examines data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities in accordance with 20 U.S.C. 1412(a)(22)(A)-(B); 34 CFR §300.170.
✓		23a. The State adopts the National Instructional Materials Accessibility Standard for the purposes of providing instructional materials to blind persons or other persons with print disabilities, in a timely manner after the publication of the National Instructional Materials Accessibility Standard in the Federal Register in accordance with 20 U.S.C. 1412(a)(23)(A) and (D); 34 CFR §300.172.
		23b. *(Note: Check either "23b.1" or "23b.2" whichever applies.*
✓		23b.1 The State educational agency coordinates with the National Instructional

Check and enter date(s) as applicable		**Assurances Related to Policies and Procedures**
Yes (Assurance is given.)	**No** (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)	
		Materials Access Center and not later than 12/03/06 the SEA as part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials enters into a written contract with the publisher of the print instructional materials to: • require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Access Center, electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard; or • purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats. (20 U.S.C. 1412(a)(23)(C); 34 CFR §300.172)
		23b.2 The State Educational Agency has chosen not to coordinate with the National Instructional Materials Access Center but assures that it will provide instructional materials to blind persons or other persons with print disabilities in a timely manner. (20 U.S.C. 1412(a)(23)(B); 34 CFR §300.172)
	✓ 6/30/08	24. The State has in effect, consistent with the purposes of the IDEA and with section 618(d) of the Act, policies and procedures designed to prevent the inappropriate over identification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in 34 CFR §300.8. (20 U.S.C 1412(a)(24); 34 CFR §300.173)
	✓ 6/30/08	25. The State educational agency shall prohibit State and local educational agency personnel from requiring a child to obtain a prescription for a substance covered by the Controlled Substances Act (21 U.S.C. 812(c)) as a condition of attending school, receiving an evaluation under 34 CFR §§300.300 through 300.311, or receiving services under the IDEA as described in 20 U.S.C. 1412(a)(25)(A)-(B); 34 CFR §300.174.

B. Other Assurances

The State also makes the following assurances:

Yes	Other Assurances
✓	1. The State shall distribute any funds the State does not reserve under 20 U.S.C. 1411(e) to local educational agencies (including public charter schools that operate as local educational agencies) in the State that have established their eligibility under section 613 for use in accordance with this part as provided for in 20 U.S.C. 1411(f)(1)-(3); 34 CFR §300.705.
✓	2. The State shall provide data to the Secretary on any information that may be required by the Secretary. (20 U.S.C. 1418(a)(3); 34 CFR §§300.640-300.645.)
✓	3. The State, local educational agencies, and educational service agencies shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds. (34 CFR §76.702)
✓	4. As applicable, the assurance in OMB Standard Form 424B (Assurances for Non-Construction Programs), relating to legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards; wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all Federal laws, executive orders and regulations.

C. Certifications

The State Educational Agency is providing the following certifications:

Yes	
✓	1. The State certifies that ED Form 80-0013, *Certification Regarding Lobbying*, is on file with the Secretary of Education. With respect to the *Certification Regarding Lobbying,* the State recertifies that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; that the State shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and that the State Agency shall require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all sub awards at all tiers.
✓	2. The State certifies that certifications in the Education Department General Administrative Regulations (EDGAR) at 34 CFR §80.11 relating to State eligibility, authority and approval to submit and carry out the provisions of its State application, and consistency of that application with State law are in place within the State.
✓	3. The State certifies that the arrangements to establish responsibility for services pursuant to 20 U.S.C. 1412(a)(12)(A); 34 CFR §300.154 are current. This certification must be received prior to the expenditure of any funds reserved by the State under 20

	U.S.C. 1411(e)(1); 34 CFR §300.171.

D. Statement

I certify that the State of ***Arkansas*** can make the assurances checked as 'yes' in Section II.A and II.B and the certifications required in Section II.C of this application. These provisions meet the requirements of the Part B of the Individuals with Disabilities Education Act as found in PL 108-446. The State will operate its Part B program in accordance with all of the required assurances and certifications.

If any assurances have been checked 'no', I certify that the State will operate throughout the period of this grant award consistent with the requirements of the IDEA as found in PL 108-446 and any applicable regulations, and will make such changes to existing policies and procedures as are necessary to bring those policies and procedures into compliance with the requirements of the IDEA, as amended, as soon as possible, and not later than June 30, 2008. (34 CFR §76.104)

I, the undersigned authorized official of the

Arkansas Department of Education,

(Name of State and official name of State agency)

am designated by the Governor of this State to submit this application for FFY 2007 funds under Part B of the Individuals with Disabilities Education Act (IDEA).

Printed/Typed Name and Title of Authorized Representative of the State: ***Dr. T. Kenneth James, Commissioner of Education***	
Signature:	Date: ***January 29, 2007***

Section III

Description of Use of Funds Under Part B of the Individuals with Disabilities Education Act - 20 U.S.C. 1411(e)(5); 34 CFR §300.171

Describe how the amount retained by the State educational agency under 20 U.S.C. 1411(e)(1) will be used to meet the following activities under Part B. (20 U.S.C. 1411(e)(1)-(3), (6) and (7)) The Department annually identifies for States the maximum amounts that a State may retain under Section 1411(e)(1) and (2).[1] The dollar amounts **listed in the Excel Interactive Spreadsheet** by the State for administration and for other State activities should add up to less or equal to the dollar amount provided to the State by the Department for each of these activities.

Enter whole dollar amounts (do not enter cents) in appropriate cells on the State's Excel Interactive Worksheet. The Excel Interactive Spreadsheet must be submitted as part of the State's application.

FOR ADMINISTRATIVE ACTIVITIES UNDER PART B		ENTER DOLLAR AMOUNTS
For the purpose of administering this part, including 20 U.S.C. 1411(e)(3), 20 U.S.C. 1419, and the coordination of activities under this part with, and providing technical assistance to, other programs that provide services to children with disabilities. (20 U.S.C. 1411(e)(1)(A); 34 CFR §300.704)	a.	***$1,838,813***
The administration of Part C of IDEA, if the SEA is the Lead Agency for the State under Part C. (20 U.S.C. 1411 (e)(1)(D); 34 CFR §300.704))	b.	***$0***
A State may use funds the State reserves for administration that are the result of inflationary increases described in 20 U.S.C. 1411(e)(1)(B) for the following activities: (20 U.S.C. 1411(e)(6); 34 CFR §300.704)		
For support and direct services, including technical assistance, personnel preparation, and professional development and training.	c.	***$0***
To assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for children with disabilities.	d.	***$0***
To assist local educational agencies in meeting personnel shortages.	e.	***$0***
To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities.	f.	***$0***
Flexibility in Using Funds for Part C (20 U.S.C. 1411(e)(7); 34 CFR §300.704)		

[1] Each State may reserve for each fiscal year not more than the maximum amount the State was eligible to reserve for State administration under this section for fiscal year 2004 or $800,000 (adjusted in accordance with 20 U.S.C. 1411(e)(1)(B)), whichever is greater; and each outlying area may reserve for each fiscal year not more than 5 percent of the amount the outlying area receives under 20 U.S.C. 1411(b)(1) for the fiscal year or $35,000, whichever is greater.

For each fiscal year beginning with fiscal year 2005, the Secretary shall cumulatively adjust: 1) the maximum amount the State was eligible to reserve for State administration under this part for fiscal year 2004; and 2) $800,000, by the rate of inflation as measured by the percentage increase, if any, from the preceding fiscal year in the Consumer Price Index For All Urban Consumers, published by the Bureau of Labor Statistics of the Department of Labor.

FOR ADMINISTRATIVE ACTIVITIES UNDER PART B		ENTER DOLLAR AMOUNTS
Any State eligible to receive a grant under 20 U.S.C. 1419 may use funds made available under 20 U.S.C. 1411(e)(1)(A); 34 CFR §300.704, 20 U.S.C. 1411(f)(3), or 20 U.S.C. 1419(f)(5); 34 CFR §300.705 to develop and implement a State policy jointly with the lead agency under Part C and the State educational agency to provide early intervention services (which shall include an educational component that promotes school readiness and incorporates preliteracy, language, and numeracy skills) in accordance with Part C to children with disabilities who are eligible for services under 20 U.S.C. 1419 and who previously received services under Part C until such children enter, or are eligible under State law to enter, kindergarten, or elementary school as appropriate.	g.	***$0***
Establishment of High Cost Fund (20 U.S.C. 1411(e)(3)(B)(i); 34 CFR §300.704)		

FOR OTHER STATE-LEVEL ACTIVITIES		ENTER DOLLAR AMOUNTS
Required Activities Funds reserved under 20 U.S.C. 1411(e)(2)(A); 34 CFR §300.704 shall be used to carry out the following activities:		
For monitoring, enforcement, and complaint investigation.	h.	***$1,606,038***
To establish and implement the mediation process required by 20 U.S.C. 1415(e); 34 CFR §300.704, including providing for the cost of mediators and support personnel.	i.	***$100,000***
Authorized Activities Funds reserved under 20 U.S.C. 1411(e)(2)(A); 34 CFR §300.704 may be used to carry out the following activities:		
For support and direct services, including technical assistance, personnel preparation, and professional development and training.	j.	***$4,000,000***
To assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for children with disabilities.	k.	***$1,000,000***
To assist local educational agencies in meeting personnel shortages.	l.	***$0***
To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities.	m.	***$1,000,000***
To support paperwork reduction activities, including expanding the use of technology in the IEP process.	n.	***$0***
To improve the use of technology in the classroom by children with disabilities to enhance learning.	o.	***$300,000***
To support the use of technology, including technology with universal design principles and assistive technology devices, to	p.	***$0***

FOR OTHER STATE-LEVEL ACTIVITIES		ENTER DOLLAR AMOUNTS
maximize accessibility to the general education curriculum for children with disabilities.		
Development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children with disabilities to postsecondary activities.	q.	***$500,000***
Alternative programming for children with disabilities who have been expelled from school, and services for children with disabilities in correctional facilities, children enrolled in State-operated or State-supported schools, and children with disabilities in charter schools.	r.	***$250,000***
To support the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities, in accordance with Sections 1111(b) and 6111 of the Elementary and Secondary Education Act of 1965.	s.	***$100,000***
To provide technical assistance to schools and local educational agencies, and direct services, including supplemental educational services as defined in Section 1116(e) of the Elementary and Secondary Education Act of 1965 to children with disabilities, in schools or local educational agencies identified for improvement under Section 1116 of the Elementary and Secondary Education Act of 1965 on the sole basis of the assessment results of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement to meet or exceed the objectives established by the State under Section 1111(b)(2)(G) the Elementary and Secondary Education Act of 1965.	t.	***$450,000***
Local Educational Agency Risk Pool (20 U.S.C. 1411(e)(3)(A)): For the purpose of assisting local educational agencies (including a charter school that is a local educational agency or a consortium of local educational agencies) in addressing the needs of high need children with disabilities, each State shall have the option to reserve for each fiscal year 10 percent of the amount of funds the State reserves for State-level activities under 20 U.S.C. 1411(e)(2)(A); 34 CFR §300.704.		
To establish and make disbursements from the high cost fund to local educational agencies in accordance with 20 U.S.C. 1411(e)(3) during the first and succeeding fiscal years of the high cost fund; and	u.	***$0***
To support innovative and effective ways of cost sharing by the State, by a local educational agency, or among a consortium of local educational agencies, as determined by the State in coordination with representatives from local educational agencies, subject to 20 U.S.C. 1411(e)(3)(B)(ii) [Amount may not be more than 5% of the amount reserved for the LEA Risk Pool.].	v.	***$0***

FOR OTHER STATE-LEVEL ACTIVITIES	ENTER DOLLAR AMOUNTS
Establishment of High Cost Fund (20 U.S.C. 1411(e)(3)(B)(i); 34 CFR §300.704)	
A State shall not use any of the funds the State reserves pursuant to 20 U.S.C. 1411(e)(3)(A)(i); 34 CFR §300.704, but may use the funds the State reserves under 20 U.S.C. 1411(e)(1); 34 CFR §300.704, to establish and support the high cost fund.	

Describe the process used to get input from LEAs regarding the distribution of amounts among activities described in the above charts to meet State priorities. (20 U.S.C. 1411(e)(5)(B); 34 CFR §300.704)

The SEA seeks input and information from LEAs through a variety of means, including surveys, monitoring visits, reports, meeting and conferences, and LEA membership on SEA committees and workgroups.

Section IV

State Administration

Section 608(a) of the IDEA requires each State that receives funds under this title to:

(1) ensure that any State rules, regulations, and policies relating to this title conform to the purposes of this title;
(2) identify in writing to local educational agencies located in the State and the Secretary any such rule, regulation, or policy as a State-imposed requirement that is not required by this title and Federal regulations; and
(3) minimize the number of rules, regulations, and policies to which the local educational agencies and schools located in the State are subject under this title.

States must attach to this application a list identifying any rule, regulation, or policy that is State-imposed (not required by IDEA or Federal regulations). If there are no such State-imposed rules, regulations, or policies, please so indicate. In addition, the State is required to inform local education agencies in writing of such State-imposed rules, regulation or policy. (20 U.S.C. 1407(a); 34 CFR §300.199)

Not applicable

ARKANSAS DEPARTMENT OF EDUCATION
GUIDELINES FOR THE DEVELOPMENT, REVIEW AND REVISION OF SCHOOL DISTRICT STUDENT DISCIPLINE AND SCHOOL SAFETY POLICIES

1.00 Title

1.01 These guidelines shall be known as the Arkansas Department of Education guidelines for the Development, Review and Revision of School District student discipline and School Safety Policies.

2.00 Authority

2.01 These guidelines are authorized pursuant to the Department of Education's authority under Ark. Code Ann 6-18-502 (Repl. 1993).

3.00 Purpose

3.01 These guidelines are designed to assist local school districts with the development, review and revision of student discipline and school safety policies.

4.00 Development, Review and Revision of Policies

4.01 All school districts should complete the initial development of school district student discipline and school safety policies consistent with legal guidelines set forth in these regulations during the 1995-96 school year.

4.01.01 Districts may elect to have a single policy encompassing all organizational levels or may develop separate policies for each organizational level.

4.02 All school districts shall include in the above referenced policies, a procedure for annually reviewing the policies to ensure that they are consistent with state and federal law, developing case law and Department of Education guidelines.

4.03 All school districts shall include in the above referenced policies a procedure by which parents, teachers or students may request and receive a hearing to consider revision of the policies or particular provisions of the policies

5.00 Persons Participating In Policy Development, Review and Revision

5.01 Parents, teachers, students, school district administrative personnel, community representatives, and at least one school counselor shall be involved initial development and an annual review and revision of school district student discipline and school safety policies.

5.01.01 The development team shall be equitably balanced by race, gender, social economic level and shall be sufficient number to provide broad representation within the district.

5.01.02 Districts may elect to have separate policies for different organizational levels and may have development teams for each level or may use one team for all levels.

6.00 Policy Content

6.01 Student discipline and school safety policies shall include provisions, which cover required areas of Arkansas Code Annotated 6-18-502 while other areas shall be optional with the local school district. All policies shall include provisions, which cover the required areas in a form consistent with legal commentary. If optional issues are included in the district's policies, they shall be in a form consistent with the legal commentary. **However, a school district may change its policy if new laws or new case law dictate such a change.**

6.02 Required Areas: Students discipline policies shall include, but are not limited to Ark. Code Ann. 6-18-502

6.02.01 Willfully and intentionally assaulting or threatening to assault or abuse any teacher, principal, superintendent, or other employee of a school system;

6.02.02 Possession by students of any firearm or other weapon prohibited upon the school campus by law or by policies adopted by the school board.

COMMENTARY: Act 567 of 1995 requires expulsion for a period of not less than one year for possession of any firearm or other weapon prohibited upon the school campus by law; however, the superintendent shall have discretion to modify such expulsion requirement for a student on a case-case-basis.

6.02.03 Using offering for sale, or selling beer, alcoholic beverages, or other illicit drugs by students on school property;

COMMENTARY: Recipients of federal grant funds distributed through the Arkansas Department of Education must ensure a drug free workplace. District policies should be consistent with this guarantee.

6.02.04 Possession by a student of any paging device, beeper, or similar Electronic communication device on the school campus; however, The policy may provide an exemption for possession of such a device by a student who is required to use such a device for health or other compelling reasons;

COMMENTARY: Ark. Code Ann. 6-18-502 (b) (2) (D) (Repl.1993) prohibits the possession by students of pagers or beepers on school campuses except when they are required for health or another compelling reason.

6.02.05 Willfully or intentionally damaging, destroying, or stealing of school property by students.

6.02.06 The school discipline policies shall: Prescribe minimum and maximum penalties, including students' suspension or dismissal from school, for violations of each of the aforementioned offenses and for violations of other practices prohibited by school discipline policies.

COMMENTARY: Notice in writing of the district's discipline policies, specific enough to put students on notice of proscribed behavior, is a necessary component of due process. Failure to adequately provide notice may render a policy unenforceable in a specific instance.

6.02.07 The school discipline policies shall establish procedures for notice to students and parents of charges, hearings, and other due process proceedings to be applicable in the enforcement and administration of such policies by the school administrator and by the school board.

COMMENTARY: Due process is at a minimum, (1) notice of charge; (2) opportunity for denial; (3) evidence against him/her (if denies) (4) opportunity to tell his/her side; (5) decision, and timely notice and an opportunity for a fair hearing. The degree of due process required is directly proportional to the degree of loss to the student. Any penalty which effectively denies a student's education will require the greatest degree of due process. This means notice in writing at a time sufficient for the student to prepare for a full hearing before the local school board.

6.02.08 The school discipline policies shall include prevention, Intervention and conflict resolution provisions.

6.02.09 Student discipline policies shall provide that parents and students will be advised of the rules and regulations by which the school is governed and will be made aware of the behavior that will call for disciplinary action and types of corrective actions that may be imposed.

6.02.10 Each school district shall develop a procedure for written notification to all parents and students of the district's student discipline policies and documentation of the receipt of the policies by all parents and students.

6.02.11 Teachers and administrators shall be provided with training as needed in classroom management and in other skills relevant to student discipline.

6.02.12 District's policy regarding student attendance, required by Ark. Code Ann. 6-18-209 and 6-18-222 (Repl.1993), as amended by Act 572 of 1995.

COMMENTARY: Each school district's attendance policy must state a certain number of unexcused absences, which the district considers excessive. Excessive absences may be used as a basis for denial of course credit, promotion or graduation by law although the Department of Education does not recommend this and urges districts to devise ways in which students can regain credits lost through nonattendance. Excessive absences may not be used as a basis for expulsion or dismissal of a student. State law requires that students who miss school because of illness, accident, or other unavoidable reasons should be given assistance in obtaining credit for their courses. Ark. Code Ann. 6-18-222 (Repl. 1993), as amended by Act 572 of 1995.

Districts should ensure that any student who a run afoul of the district's attendance policy because of illness or health problems has been evaluated Under Section 504 of the Rehabilitation Act of 1974.

All children, ages 5 through 17 on October 1, must attend school unless an appropriate exception applies under Ark. Code Ann. 6-18-201 (Repl. 1993). All children admitted to the public schools must show proof of age by either a birth certificate, a statement by the local registrar or a county recorder certifying the child's date of birth, an attested baptismal certificate, a passport, an affidavit of the date and place of birth by the child's parent or guardian or previous school records. Each Child shall either furnish his social security number or request the district to assign him a nine digit number. Ark. Code Ann.6-18-208 (Repl. 1993).

Prior to a child's admission to an Arkansas public school, the parent, guardian, or other responsible person shall indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding. Ark. Code Ann. 6-18-208 (Repl. 1993), as amended by Act 574 of 1995.

A copy of the school district's attendance policy should be provided to the student's parents, guardians or persons in loco parentis at the beginning of the school year. Ark. Code Ann. 6-18-222.

Whenever a student exceeds the number unexcused absences provided for in the district's attendance policy, the district shall notify the prosecuting authority. Ark Code Ann. 6-18-222.

Each local school district must notify the Department of Finance and Administration whenever a student 14 years or older is no longer in school. Ark. Code Ann. 65-18-222, as amended by Act 572 of 1995.

6.02.13 **Crisis Intervention Plans**

COMMENTARY: School districts should formulate crisis intervention plans for the following situations: fire, tornado, earthquake, death, suicide, and intruder(s)

on the school campus. These plans should name a coordinator, consider demographics and designate a response team.

6.02.14 Distribution of Literature

Each school board shall adopt rules and regulations in the form of a written student publications policy developed in conjunction with the student publication advisor (s) and the appropriate school administrator (s), which shall include reasonable provision for the time, place, and manner of distributing student publications.

COMMENTARY: Act 1109 of 1995 allows students to exercise their right of expression within the district's regulations regardless of whether such publications are supported financially by the school or by use of school facilities or are produced in conjunction with a class. However, the following publications are not authorized:

(1) publications that are obscene as to minors, as defined by state law;

(2) publications that are libelous or slanderous, as defined by state law;

(3) publications that constitute an unwarranted invasion of privacy, as defined by state law,

(4) publications that so incite students as to create a clear and present danger of the commission of unlawful acts on school premises or the violations of lawful school regulations or the material and substantial disruption of the orderly operation of the school.

Publications that are a product of the school curriculum should have printed in the published material a statement like: "This publication is published as a part of the curriculum and is a non-public forum under the supervision of the District Board of Directors."

6.03 Optional Areas

6.03.01 Appearance and Dress Code

COMMENTARY: Districts may adopt rules regarding personal appearance and grooming if they are required to prevent disruption or interference in the educational process and if such rules do not reflect mere taste or fashion. See Tinker v. Des Moines Indep. Comm, School Dist. 393 U.S. 503 (1969)

6.03.02 School Organizations

COMMENTARY: No state or federal law prohibits student organizations at the elementary or secondary level. Students have the right to join an existing club

and should not be restricted from membership on the basis of race, sex, national origin or other arbitrary criteria.

School fraternities and secret societies are banned in Arkansas public schools. See Ark. Code Ann. 6-18-603 (Repl. 1993). (This could be a good "gang" related policy.)

6.03.03 Search and Seizure

COMMENTARY: School personnel may legally search lockers, automobiles, and students using the following guidelines.

A. **Student Lockers:** School policy on the search of student lockers by school personnel should be set within the following legal framework:

1. A search shall be conducted upon receipt of information that the search would produce evidence indicating the student has violated the law or school rules.

2. Students should be informed at the beginning of school each year school authorities have equal access to lockers and may inspect them at any time.

B. **Personal Search**

A search of a student's person should be limited to a situation in which the administration has reasonable suspicion that the search would produce evidence indicating that the student has violated the law or school rules.

School districts are encouraged to develop written guidelines indicating how personal searches of students will be conducted. These written guidelines should be given to students and parents prior to each school year. The following minimum guidelines should be incorporated into a district's search policy:

1. An adult witness should be present when a personal search is conducted.

2. A pat down search of a student's person should be done by a school official of the same sex.

3. A search must be based on a reasonable suspicion that the student has violated the law or school rules, and the scope of the search must be "reasonably related to the objective of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction." New Jersey v. T.L.O. 469 U. S. 325, 342 (1985)

C. **Automobiles**

1. Warrantless searches of student automobiles by school personnel are generally valid if there is reasonable suspicion that the search would produce evidence indicating the student has violated the law or school rules.

D. **Sniff Dogs**

1. No Arkansas case has been litigated in federal district court, the Eight Circuit Court of Appeals, or United States Supreme Court on "sniff dog" searches.

2. "Sniffing" by trained dogs in public hallways or autos in public lots is not a search. (The Fourth Amendment requirements do not apply.)

3. "Sniffing" of a student's person is a search and the legality of such sniffing can only be defended if there is reasonable suspicion that the search will produce evidence that the student is violating the law or school rules.

E. The school district may elect to use a metal detector at the entrance of all schools.

6.03.04 Student Conduct

COMMENTARY: School districts have broad authority to control student conduct and adopt all rules reasonably necessary to maintain proper discipline among their students. Each district should define both permissible and impermissible conduct and describe appropriate punishment for impermissible conduct. These definitions should be distributed to district personnel, students and parents at the beginning of the school year.

6.04 Administrative Responses

Each school district should clearly define all possible administrative responses to impermissible student behavior. In drafting these guidelines, districts should remember that every student is entitled to due process in every instance of response. However, the amount of due process to which the student is entitled is directly proportional to the nature of the student's right, which is affected. The following categories represent disciplinary actions by the administration for which a student is entitled to due process and, roughly speaking, what kind of due process is required.

A. Corporal Punishment: Any teacher or school administrator in a school district that authorizes use of corporal punishment in the district's written student discipline policy may use corporal punishment in the presence of an administrator or his designee, provided only that the punishment is administered in accord with the district's written student discipline policy, against any pupil in order to maintain discipline and order within the public schools.

See Ark. Code Ann. 6-18-503 (Repl. 1993), as amended by Act 333 of 1995. The following guidelines are recommended:

1. Before corporal punishment is administered, the student should be advised of the rule and infraction for which the student may be punished. The student should be allowed time to respond, and then the school administrator should take the action it deems is most appropriate. A formal hearing is not required prior to administering corporal punishment.

2. Parents may choose an option whether their child is given corporal punishment.

B. Suspension: Schools may suspend students from school. A suspension is defined as dismissing the student from school for any time period not exceeding 10 days. For a suspension, the United States Supreme Court in Goss v. Lopez required that a student be accorded the minimum due process requirements under the United States Constitution. Districts should only use suspension and/or expulsion from school when all other alternatives fail. Districts should afford suspended students the following rights:

1. Prior to any suspension, the school principal or his/her designee, shall advise the student in question of the particular misconduct of which he/she is accused, as well as the basic for the accusation.

2. The pupil shall be given an opportunity at that time to explain his/her version of the facts to the school principal or his/her designee.

3. Written notice of suspension and the reason(s) for the suspension shall be given to the pupil.

4. Any parent, legal guardian, or person acting as a parent shall have the right to appeal to the superintendent or his/her designee.

C. Expulsion: School districts may expel students from school using the following guidelines. An expulsion is defined as dismissing the student from school for the remainder of the current semester or for one year where the infraction involves a weapon. Expulsion should only be used in those instances in which serious bodily harm occurred or reasonably could have occurred to another person or where the student possesses drugs or weapons. Expulsion should only be used in rare cases. Prior to expulsion, the following must occur:

1. The student should immediately be advised of the particular conduct in question.

2. The district should immediately notify in writing the student's parents, legal guardian or person acting as a parent and state the charges against the student and the district's intended action.

3. The district shall hold a full evidentiary hearing before the school board to consider whether or not the student should be expelled.

4. At the hearing, the student may represent himself/herself or he/she may select a representative.

5. The student/representative may hear all testimony, and the student and /or representative may cross-examine all witnesses.

6. The student/representative is entitled to offer evidence in his/her favor.

D. Discipline for Eligible Students with Disabilities Under the Individuals with Disabilities Education Improvement Act (IDEA), Public Law (PL) ~~94-142~~ 105-17 and implementing regulations found at 34 Code of Federal Regulations Part 300

1. Students with disabilities who engage in misconduct are subject to normal school disciplinary rules and procedures so long as such treatment does not abridge the right to a free appropriate public education (FAPE).

2. For students whose disabilities have behavioral aspects, preventive measures, such as behavioral ~~management~~ intervention plans, should be considered and can be facilitated through the individualized education program (IEP) and placement processes required by IDEA. ~~While there is no requirement that such measures be specified in a student's IEP, the IEP committee for a student with identified disabilities could determine that it would be appropriate to address the use of specific behavioral management discipline procedures in individual situation involving that student and include them in the IEP.~~ In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.

3. Where a child with a disability who violates a code of student conduct is removed by school personnel from his or her current placement or an appropriate interim alternative education setting, another setting, or suspension ~~in school discipline or short term suspension~~ for ten (10) consecutive school days or less, to the extent those alternatives are applied to children without disabilities, ~~is involved a school may remove a student with disabilities for a disciplinary infraction without it being considered a~~ no change of placement is considered to have occurred, and IDEA's parent-notification provisions would not apply, Also, there is no requirement for a prior determination of whether the student's misconduct was a manifestation of the student's disability. ~~Schools may remove any student with disabilities for disciplinary infraction for up to 10 school days per offense. During a period of short term exclusion, schools are not required to provide any educational services to the student.~~

Schools may remove any student with disabilities for a disciplinary infraction for up to ten (10) school days per offense during the same school year as long as those removals do not constitute a change of placement. During a period of short-term exclusion, schools are not required to provide any educational services to the student until such time as the student has been suspended or removed for a total of more than ten (10) school days in the same school year.

A district is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for ten (10) school days or less in that school year, if it provides services to a child without disabilities who is similarly removed in accordance with provisions of the IDEA.

4. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with other discipline requirements is appropriate for a child with a disability who violates a code of student conduct.

~~4.~~ 5. For a student with disabilities, an exclusion from school for more than 10 consecutive school days (long-term exclusion) constitutes a change in placement and is subject to procedural safeguards. IDEA requires, among other things, that parents be given written notice before a change in placement can be implemented. Within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, it must be determined:

(i) If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or
(ii) If the conduct in question was the direct result of the District's failure to implement the IEP.

The conduct must be determined to be a manifestation of the child's disability if the district, parent and relevant members of the child's IEP Team determine the condition described above was met. If so, the district must take immediate steps to remedy those deficiencies. If the district, the parent and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must either conduct a functional behavioral assessment, and implement a behavioral intervention plan for the child; or if a behavioral intervention plan has already been developed, review the behavioral intervention plan, and modify it in accordance with the provisions of the IDEA.

~~5~~. 6. A series of short-term suspensions totaling more than ten (10) school days in the same school year could constitute a change in placement. Factors such as the length of each suspension, the total amount of time that the student is excluded from school, ~~and~~ the proximity of the suspensions to each other, and whether the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals should be considered in determining whether the student has been excluded from school to such an extent that there has been a change in placement. This determination must be made on a case-by-case basis.

~~6.~~ 7. For a student with disabilities, a suspension or other disciplinary removal for more than 10 consecutive school days may not be considered without the school district first determining whether the student's misconduct was a manifestation of the student's disability or ~~due to an inappropriate placement~~ direct failure to implement the student's IEP. This determination must be made by a group of

persons knowledgeable about the student (such as his/her IEP committee), and may not be made unilaterally by one individual.

~~a.~~(i) If the student's misconduct WAS NOT caused by, or did not have a direct and substantial relationship to the child's disability nor was the direct result of the district's failure to implement the IEP, ~~a manifestation of his/her disability or an inappropriate placement~~, the school district may expel or suspend the student from school for more than ten school days, in the same manner and for the same duration as the procedures would be applied to children without disabilities, subject to conditions set forth in the procedural safeguards of IDEA.

~~b.~~(ii) If the student's misconduct WAS a manifestation of his/her disability or was the direct result of the district's failure to implement the IEP ~~an inappropriate placement~~, the student may not be expelled or suspended from school for more than ten school days for the misconduct. However, other procedures may be used to address the student's misconduct. A change in placement, if determined appropriate, could be implemented subject to applicable procedural safeguards. The school district would also have the option of suspending the student from school for ten days or less, or seeking a court order at any time to remove the student from school or to change the student's placement if it believes that maintaining the student in the current placement is substantially likely to result in injury to the student or to others.

~~7.~~ 8. If the suspension or other disciplinary removal of the student is for more than 10 school days, within the first 10 days of suspension the district ~~should~~ must convene the student's IEP committee to review: (1) the relationship between the student's disability and the student's misconduct; (2) the relationship between the student's ~~educational placement~~ IEP and the misconduct; and (3) the student's IEP and determine whether implementation of a behavioral intervention ~~management~~ plan and/or a change in the educational placement of the student is appropriate. The district should seek to obtain parental agreement to a change in the student's IEP and/or educational placement. The student's parents must be provided with written prior notice a reasonable time before the school implements any changes in the student's IEP and corresponding placement, including their right to a due process hearing.

~~8.~~ 9. If the student's parents request a due process hearing on the proposal to change the student's IEP or placement or the manifestation determination, the school district may seek to persuade the parents to agree to an interim placement for the student while expedited due process proceedings are pending. If the district believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others, the district may appeal the decision of the IEP team by requesting an expedited hearing in accordance with provisions of the IDEA. ~~If the school district and parents cannot agree on an interim placement for the student while the due process hearing is pending, and the school district believes that maintaining the student in the current educational placement is substantially likely to result in injury to the student or~~

~~to others, the school district could seek a court order to remove the student from school.~~

~~9~~. 10. If a student's parents initiate an impartial due process hearing in connection with a proposed disciplinary exclusion or other change in placement, and the misconduct does not involve the bringing of a firearm to school, the "*pendency*" or "*stay put*" provision of IDEA requires that the student must remain in his or her current educational placement until the completion of all proceedings. If the parents and school district can agree on an interim placement, the student would be entitled to remain in that placement until the completion of all proceedings.

~~10.~~ 11. For a student not previously identified by the school district as a student potentially in need of special education, a parental request for evaluation or a request for a due process hearing or other appeal AFTER disciplinary suspension or expulsion has commenced DOES NOT obligate the school district to reinstate the student's prior in-school status. This is because in accordance with the "stay-put" provision of IDEA, the student's "then current placement" is the out-of-school place. After the disciplinary sanction is completed, if the resolution of the due process hearing is still pending, the student must be returned to school as would a nondisabled student in similar circumstances.

COMMENTARY: It should be noted that, pending the resolution of the due process hearing or other appeal, a court could enjoin the suspension or expulsion and direct the school district to reinstate the student if the court determines that the school district knew or reasonably should have known that the student is a student in need of special education.

~~11~~. 12. A school district may seek a court order at any time to remove any student with disabilities from school or to change the student's current educational placement if the school district believes that maintaining the student in the current educational placement is substantially likely to result in injury to the student or to others. See the commentary~~,~~ which follows for an additional requirement for Arkansas schools as a result of case law.

~~**COMMENTARY:** The U.S. Court of Appeals for the Eighth Circuit, which includes Arkansas, held in the case of Light v. Parkway C-2 School District, 41 F.3d 1223 (8th Cir. 1994) that in addition to showing that a student is substantially likely to cause injury, the school district must show that is has made reasonable efforts to accommodate the student's disabilities so as to minimize the likelihood that the student will injure him or herself or others.~~

~~12~~. 13. Under IDEA, school districts must ensure that FAPE is made available when a student is suspended for more than ten school days or expelled for misconduct that was not a manifestation of his/her disability therefore, educational services must continue for these students during periods of disciplinary removal that exceed 10 school days.

COMMENTARY: IDEA does not specify the particular setting in which continued educational services must be provided to these students. During the period of

disciplinary exclusion from school, each disabled student must continue to be offered a program of appropriate educational services that is individually designed to meet his/her unique learning needs. Such services may be provided in the home, in an alternative school, or in another setting.

Special Provisions of IDEA applicable to students with disabilities who bring a "weapon" to school as defined in federal and state statutes [The Gun-Free Schools Act (GFSA), enacted as Title XIV (Part F) of Title I of the Improving America's Schools Act, and Arkansas Act 567 of 1995 (Arkansas Code Annotated 6-15-502)]

COMMENTARY: The Gun-Free Schools Act (GFSA) applies to students with disabilities. However, this Act must be implemented consistent with IDEA and Section 504 of the Rehabilitation Act of 1973. Federal statutes define "weapon" to mean "firearm." State statute addresses possession by students of any "firearm or other weapon" prohibited upon the school campus by law or by policies adopted by the school board. Consistent with the requirements of the GFSA, Arkansas Act 567 of 1995 (Arkansas Code Annotated 6-15-502) requires that local educational agencies (school districts) expel from school for not less than one year a student who brings a weapon to school, except that the local educational agency's chief administering officer may modify the expulsion requirement for a student on a case-by-case basis. **Compliance with the GFSA can be achieved consistent with the requirements that apply to students with disabilities as long as the discipline of such students is determined on a case-by-case basis in accordance with IDEA and Section 504.**

1. Under the IDEA, ~~a student with a disability who has brought a weapon to school may be immediately removed from school or subjected to in-school discipline that removes the student from the current placement for 10 school days or less. This action may be taken by the appropriately authorized school administrator~~. school personnel may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child--

   (i) carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the district or the Arkansas Department of Education;
   (ii) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the district or the Arkansas Department of Education; or
   (iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the district or the Arkansas Department of Education.

2. The student's educational placement cannot be changed beyond the 10 school days until the student's IEP committee as been convened. As with any meeting of the IEP committee, the parent must be an invited participant. On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student

conduct, the LEA must notify the parents of that decision, and provide the parents with a procedural safeguards notice under the IDEA. ~~Even before determining whether the behavior of bringing a weapon to school was a manifestation of the student's disability,~~ The school district may place the student in an interim alternative educational placement that the committee believes would be appropriate for the student. Such an alternative educational placement could then be implemented for up to 45 ~~calendar~~ school days. If either the student's parents or the district initiate an expedited due process hearing, and if the parties cannot agree on another placement, the student must remain in the interim alternative educational placement during authorized review proceedings or until the time period specified, whichever occurs first. ~~In this situation, the student could remain in the interim alternative educational setting for more than 45 calendar days.~~

3. ~~IDEA and~~ Section 504 requires a determination by a group of persons knowledgeable about the student, ~~(the IEP committee in the case of an IDEA student)~~, on whether the bringing of the weapon to school was a manifestation of the student's disability. Under ~~IDEA and~~ Section 504, a student with a disability may be expelled only if this group of persons determines that the bringing of a weapon to school was not a manifestation of the student's disability, and after applicable procedural safeguards have been followed.

4. All of the procedural safeguards and other protections of IDEA and Section 504 must be followed. Once it is determined by an appropriate group of persons that the student's bringing of a weapon to school was not a manifestation of the student's disability, the school district's chief administering officer may exercise his/her decision-making authority under the GFSA in the same manner as with nondisabled students in similar circumstances. However, **for students with disabilities identified under IDEA who are expelled in accordance with the expulsion provisions of GFSA, educational services must continue during the expulsion period**. Nothing in the GFSA may be construed to prevent a State from allowing a school district that has expelled a student with disabilities from the regular educational program/setting from providing educational services to that student in an alternative educational setting.

5. If it is determined by the IEP committee (or other knowledgeable group of individuals in the case of a Section 504 review) that the student's behavior of bringing a weapon to school was a manifestation of the student's disability, the chief administering officer must exercise his/her authority under the GFSA to determine that the student may not be expelled for the behavior. This is when other immediate steps may be taken, including temporary removal.

6. For students with disabilities who are not eligible for services under IDEA, but who are covered by Section 504 and are expelled in accordance with the above conditions, educational services may be discontinued during the expulsion period if nondisabled students in similar circumstances do not receive continued educational services.

COMMENTARY: In summary, a student with a disability who brings a weapon to school may be removed from school for 10 school days or less, and placed in an interim alternative

educational setting by the IEP committee for up to 45 ~~calendar~~ school days. However, if the parents initiate an expedited due process proceeding, the student must remain in the interim alternative placement during these authorized review proceedings – which may exceed 45 ~~calendar~~ school days – unless the parents and school district can agree on a different placement. In addition, school districts may initiate change in placement procedures for such a student, subject to the parents' right to due process. A school district also could seek a court order if the school district believes that the student's continued presence in the classroom is substantially likely to result in injury to the student or to others.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE ADDITION OF AREAS OF LICENSURE OR ENDORSEMENT

March 13, 2006

1.00 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Addition of Areas of Licensure or Endorsement**.**

1.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann.§§ 6-11-105 and 6-17-402.

2.00 PURPOSE

2.01 The purpose of these rules is to identify the policies and governing licensure that deal with adding area of licensure/endorsement to an existing Arkansas license.

3.00 DEFINITIONS – For the purpose of these rules, the following definitions shall apply:

3.01 **Additional Licensure Plan (ALP)** shall be the recognized process for allowing a licensed teacher to be employed in an out-of-field teaching position while meeting the program of study competency and assessment requirements for said position.

3.02 **Approved Performance Based Program of Study** refers to a program approved by the Arkansas Department of Education and based upon Arkansas licensure standards. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills and dispositions for a particular licensure area.

3.03 **Endorsement** refers to teaching or administrative licensure areas, which require an initial or standard teaching license, prior to the endorsement being added.

3.04 **Exception Area** refers to the specific areas of licensure, which cannot be issued either as an initial license or by testing only. The exception areas include, but are not limited to, the following: Special Education, Counselor, All Other Endorsement Areas, Administrative Licenses, Non-Instructional Student Services, and Professional & Technical Permits.

3.05 **Level and Area of Licensure – Level** refers to the grade/age level parameters of the teaching license, such as P-4, 4-8, P-8, P-12, 7-12 and PS (post-secondary). **Area** refers to the particular content field, including but not limited to, Early Childhood, Middle Childhood Science/Mathematics, Social Studies, and Family and Consumer Sciences.

3.06 **State Board Required Assessments** refer to specific performance-based assessments approved by the State Board of Education.

4.00 REQUIREMENTS FOR ADDING AN AREA OF LICENSURE OR ENDORSEMENT

4.01 Teachers/administrators shall have a valid Arkansas initial or standard teaching license or provisional licensure through reciprocity in order to add an area of licensure or endorsement.

4.02 The Additional Licensure Plan (ALP) shall be the recognized process for allowing a licensed teacher to be employed in an out-of- field teaching position while completing the competency and assessment requirements for the new employment position.

4.02.1 Teachers who hold an initial or standard license are eligible to file an ALP in order to be employed in an out-of-field assignment.

4.02.2 Teachers who hold a provisional Arkansas license, which was granted through reciprocity as a result of holding a standard out-of-state license, are also eligible to file an ALP in order to be employed in an out-of-field assignment.

4.03 Teachers working in an out-of-field teaching assignment shall file a completed ALP with their school district and with the Office of Professional Licensure within thirty (30) days of beginning the out-of-field assignment.

4.03.1 ~~They~~ Teachers working under an ALP shall have three (3) years from the beginning of the out-of-field assignment to complete all competency and assessment requirements for the new employment position.

4.03.2 When a school district has requested a waiver for a teacher being employed out-of-area and a program of study is required:

4.03.2.1 The teacher shall successfully complete a minimum of six (6) hours of coursework towards the program of study requirements during each calendar year from the time of the assignment in order for the waiver to be approved for the following year. (An exception to this requirement would be in areas of licensure for which a program of study is not offered in the state of Arkansas.)

4.03.2.2 The Specialty Area Assessment(s) required to be a "highly qualified teacher" in core academic areas shall be completed the first year the teacher is employed out-of-area on an approved waiver.

4.03.2.3 A waiver will not be approved for the following year at such time that the teacher fails to complete the required coursework or testing within the timelines specified above.

4.03.3 When a school district has requested a waiver for a teacher being employed out-of-area and the additional area can be added by testing out:

4.03.3.1 The teacher shall have successfully completed the content knowledge portion(s) of the required specialty area assessment (s) required to be highly qualified during the first year employed out-of –area on an approved waiver.

4.03.3.2 The remaining part(s) of the specialty area assessment required for licensure in the out-of-area assignment shall be successfully completed by the end of the third year working under an approved waiver.

4.03.3.3 Teachers failing to successfully complete the content knowledge portion of the specialty area assessment required to be highly qualified during the first year employed out-of-area under an approved waiver, shall document a minimum of six (6) hours of coursework in the content area.

4.03.3.4 Teachers failing to successfully complete either the required assessment to be highly qualified or the six (6) hours of coursework in the content area during the first year working under an approved waiver shall not be approved to be employed out-of-area under the same ALP the following year.

4.04 The requirements contained in an individual's ALP are subject to any changes made by the State Board of Education that would necessitate a change in the licensure requirements for that ALP.

4.05 The Office of Professional Licensure shall add a licensure/endorsement area(s) to a valid Arkansas initial or standard teaching license upon receiving the following:

4.05.1 An application requesting the licensure/endorsement area(s);

4.05.2 Documentation that all program of study requirements (including Arkansas History when required); and

4.05.3 Evidence that all State Board required assessments have been successfully completed.

~~4.06 Teachers or administrators seeking to add licensure areas within their level of licensure shall successfully complete the State Board required assessment(s).~~

4.06 Teachers or administrators may add an additional teaching licensure area (s) by testing out, only when they hold a licensure area at the same level as the area being added.

4.06.1 The endorsements areas which are: reading, library media, counselor, journalism, grade 5-6 endorsements, English as a Second Language (ESL), educational examiner, coaching, gifted and talented and administrative areas may only be added by the completion of a program of study including the necessary assessment.

4.06.2 Endorsement areas may not be used as a platform for adding other licensure areas by testing out.

4.07 Teachers or administrators seeking to add exception areas shall complete an approved performance-based program of study and pass the State Board required assessment(s).

4.08 Teachers or administrators seeking to add additional areas of licensure outside their level of licensure shall complete an approved performance-based program of study and pass the State Board required assessment(s).

4.09 To add an area of licensure or endorsement for which there is not a State Board required specialty area assessment, a candidate shall successfully complete an approved performance-based program of study and the State Board required pedagogical assessment.

4.10 In order to add an area of licensure/endorsement to a license in School Psychology Specialist, Speech Pathology, Adult Education or a Professional Technical Permit area only, the teacher shall complete a program of study to include a practicum/internship and the State Board required specialty area assessment(s), pedagogical assessment and basic skill assessments.

4.11 Teachers or administrators adding Early Childhood P-4, Middle Childhood Math/Science and Language Arts/Social Studies 4-8 or Secondary Social Studies 7-12 to their valid Arkansas initial or standard teaching license shall have completed a three-credit-hour course in Arkansas History.

4.12 The Office of Professional Licensure reserves the right to amend and/or rescind an additional area of licensure that is issued in error.

4.13 Additional areas/levels of licensure or endorsement shall be added to a valid Arkansas initial or standard teaching license upon receiving documentation that all requirements have been met and upon receiving an application requesting the additional licensure area or endorsement.

4.14 A content area teaching license, as identified in the areas and levels of licensure and approved by the State Board of Education, shall be required in order to add licensure areas, endorsements or areas of educational administration.

PERMAMENT RULES GOVERNING THE REQUIREMENTS AND PROCEDURES FOR RENEWING A STANDARD ARKANSAS TEACHING LICENSE

1.00 PURPOSE

1.01 The purpose of these rules is to establish the requirements and procedures for renewing a standard Arkansas teaching license.

2.00 REGULATORY AUTHORITY

2.01 These rules are promulgated pursuant to the authority of the State Board of Education under Ark. Code Ann. 6-11-105 (Rep1999), 25-15-204 (Supp.1999) and Ark. Code Ann. 6-17-402.

3.00 DEFINITIONS- For purposes of this rule the following terms shall be defined as follows:

3.01 Teaching Experience- That time period of experience gained while working in an educational setting as a teacher, librarian, counselor, administrator, educational consultant, or substitute teacher, etc.

3.02 Educational Setting- The employment setting where one is working as a teacher, librarian, counselor, administrator, educational consultant, or substitute teacher. This may be a public or private school, college/ university, educational co-op, Department of Education, adult education setting, or other agency or organization that employs licensed teachers in an educational setting.

3.03 Professional - Development A coordinated set of planned, learning activities for teachers that are standards-based and that meet the required Focus Areas For Professional Development and the Approved Professional Development Activities requirements as identified in the Arkansas Department of Education Rules Governing ~~ACTAAP and the Academic Distressed Program (June 14,2004).~~ Professional Development (July 2005).

3.04 Year of Teaching Experience - A year of teaching experience shall be a minimum of 120 days per school year

or calendar year while employed in an educational setting.

3.05 Immediate Previous Year - The spring and fall semester of the current calendar year, (OR) the spring semester of the current calendar year and the prior fall semester.

3.06 College Level Coursework - Coursework taken from a regionally or nationally accredited college/university that is in the area of licensure (OR) professional education coursework at the current level of licensure (OR) educational technology/computer courses (OR) a combination of the above mentioned (OR) coursework taken to add additional areas to a current teaching license.

3.07 Grace Period - That period of time immediately following the expiration of a standard teaching license, not to exceed one calendar year, to meet general renewal requirements without additional penalties or assessments.

3.08 Teacher - An individual who holds a standard Arkansas teaching license (including expired and current), inclusive of educational administration, standard teaching areas, approvals, non-instructional student services, adult education, added endorsements and professional and technical licensure areas.

3.09 Auto Renewal - The process of renewing the standard teaching license for those teachers employed in a public school setting, who were teaching the school year prior to the expiration of their teaching license, and who have cleared at least one background check with Arkansas State Police and FBI, and who have met the requirements for professional development.

4.00 GENERAL RENEWAL REQUIREMENTS FOR A STANDARD ARKANSAS TEACHING LICENSE AND FOR A LICENSE THAT HAS BEEN EXPIRED LESS THAN ONE YEAR.

4.01 Teachers holding a current, standard Arkansas teaching license may renew that license provided they meet the following general renewal requirements.

4.01.1 Teachers not teaching in a public school setting or teachers that have not met requirements for the automatic renewal of their teaching license shall submit an application for the renewal of their teaching license to the Office of Professional Licensure.

4.01.2 At the time of application, the teacher shall provide verification of the following requirements.

4.01.2.1 Two years of teaching experience during the previous five (5) years.

(OR)

4.01.2.2 One year of teaching experience for the immediate previous year

(OR)

4.01.2.3 Successful completion of six (6) hours of college level coursework within the previous five years.

4.01.3 A teacher may add partial years of experience over the previous five years to document the two years of teaching experience necessary to renew their teaching license.

4.01.4 Teachers shall provide verification of sixty (60) clock hours of professional development annually, beginning with the ~~2004-2005~~ 2005-2006 school year.

4.01.5 The teacher shall have successfully cleared all background checks as required by law.

4.02 For those teachers who do not meet the general renewal requirements, a one-year non-renewable provisional teaching license shall be available upon meeting the following requirements.

4.02.1 The teacher shall hold an expired standard Arkansas teaching license.

4.02.2 The teacher shall submit a completed application for the provisional teaching license to the Office of Professional Licensure.

4.02.3 The teacher shall have successfully cleared all background checks as required by law.

4.02.4 The teacher shall verify employment in an educational setting in Arkansas.

4.03 Teachers not meeting general renewal requirements shall meet the following requirements when renewing a license that has been expired for less than one year.

4.03.1 Six (6) hours of college level coursework when experience cannot be verified for two (2) of the previous five (5) years or for the immediate previous year prior to expiration of a license.

4.03.2 Sixty (60) clock hours of professional development <u>completed within one year of application for renewal or within the year of provisional licensure if a provisional license is issued for employment.</u>

4.03.3 Teachers employed under a one-year, non-renewable provisional license shall submit a completed application requesting the provisional license be converted to a standard teaching license.

5.00 REQUIREMENTS FOR THE RENEWAL OF A STANDARD TEACHING LICENSE THAT HAS BEEN EXPIRED FOR ONE (1) YEAR OR LONGER.

5.01 Teachers holding a standard teaching license that has been expired for one (1) year or longer, shall have their license renewed provided they meet the following renewal requirements:

5.01.1 The teacher shall submit a completed application for the renewal of their teaching license to the Office of Professional Licensure.

5.01.2 The teacher shall have successfully cleared all background checks as required by law.

5.01.3 Teachers that have successfully completed a specialty area assessment in at least one licensure/endorsement area-shall complete the following requirements:

5.01.3.1 Successfully complete the current state required specialty area assessment in at least one licensure /endorsement area.

(OR)

5.01.3.2 Successfully complete six hours of college level coursework from a nationally/regionally accredited college or university.

5.01.4 Teachers that have never successfully completed a specialty area assessment in at least one licensure/endorsement area shall successfully complete the current, state required specialty area assessment in at least one of their licensure/endorsement areas and successfully complete the current state required pedagogy assessment at their level of licensure. When the teacher holds licensure at different levels, they may complete the pedagogy assessment at the level of their choice.

5.01.5 Teachers shall provide verification of sixty (60) clock hours of professional development <u>completed within one year of application for renewal or within the year of provisional licensure if a provisional license is issued for employment.</u>

5.01.6 A one year, non-renewable provisional teaching license shall be available for teachers not meeting general renewal requirements, and whose license has been expired for one year or longer upon meeting the following requirements.

5.01.6.1 The teacher shall hold an expired, standard Arkansas teaching license.

5.01.6.2 The teacher shall submit a completed application for the provisional teaching license to the Office of Professional Licensure.

5.01.6.3 The teacher shall have successfully cleared all background checks as required by law.

5.01.6.4 The teacher shall verify employment in an educational setting in Arkansas.

5.01.7 A provisional license granted pursuant to section 6.04 shall be converted to a standard teaching license provided the teacher has completed requirements of section 5.00 of these rules.

6.00 POLICIES AND PROCEDURES FOR RENEWAL OF A QUALIFIED CANDIDATE'S STANDARD ARKANSAS TEACHING LICENSE

6.01 The Arkansas standard teaching license shall be renewed for a period of five years.

6.02 The effective date of a renewed teaching license shall be January 1 of the year following the expiration date of the license. See section 6.11

6.03 The effective date of a renewed teaching license that has been expired longer than one year shall be January 1 of the year renewed.

6.04 A one-year non-renewable provisional teaching license shall be available for teachers that have not met general renewal requirements and hold an expired teaching license. Teachers shall have successfully cleared all background checks as required by law.

6.05 The effective date of a one-year, non-renewable, provisional teaching license shall be the hire date as documented by the employer.

6.06 The expiration date of a one-year, non-renewable, provisional teaching license shall be one year from the hire date.

6.07 The expiration date of a renewed standard teaching license shall be December 31 of the fifth year.

6.08 Individuals not teaching in a public school setting or individuals that have not met requirements for the automatic renewal of their teaching license shall submit an application for the renewal of their teaching license to the Office of Professional Licensure.

6.09 Teachers applying for the renewal of their teaching license shall have successfully cleared all background checks as required by law.

6.10 There shall be a grace period immediately following the expiration of a standard teaching license, not to exceed one calendar year, to meet general renewal requirements without additional penalties or assessments.

6.11 Applications for the renewal of a standard Arkansas teaching license may be submitted to the Office of Professional Licensure as early as January 1 of the year of expiration.

6.12 Coursework used for the renewal of a standard teaching license shall be college level and from a regionally/nationally accredited college/university. The coursework shall be in the licensure area(s) held by the teacher (OR) professional education courses at the level of licensure held by the teacher (OR) basic computer/education technology courses (OR) coursework taken to add additional areas to a standard teaching license.

6.13 Documentation of experience for renewal purposes shall be provided by a public school supertintendent, director of human resources, or director of other agency/organization employing licensed teachers.

6.14 Documentation of the required professional development for the renewal of a teaching license shall be provided by a public school superintendent, human resources director, or director of other agency/ organization employing licensed teachers.

6.15 Teachers that did not meet renewal requirements that were established under Annotated Code § 6-17-601 and 6-17-602 shall meet the renewal requirements that will be required of all teachers and shall be eligible for a one-year provisional teaching license.

6.16 The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas teaching license that has been issued in error.

6.17 Teachers shall not lose areas or levels of licensure at renewal as a result of transitioning to the new areas and levels of licensure.

6.18 Professional development required for the renewal of a standard teaching license shall not be in addition to professional development required to meet standards for accreditation.

6.19 Teachers shall be able to add partial years of experience during the previous five years to meet the general renewal requirements.

6.20 Professional development shall be required for the renewal of a teaching license.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE NON-TRADITIONAL LICENSURE PROGRAM
July 2006

1.0 PURPOSE

1.01 The purpose of these rules is to establish the requirements and procedures for obtaining teacher licensure through the Arkansas Department of Education (ADE) Non-Traditional Licensure Program.

2.0 REGULATORY AUTHORITY

2.01 These rules shall be known as the Arkansas Department of Education Rules Governing The Non-Traditional Licensure Program.

2.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann.§ 6-11-105, Ark. Code Ann. § 6-17-401, Ark. Code Ann. § 6-17-409 and Ark. Code Ann. § 25-15-204.

3.0 DEFINITIONS

For the purpose of these Rules the following terms shall be defined to mean:

3.01 **Area of Licensure** - a particular content field as identified in Appendix A, Areas and Levels of Licensure/Endorsement.

3.02 **Induction** - the period of time beginning with a teacher's first employment as the teacher of record in an Arkansas public school, cooperative or agency that requires an Arkansas teaching license. The novice teacher, operating under an Initial License, is provided mentoring support and accelerated professional development during the Provisional or Initial license period. The induction period concludes with successful completion of the state-mandated performance assessment.

3.03 **Initial Teaching License** - a three-year teaching license, issued by the State Board of Education, which allows one to teach in Arkansas public schools.

3.03.1 The Initial license is issued only in areas and levels of licensure as approved by the State Board of Education as referenced in Appendix A, Areas and Levels of Licensure/Endorsement, which are hereby incorporated into these rules.

3.03.2 The Initial license may be issued to:

3.03.2.1 Teachers who have completed an approved teacher education program from a regionally and/or National Council for Accreditation of Teacher Education accredited college or

university (including the appropriate state-mandated assessments).

3.03.2.2 Teachers who have completed the Non-Traditional Licensure Program (including the appropriate state-mandated assessments).

3.03.2.3 Teachers who were prepared out of state but did not license.

3.04 Level of Licensure - the grade/age level parameter of the teaching license as identified in Appendix A, Areas and Levels of Licensure/Endorsement.

3.05 Mentor - a licensed master teacher with a minimum of three years successful teaching experience who is trained in the state-adopted mentoring model. Mentors are assigned in their districts to assist a novice teacher by providing focused feedback with regard to instructional skills, classroom management and professional behaviors.

3.06 Mentoring - the act of a certified mentor providing support and focused feedback to a novice teacher (through the state-adopted mentoring model) with the goal of enhanced instructional skills, competency and professional development.

3.07 Non-Traditional Licensure Program (NTLP) - the program administered by the Arkansas Department of Education, whose participants hold a minimum of a baccalaureate degree (and have passed the appropriate state-mandated assessments) and are allowed to teach in an Arkansas school via a ~~Non-Traditional~~ Provisional license. The program requirements consist of two years of teaching and instructional modules, which must be completed within three years.

3.08 (Non-Traditional) Provisional License – the provisional teaching license is issued to participants in the Non-Traditional Licensure Program.

3.09 Novice Teacher - any licensed teacher-of-record with less than one year of public school, or accredited private school, classroom-teaching experience, not including student internship or substitute teaching.

3.10 Out-of-Country Candidate - a person from a foreign country who holds the equivalent of a four-year degree, and who comes from a foreign country that does not have reciprocity with Arkansas.

3.11 Performance Assessment - an assessment tool used for evaluation of the classroom performance of a novice teacher, conducted by a trained assessor who utilizes a framework of essential teaching skills in which the novice teacher must demonstrate competency in an authentic classroom setting.

3.11.2 Successful completion of the performance assessment is defined as meeting the state-adopted cut-score/minimum passing score.

3.12 Program of Study - a state-approved teacher preparation curriculum offered at an Arkansas college or university, based on the *Arkansas Licensure Standards*. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills and dispositions for a particular licensure area and level.

3.13 Provisional Teaching License - A temporary teaching license available to candidates who have not completed all requirements for the Initial or Standard Arkansas teaching license.

3.14 Standard Teaching License - a five-year renewable license, issued by the State Board of Education, which allows one to teach in Arkansas public schools. The Standard License is issued to:

3.14.1 Initial License holders who have successfully completed the state required induction for novice teachers and the performance assessment

3.14.2 ~~Non-Traditional~~ Provisional License holders who have successfully completed the Non-Traditional Licensure Program (including all appropriate assessments), the state required induction for novice teachers, and the performance assessment

3.14.3 Teachers who have completed all requirements for standard licensure through reciprocity

3.15 Teacher of Record - an instructional teacher, who is officially responsible for a class and its grades, employed under contract (in a licensed staff position) by a school, school district or other Arkansas agency or organization requiring an Arkansas teaching license.

4.0 REQUIREMENTS FOR ADMISSION TO THE NTL PROGRAM

4.01 The following is required for admission to the NTL program:

4.01.1 A completed Non-Traditional Licensure Program application with all required accompanying documentation

4.01.2 Official transcript(s) documenting an awarded four-year college bachelor's degree or higher from a regionally and/or National Council for Accreditation of Teacher Education (NCATE) accredited institution.

4.01.2.1 For out-of-country candidates, an official college transcript evaluation from a private credential evaluation agency documenting that the bachelor's degree is equivalent to a four-year degree from an accredited institution of higher learning in the United States. The degree is to be evaluated by a private credential evaluation agency. This must be a course-by-course-evaluation prepared in English indicating the candidate's major course of study to include documentation of the candidate's cumulative Grade Point Average (GPA).

4.01.3 Documentation of a cumulative undergraduate or graduate grade point average (GPA) ~~of 2.0 or a minimum of 2.5 on the last 60 credit hours~~

~~beginning in the July 2006 session. (GPA)~~ of 2.50 or higher, or a minimum of 2.75 on the last 60 credit hours of coursework beginning August 2006.

4.01.3.1 Candidates for the NTLP may be exempt from the standard minimum grade point average requirement under the following conditions:

4.01.3.1.1 have at least ten (10) years of experience in the field related to the teaching/licensure subject area

4.01.3.1.2 demonstrate a minimum of a 2.0 undergraduate or graduate grade point average.

4.01.4 An official score report reflecting passing scores, as approved by the State Board of Education, on the following state required assessments:

4.01.4.1 The basic skills assessment (all parts)

4.01.4.1.1 If a candidate holds a Master's Degree or above, and has taken ~~a graduate level assessment~~ the Graduate Records Examination (GRE), and has scored at or above the State Board established cut-score/minimum passing score, that assessment may, upon review, be accepted in lieu of the basic skills assessment(s).

4.01.4.2 The state required subject-content-area assessment(s) for the specific licensure area(s) sought

4.01.5 Documentation of passing the required background checks by the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann.§ 6-17-410

4.01.6 Payment of the Non-Traditional Licensure Program Fee which is established annually by the Arkansas Department of Education

4.01.7 Applicable college/university coursework (in advance) from a regionally and/or National Council for Accreditation of Teacher Education (NCATE) accredited institution. Required coursework includes:

4.01.7.1 Three college-credit-hours of *Arkansas History* for the ~~following license areas~~ licenses of: Early Childhood Education (P-4), Middle Childhood Education (4-8), and Social Studies (7-12). Ark. Code Ann. § 6-17-418

4.01.7.2 Beginning with those entering the program to teach for the first time during the 2007-08 school year, all candidates seeking Early Childhood Education (P-4) and/or Middle Childhood Education (4-8) must successfully complete six college-credit-hours in *Methods of Teaching Reading*. A grade of "C" or better is required for both reading courses.

5.0 REQUIREMENTS FOR OBTAINING A (NON-TRADITIONAL) PROVISIONAL TEACHING LICENSE

5.01 To obtain a ~~Non-Traditional~~ Provisional Teaching License a candidate must:

5.01.1 Be admitted into the Arkansas Department of Education's Non-Traditional Teacher Licensure Program (NTLP)

5.01.2 Successfully complete the summer instructional modules

5.01.3 Document appropriate employment as teacher-of-record, teaching a minimum of five hours per day in the appropriate licensure area(s), with a certified mentor approved by the ADE in an Arkansas public school or a private school within the state of Arkansas accredited by a nationally recognized accrediting association during the provisional licensure period

5.01.3.1 If employment is not secured by September 1, of the year of admission into the NTLP, the participant shall accept teaching employment (if offered) working in conjunction with the ADE Office of Teacher Recruitment.

5.01.3.2 If the candidate does not accept said employment, he or she may be administratively withdrawn from the program.

5.01.3.3 If appropriate employment is not found by the candidate or the Office of Teacher Recruitment, the candidate shall be maintained on "hold" (one year only), until the following year.

5.01.3.3.1 A candidate on "hold" shall not be issued a license and shall be required to teach the following year. (The candidate shall still be required to complete two years of teaching within a three-year period.)

5.02 A one-year ~~Non-Traditional~~ Provisional teaching license is:

5.02.1 Issued to NTL participants at the beginning of each year of the program

5.02.2 ~~Is~~ effective as of August first of the year of issue

5.02.3 ~~Is~~ active for one year

5.03 ~~NTL~~ Provisional licenses are issued to participants based upon the areas and levels of teaching assignment as according to Appendix A, NTL Teaching Areas and Levels of Licensure/Endorsement.

5.03.1 Only NTLP participants teaching in the secondary content licensure areas of Mathematics, English, Science, Social Studies, Speech/ Drama or any Foreign Language may be issued a license in two (2) of these areas. Participants may be licensed in both areas if they have successfully completed all non-pedagogical licensure Praxis exams <u>and demonstrate a teaching assignment</u> for both licensure areas.

5.03.2 A Journalism endorsement may be added, as the second area of licensure, to any of these five areas if the required program of study for Journalism is successfully completed <u>and the teacher is offered/assigned a teaching assignment in Journalism.</u>

5.03.3 <u>An ESL endorsement may be added (without initially having passed the PLT assessment), as the second area of licensure, to any of these five areas if the required program of study for ESL or verification of completion of</u>

the ESL Academy for college credit is successfully completed and the teacher is offered/assigned a teaching assignment in ESL.

6.0 GENERAL POLICIES AND PROCEDURES RELATING TO THE NON-TRADITIONAL LICENSURE PROGRAM

6.01 There are two tracks in the NTLP, a one-year program or a two-year program.

6.01.1 Candidates with a four-year degree who have completed a program of study in the field of Education (all coursework with the exception of Student Teaching) must complete a one-year program if their degree was awarded within five years of the date of application.

6.01.2 Candidates with a four-year degree, who have not completed a program of study in the field of Education, or those whose Education degree was awarded more than five years before the date of application, must complete a two-year program.

6.02 Participants in the Non-Traditional Licensure Program shall:

6.02.1 Be employed as the teacher of record in an Arkansas school

6.02.2 Teach a minimum of five hours per day in their licensure area(s)

6.02.2.1 Teach for one year, if in the one-year program

6.02.2.2 Teach for two years, if in the two-year program

6.02.3 Be assigned to, and attend a Non-Traditional Licensure Program satellite site for instructional modules

6.02.4 Be mentored according to the Arkansas Department of Education Teacher Induction Guidelines

6.02.5 Complete all instructional modules prescribed by the Arkansas Department of Education

6.02.6 Pass the appropriate state mandated pedagogical assessment~~(s)~~

6.02.7 Become eligible to participate in the state-mandated performance assessment in their final semester in the program, after the pedagogical assessment has been successfully completed

6.02.8 Adhere to and abide by all the policies and procedures as outlined in the published NTL Handbook for the year of admission

6.03 The required NTL program prescribed by the Arkansas Department of Education includes:

6.03.1 Required Instructional Modules during the summer

6.03.2 Required Instructional Modules during the school year

6.03.3 Development of a professional portfolio

6.03.4 Novice Teacher Induction (which includes Mentoring by a trained and certified mentor)

6.03.5 Teaching a minimum of five hours per day (or the equivalent) in the licensure area(s)

6.04 Successful completion of the Non-Traditional Licensure Program may yield either an Initial or a Standard Teaching license:

6.04.1 To receive an Initial teaching license, the participant shall:

6.04.1.1 Complete all NTL program requirements prescribed by the Arkansas Department of Education, and

6.04.1.2 Pass the appropriate state mandated pedagogical assessment(s).

6.04.2 To receive a Standard teaching license, the participant shall:

6.04.2.1 Complete all NTL program requirements prescribed by the Arkansas Department of Education

6.04.2.2 Pass the appropriate state mandated pedagogical assessment(s)

6.04.2.3 Successfully complete Induction and the state required performance assessment

6.04.3 If the pedagogical assessment is not successfully completed within the NTLP program period, a subsequent license will not be issued. The participant will be allowed to attend ADE-scheduled remedial sessions for one year, during which time the participant may attempt to pass the assessment and, if successful, will be issued an Initial license.

6.04.4 If the pedagogical assessment is not successfully completed within the remedial year, the participant will be administratively withdrawn from the program.

6.05 Annual enrollment in the NTL program may be limited by:

6.05.1 Licensure requirements

6.05.2 Licensure area and level of candidates (shortage areas may predominate)

6.05.3 Program capacity

7.0 RULES PERTAINING TO NOVICE TEACHER INDUCTION FOR NON-TRADITIONAL NOVICE TEACHERS

7.01 All Arkansas School Districts shall implement, support, and monitor the quality of mentoring as outlined in ADE Induction Guidelines and the district's approved plan for mentoring.

7.01.1 Implementation of the district mentoring plan shall include:

7.01.1.1 Selecting mentor candidates according to the Arkansas Mentor Qualifications form

7.01.1.2 Providing a trained mentor for each NTL enrollee

7.01.2 Support includes:

7.01.2.1 Providing a minimum of two (2) hours every two weeks of released time (on average) during the contract day for the mentor and novice teacher to work together

7.01.2.2 Assisting the novice and mentor to schedule focused observations and professional development activities

7.01.2.3 Providing activities for mentors and novice teachers, which engage them in collaborative dialogue, problem solving, and professional development

7.01.3 Monitoring of the quality of the district program is achieved by: review of the required mentoring documentation ~~Mentor/Novice Teacher Mentoring Log and the Novice Teacher's Professional Growth and Development Plan~~ by the district Project Director.

7.01.4 All ~~other~~ mentoring documents shall ~~become the sole possession of the novice teacher and shall not be utilized for employment decisions or employment evaluation decisions~~ be collected by the district's Project Director. At the conclusion of the mentoring experience all documentation, exclusive of the timesheets, become the sole possession of the novice teacher

7.02 Mentoring ~~observational information~~ documentation shall not be ~~shared with the novice teacher's employer o~~r utilized in any way to make employment decisions unless students are at risk, either physically or emotionally.

8.0 `GENERAL POLICIES PERTAINING TO LICENSES

8.01 NTL participants will be issued the Provisional License in level(s)/area(s) of licensure that is based on having passed the assessment(s) in that licensure level(s)/area(s) and ~~secure~~ securing appropriate teaching employment in that level(s)/area(s) in accordance with the published NTL Handbook for the year of admission.

8.02 NTL participants will be issued either the Initial or Standard Teaching License in the level(s)/area(s) of licensure ~~that is~~ based on having passed the assessment(s) in that licensure level(s)/area(s) and completed successful employment in that level(s)/area(s) for two years (one year for ~~Education program of study candidates~~" one-year" teachers) in accordance with the published NTL Handbook for the year of admission.

8.03 Teachers who need a duplicate Arkansas teaching license must submit a completed application form (indicating "duplicate") to the Office of Professional Licensure.

8.03.1 A duplicate license will be issued only for a license that is current.

8.04 All information and documentation submitted for an Arkansas Teacher License must be timely, accurate, authentic and unaltered in any way.

8.04.1 Any license issued as a result of information submitted that is not in compliance with section 8.04 will be null and void and shall be rescinded by the Office of Professional Licensure, as authorized by the State Board of Education.

8.05 The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas Teacher License that has been issued in error.

8.06 The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to non-renew a Non-Traditional Provisional License if the licensee does not successfully complete the required preparation modules, and non-renewal is recommended by the Non-Traditional Licensure Office. The Office of Professional Licensure shall not convert a provisional license to an initial license if the candidate fails to meet all criteria of the NTL program.

Appendix A
Arkansas Department of Education
NTL Teaching Areas and Levels of Licensure/Endorsement

Areas of Licensure	Grade Levels*		
Early Childhood	P-4		
Middle Childhood: Math/Science	4-8		
Middle Childhood: English-Lang Arts/Social Studies	4-8		
Mathematics		7-12	
English		7-12	
Social Studies		7-12	
Physical/Earth Science		7-12	
Life/Earth Science		7-12	
Drama/Speech		7-12	
P.E. Wellness & Leisure	P-8	7-12	P-12
Art	P-8	7-12	P-12
Music, Vocal, & Instrumental	P-8	7-12	P-12
Spanish	P-8	7-12	P-12
French	P-8	7-12	P-12
German		7-12	
Family & Consumer Science	4-8	7-12	4-12
Agriculture	4-8	7-12	4-12
Industrial Technology	4-8	7-12	4-12
Business Technology	4-8	7-12	4-12
Marketing Technology	4-8	7-12	4-12
Adult Education			PS
Areas of Endorsement			
ESL	P-8	7-12	P-12
Journalism		7-12	
Mandarin Chinese		7-12	

* Level of licensure issued is determined based on grade level(s) taught in the NTL program.

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING TEACHER LICENSURE BY RECIPROCITY

1.00 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing Teacher Licensure by Reciprocity.

1.02 These regulations are enacted pursuant to the authority of the State Board of Education under Ark Code Ann. § 6-11-105 and Ark. Code Ann. § 6-17-402 as amended by Act 754 of 2003.

2.00 PURPOSE

2.01 These rules amend the previous Rules and Regulations Governing the Certification Laws and Regulations. These rules govern provisional, initial, or standard licensure through reciprocity.

3.00 REQUIREMENTS FOR INITIAL OR STANDARD LICENSURE BY RECIPROCITY

3.01 Eligibility

3.01.1 Applicants shall hold ~~or be eligible to hold~~ a valid or expired ~~provisional~~, initial or standard teaching license from another state or country.

3.01.2 Any applicant that has completed a teacher preparation program from another state or country but did not license.

3.02 General Requirements

~~**3.02.1** Applicants for licensure through reciprocity shall complete the application form, criminal background check and provide a copy of a current or expired teaching license, verification of three years teaching experience, and/or copies of test scores required for out-of-state or out-of-country licensure and official transcripts reflecting the completion of Bachelor's Degree (Master's Degree when required) from a National Council for Accreditation of Teaching Education (NCATE) or regionally accredited institution of higher education state approved teacher preparation program.~~

3.02.1 Applicants for licensure through reciprocity holding a current out-of-state ~~or out-of-country~~ teaching license and current certification from the National Board for Professional Teaching Standards (NBPTS), shall be eligible for the five-year standard teaching license upon submission of a completed application form, official transcripts, copy of current out-of-state ~~or out-of-country~~ teaching license and successful completion of the required background checks. A Praxis II Specialty Area assessment shall be required when the out-of-state licensure area is incompatible with the current Arkansas licensure area.

3.02.2 Teachers licensing through reciprocity with less than one-year of teaching experience shall participate in the mentoring program during the first year of teaching. The Praxis III Performance Assessment shall not be required for teachers holding a current or expired, standard out-of-state ~~or out-of-country~~ teaching license at the time they applied for their Arkansas teaching license.

3.02.3 Any individual who holds a valid teaching license from another state, and who has not graduated from ~~an NCATE~~ a National Council for Accreditation of Teacher Education Programs (NCATE) or state approved teacher preparation program, ~~or regionally accredited institution of higher education~~, may make application to the Non-Traditional Licensure Program, ~~where academic credentials and relevant life experiences will be evaluated.~~ The applicant's degree(s) must be from a regionally accredited college/university.

~~3.02..4Candidates from countries not included in the National Association of State Directors of Teacher Education and Certification (NASDTEC) agreements may make application for admission into the Non-traditional Licensure Program.~~

3.02.4 ~~Professional exams~~ Specialty area assessments required for out-of state ~~or out-of-country~~ teacher licensure may be accepted for Arkansas teacher licensure.

3.02.5 Required assessments for Arkansas licensure through reciprocity shall be waived upon providing the following documentation:

3.02.5.1 Valid out-of-state ~~or out-of-country~~ teaching license as a teacher, administrator, librarian, counselor or in other compatible licensure areas as identified in the areas and levels of licensure as adopted by the State Board of Education.

3.02.5.2 Three years of teaching experience as documented on school district, agency or organization letterhead.

3.02.5.3 Teaching experience shall be defined as that experience earned while employed as a licensed teacher, administrator, librarian or counselor for a public or private school, agency or organization in a Pre-Kindergarten through grade twelve setting.

OR

3.02.5.4 Score report reflecting a passing score for the Specialty Area Assessment(s) required for the out-of-state ~~or out-of country~~ teaching license (OR) written verification from the licensing agency that the required Specialty Area Assessment(s) for licensure were successfully completed.

3.02.6 All out-of-country applicants shall have their credentials evaluated by one of the ADE approved private credential evaluation agencies located in the United States. The private evaluation agency shall complete a course-by-course evaluation of the applicant's transcript, indicate the applicant's major area of study and document whether the applicant's degree is equivalent to one that would have been completed at ~~an~~ a regionally accredited institution of higher education in the United States. The private evaluation agency shall also document whether the professional preparation for teacher licensure out-of-country and the areas of teacher licensure represented by the out-of-country license are equivalent to ~~the~~ an NCATE or state approved teacher preparation program required for teacher licensure in the United States.

3.02.7 Applicants from out-of-state ~~or out-of-country~~ with an expired license shall take and pass the Praxis II Specialty Area Test(s) for all areas of standard licensure and the Praxis II Principles of Learning and Teaching for the appropriate level of teacher licensure to be eligible for a standard Arkansas teaching license. Applicants with an expired license from out-of-state or out-of-country shall not be eligible for a provisional license.

3.02.8 Out-of-state ~~and out-of-country~~ applicants for teacher licensure whose current license was granted without ~~professional exams~~, ~~and~~ a specialty area assessment or who cannot document at least three years of teaching experience shall take and pass the Praxis II Specialty Area Test for all areas of standard licensure endorsements and the Praxis II Principles of Learning and

Teaching for ~~the appropriate~~ one of their levels of teacher licensure.

3.02.9 All candidates with licensure areas/endorsements from other states ~~or countries~~ with reciprocity agreements through NASDTEC shall automatically receive the Arkansas equivalent licensure area(s)/endorsements, provided all other licensure requirements have been met.

3.02.10 Applicants from out-of-state or out-of-country with a license in special education or a related service area(s), i.e. Visual Specialist or Hearing Specialist, seeking a standard teaching license shall initially meet the standards established for such licensure in Arkansas to receive a standard teaching license. A one year, renewable twice, provisional teaching license shall be available for those applicants not meeting the established standards for special education licensure. The applicant shall meet the standards established for special education licensure within three years of receiving a provisional license to be in keeping with the "highest standards" of the Individuals with Disabilities Education Act Amendments of 1997 pertaining to qualified personnel. The Office of Special Education will assist the Office of Professional Licensure in identifying the course of action for meeting Arkansas standards for licensure in special education or related service area(s). The provisional license shall be converted to a standard license upon meeting the established standards including the required Praxis II Specialty Area Assessments for Arkansas special education licensure.

3.02.12 Teachers and/or administrators being licensed in Early Childhood P-4, ~~any~~ Middle ~~School~~ Childhood 4-8 ~~area~~ or Secondary Social Studies, shall complete a three-hour course in Arkansas History before receiving a standard Arkansas teaching license. A one-year, non-renewable provisional teaching license shall be available for those that haven't completed the three-hour Arkansas History course.

3.02.13 Applicants whose standard teaching area(s) are not compatible with an Arkansas standard teaching area shall receive the teaching area that most closely parallels their out-of-state or out-of-country licensure area(s).

When the standard teaching area(s) are not compatible, the applicant shall take and pass the required Praxis II Specialty Area Exam(s) for all parts of the licensure area(s) requested through reciprocity that are not compatible with the Arkansas licensure area(s).

3.02.14 Applicants whose endorsement(s) are not compatible with an Arkansas endorsement area, shall take the required Praxis II Specialty Area Exam(s) for the Arkansas endorsement area(s) that most closely parallels their out-of-state or out-of-country endorsement area(s) in order to add the Arkansas endorsement area(s) to their standard teaching license. In cases where the endorsement area does not have a subject specific Praxis II Specialty Area Exam, the applicant shall complete the prescribed program of study for the endorsement area and Praxis II Exam assigned to that endorsement area.

3.02.15 Provisional teaching license shall become effective for one year from the date the teacher/administrator is hired.

3.02.16 Standard teaching license will become effective January 1 of the year the license is issued and shall expire December 31 of the last year the license is valid. ~~A Standard teaching license issued prior to January 1, 2002 shall be valid for six years if based on a Bachelor's Degree and shall be valid for ten years if based on a Master's Degree.~~ A standard teaching license issued after January 1, 2002, shall be valid for five years.

3.02.17 Provisional license shall not be issued to any person possessing a valid Arkansas standard/<u>initial</u> teaching license.

3.02.18 Candidates who completed an out-of-state ~~or out-of-country~~ teacher preparation program but never licensed, shall meet the following requirements for their Initial Arkansas teaching license.

3.02.18.1 Submit an application for teacher licensure.

~~**3.02.18.2** Submit an official transcript reflecting the completion of an NCATE or regionally accredited out-of-state or out-of-country teacher preparation program and a minimum of a Bachelor's Degree (Master's when required).~~

3.02.18.2 <u>Submit documentation of having completed an NCATE or State approved teacher preparation program.</u>

~~**3.02.18.3** When it has been longer than five years since program completion, the applicant shall have his/her transcripts evaluated by an Arkansas college or university against current requirements for Initial license.~~

3.02.18.3 Submit an official transcript(s) reflecting the completion of a Bachelor's Degree (Master's Degree when required), from a regionally accredited institution.

3.02.18.4 Document successful completion ~~(passing)~~ of the state required basic skills assessment(s), specialty area assessment(s) for each licensure/endorsement area and pedagogical assessment for one of their levels of licensure.

3.02.18.5 Successfully complete a background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann. § 6-17-410.

3.02.18.6 Successfully complete the three-hour, college level, Arkansas History course when required.

3.02.18.7 The initial teaching license shall be converted to the five-year, standard Arkansas teaching license upon successful completion of Induction (mentoring and Praxis III-Performance Assessment).

3.02.19 Only the areas of licensure and/or endorsement listed on an out-of-state or out-of-country license shall be recognized for licensure through reciprocity.

3.02.20 Candidates from out-of-state ~~or out-of-country~~ that have completed a teacher education program and hold an initial or provisional teaching license shall meet the following requirements for their Arkansas three-year initial teaching license.

3.02.20.1 Submit an application for teacher license.

3.02.20.2 ~~Submit an official transcript reflecting the completion of an NCATE or regionally accredited out-of-state or out-of-country teacher preparation Program and a minimum of a Bachelor's Degree (Master's when required).~~

3.02.20.2 Submit documentation reflecting the completion of an NCATE or State approved teacher preparation program.

~~3.02.20.3~~ ~~When it has been longer than five years since program completion, the applicant shall have his/her transcripts~~

~~evaluated by an Arkansas college or university against current requirements for initial licensure.~~

3.02.20.3 Submit an official transcript reflecting the completion of a Bachelor's Degree (Master's Degree when required), from a regionally accredited institution.

3.02.20.4 Document testing that was required for the out-of-state ~~or out-of-country~~ initial ~~or provisional~~ teaching license. When it cannot be documented that the applicant has met the requirements of section 3.02.~~7~~5, the applicant shall successfully complete the state required basic skills assessments(s), specialty area assessment(s) for each licensure/endorsement area and pedagogical assessment at one of their levels of licensure.

3.02.20.5 Successfully complete a background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann 6-17-410.

3.02.20.6 Candidates shall provide a copy of their out-of-state teaching license.

3.02.20.7 Candidates receiving the initial Arkansas teaching license shall complete induction (mentoring and Praxis III-Performance Assessment).

3.02.20.8 Candidates shall successfully complete the three-hour, college level, Arkansas History course when required.

3.02.20.9 The initial teaching license shall be converted to the five-year, standard Arkansas teaching license upon the successful completion of mentoring and the Praxis III – Performance Assessment.

3.02.21 The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas teaching license that has been issued in error.

3.02.22 Candidates from out-of- state that have completed a teacher preparation program and hold a standard teaching license shall meet the following requirements for their five-year, standard Arkansas teaching license.

3.02.22.1 Submit an application for teacher licensure

3.02.22.2 Submit documentation reflecting the completion of an NCATE or State approved teacher preparation program.

3.02.22.3 Submit an official transcript reflecting the completion of a Bachelor's Degree (Master's Degree when required), from a regionally accredited institution.

3.02.22.4 Successfully complete a background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann 6-17-410.

3.02.22.5 Provide verification of three years of teaching experience or verification of having completed ~~testing~~ a specialty area assessment(s) required for the out-of-state teaching license.

3.02.22.6 Candidates that cannot verify experience or testing shall successfully complete the state required specialty area assessment(s) for each licensure/endorsement area and pedagogical assessment at one of their levels of licensure.

3.02.22.7 Candidates shall provide a copy of their out-of-state teaching license.

3.02.22.8 Candidates shall complete the three-hour, Arkansas History course when required.

3.02.23 Candidates from out-of –state that have completed a teacher preparation program and hold either an expired initial or expired standard teaching license, shall complete the following requirements for their initial or standard teaching license.

3.02.23.1 Submit an application for teacher licensure

3.02.23.2 Submit documentation reflecting the completion of an NCATE or State approved teacher preparation program.

3.02.23.3 Submit an official transcript reflecting the completion of a Bachelor's Degree (Master's Degree when required), from a regionally accredited institution.

3.02.23.4 Successfully complete a background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann 6-17-410.

3.02.23.5 Submit a copy of their expired out-of-state-teaching license.

3.02.23.6 Successfully complete the state required specialty area assessment for each licensure/ endorsement area, and the state required pedagogical assessment for one of their levels of licensure.

3.02.23.7 Candidates shall successfully complete a three-hour, Arkansas history course when required.

3.02.23.8 Candidates receiving the initial Arkansas teaching license shall complete Induction (mentoring and Praxis III-Performance Assessment).

3.02.23.9 The initial license shall be converted to the five-year, standard Arkansas teaching license upon the successful completion of mentoring and the Praxis III- Performance.

3.02.23.10 Candidates holding an expired teaching license are not eligible for a provisional teaching license.

3.02.24 Candidates who completed an out-of-country teacher preparation program shall meet the following requirements for their initial, Arkansas teaching license.

3.02.24.1 Submit an application for teacher licensure.

3.02.24.2 Document successful completion of the state required basic skills assessment, specialty area assessment(s) for each licensure/endorsement area, and pedagogical assessment at one of their levels of licensure.

3.02.24.3 Successfully complete a background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann 6-17-410.

3.02.24.4 Meet the requirements of section 3.02.6 of these rules.

3.02.24.5 Successfully complete the three-hour, college level, Arkansas History course when required.

3.02.24.6 The initial teaching license shall be converted to the five-year, standard Arkansas teaching license upon

successful completion of Induction (Mentoring and Praxis III-Performance Assessment).

3.02.25 Candidates adding additional licensure/endorsement areas by reciprocity to a current Arkansas teaching license, shall meet the requirements of the Rules Governing the Addition of Areas of Licensure or Endorsement.

3.02.26 Candidates ~~that~~ who do not transfer all licensure/endorsement areas by reciprocity when licensing initially in Arkansas, shall meet the requirements of the Rules Governing the Addition of Areas of Licensure or Endorsement if they choose to add those at a later date.

3.02.27 All candidates for licensure by reciprocity shall complete the required State Police and Federal Bureau of Investigation background checks regardless of previous background checks already completed.

4.00 REQUIREMENTS FOR OBTAINING A PROVISIONAL TEACHING LICENSE BY RECIPROCITY

4.01 A one-year non-renewable, provisional teaching license shall be available to out-of-state or out-of-country applicants that have completed a teacher preparation program but have not licensed or hold an initial or provisional license, upon providing the following documentation.

4.01.1 A completed application for licensure.

4.01.2 Official transcripts reflecting the completion of a Bachelor's Degree (Master's Degree where required) from a regionally and/or NCATE accredited out-of-state or out-of country teacher preparation program.

4.01.3 Successful completion of both parts of the required background checks (Arkansas State Police and Federal Bureau of Investigation).

4.01.4 Out-of-country applicants shall present documentation of transcript evaluation by an independent evaluation agency in the United States as specified in section 3.02.8.

4.01.5 Proof of employment on the verification of provisional licensure eligibility form indicating employing school district and hire date.

4.01.6 Copy of out-of-state or out-of-country teaching license.

4.01.7 All coursework assessed because it has been longer than five years since program completions, shall be completed prior to receiving a provisional teaching license.

4.02 A one-year renewable (two times) provisional teaching license shall be available to out-of-state or out-of-country applicants whose licensure area(s) are incompatible with an Arkansas licensure area upon providing the following documentation.

4.02.1 A completed application for licensure.

4.02.2 Official transcripts reflecting the completion of a Bachelor's Degree (Master's Degree where required) from a regionally and/or NCATE accredited out-of-state or out-of-country teacher preparation program.

4.02.3 Successful completion of both parts of the required background checks (Arkansas State Police and Federal Bureau of Investigation).

4.02.4 Copy of valid, standard out-of-state or out-of-country teaching license. This will not be required when applicant did not license out-of-state or out-of-country.

4.02.5 Out-of-country applicants shall present documentation of transcript evaluation by an independent evaluation agency in the United States as specified in section 3.02.8.

4.02.6 Applicants wishing to renew the provisional teaching license shall submit a new application for licensure requesting the renewal of their provisional teaching license and shall provide proof of employment on the verification of provisional licensure eligibility form indicating the employing school district and hire date.

4.02.7 Proof of employment on the verification of provisional licensure eligibility form indicating employing school district and hire date.

4.03 A one-year non-renewable provisional teaching license shall be available for out-of-state and out-of-country applicant that cannot document the following.

4.03.1 Three years of teaching experience or completion of required testing for the out-of-state or out-of-country teaching license.

4.03.2 Three-hour Arkansas History course when required.

4.04 The one-year non-renewable provisional teaching license shall be issued upon providing the following documentation:

4.04.1 A completed application for licensure.

4.04.2 Official transcripts reflecting the completion of a Bachelor's Degree (Master's Degree where required) from a regionally and/or NCATE accredited out-of-state or out-of-country teacher preparation program.

4.04.3 Successful completion of both parts of the required background checks (Arkansas State Police and Federal Bureau of Investigation).

4.04.4 Copy of valid, standard teaching license from out-of-state or out-of-country.

4.04.5 Proof of employment on the verification of provisional licensure eligibility form indicating employing school district and hire date.

4.04.6 Out-of-country applicants shall present documentation of transcript evaluation by an independent evaluation agency in the United States as specified in section 3.02.8.

5.00 REQUIREMENTS FOR CONVERTING A PROVISIONAL TEACHING LICENSE TO AN INITIAL OR STANDARD TEACHING LICENSE BY RECIPROCITY

5.01 The one-year non-renewable provisional teaching license shall be converted to the three-year initial teaching license when the following documentation has been submitted.

5.01.1 A completed application for licensure requesting the conversion of the provisional license.

5.01.2 Score reports reflecting successful completion of the state required basic skills assessment (all parts), specialty area assessment(s) and pedagogical assessment when required.

5.01.3 Official transcript(s) reflecting the successful completion of a three (3) hour Arkansas History course when required.

5.02 The one-year renewable provisional teaching license shall be converted to the three-year initial or standard five-year teaching license when the following documentation has been submitted.

5.02.1 A completed application for licensure requesting conversion of the provisional to the three-year initial or five-year standard teaching license.

5.02.2 Official transcript reflecting successful completion of a three (3) hour Arkansas History course when required.

5.02.3 Score report reflecting successful completion of state required content assessment(s), pedagogical assessment and basic skills assessments (all parts) when required.

5.02.4 Official transcript and documentation of successful completion of program of study (coursework) when required.

5.03 The one-year non-renewable provisional teaching license shall be converted to a standard five-year teaching license when the following documentation has been submitted.

5.03.1 A completed application for licensure requesting the conversion of the provisional license.

5.03.2 Official transcript reflecting the successful completion of a three (3) hour Arkansas History course when required.

5.03.3 Score report reflecting successful completion of the state required specialty area assessment(s) and pedagogical assessment (OR) written documentation reflecting three-years of teaching experience or completion of required testing for the out-of-state or out-of-country teaching license.

6.00 REQUIREMENTS FOR OBTAINING AN INITIAL OR STANDARD ADMINISTRATOR LICENSE BY RECIPROCITY

6.01 ELIGIBILITY

6.01.1 Applicants shall hold an Initial or Standard Administrator license in another state or country. Administrator areas of licensure are Building Level Administrator P-8 and 7-12; Curriculum Program Administrator P-8, 7-12 and P-12; and District Administrator P-12.

6.01.2 Applicants shall have completed a graduate degree from a regionally accredited college or university.

6.01.3 If the graduate degree is in any area other than Educational Leadership, the applicant must also have completed a program of study in Educational Leadership

6.01.4 The program of study and/or degree must be from an NCATE or state approved program in Educational Administration.

6.01.5 Applicants must have a minimum of four years of teaching experience, with at least three years of experience at the level and/or in the area in which the candidate is seeking licensure.

6.01.6 The applicant must have completed a specialty area assessment in Educational Leadership.

6.01.6.1 If no assessment was required out-of-state, but the applicant has completed five years of employment as an administrator, the Arkansas-required assessment may be waived.

6.01.6.2 If no assessment was required out-of-state and the applicant has completed less than five years of employment as an Administrator, he/she must take the Arkansas-mandated assessment for the area of administrative licensure requested.

6.01.7 The applicant must hold a Standard teaching area of licensure in another state.

7.00 POLICIES AND PROCEDURES RELATING TO AN INITIAL ADMINISTRATOR LICENSE BY RECIPROCITY

7.01 The applicant shall hold an Initial Administrator license in another state.

7.01.1 There are two Initial Arkansas administrator licenses.

7.01.1.1 Building Level Administrator

7.01.1.2 Curriculum Program Administrator

7.02 The applicant must complete Administrator Induction to convert to a standard Administrator license.

7.02.1 Induction begins with employment as an administrator, and includes participation in the Arkansas Administrator Mentoring Program.

7.02.2 Induction ends with a minimum of one year of employment as an administrator while participating in the Arkansas Administrator Mentoring Program and taking and passing the School Leaders Licensure Assessment (SLLA).

7.02.2.1 If the applicant took and passed an assessment in Educational Leadership for the out-of state license, the SLLA shall be waived.

7.02.2.2 If the applicant has completed five years of employment as an administrator out-of-state, the SLLA shall be waived.

7.02.2.3 If the applicant has not taken an assessment in Educational Leadership out-of-state and has less than five years of employment as administrator, the SLLA shall not be waived.

7.02.3 Upon completion of Induction, the applicant must submit the application to convert to the Standard Building Administrator or Standard Curriculum Program Administrator.

8.00 POLICIES AND PROCEDURES RELATING TO A STANDARD LICENSE BY RECIPROCITY.

8.01 Applicants shall hold a Standard Administrator license in another state.

8.01.1 There are three Standard Administrator licenses in Arkansas.

8.01.1.1 Building Level Administrator

8.01.1.2 Curriculum Program Administrator

8.01.1.3 District Administrator

8.02 All eligibility requirements in Section 6.00 must be satisfied.

8.03 Building Level Administrators and Curriculum Program Administrators with less than one year of administrative experience must be mentored for one year.

8.04 District Administrator licensure requires that the applicant first hold the Building Level or Curriculum Program Administrator license.

8.04.1 District Administrator licensure requires the School Superintendent's Assessment. This test may be waived if:

8.04.1.1 The applicant took an assessment out-of-state for this area.

8.04.1.2 The applicant has completed five years or more of employment as a District Administrator (superintendent)

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING INITIAL, STANDARD AND PROVISIONAL TEACHER LICENSURE
August 2003

1.0 REGULATORY AUTHORITY

1.01 These shall be known as the Arkansas Department of Education Rules Governing Initial, Standard and Provisional Teacher Licensure.

1.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann.§ 6-11-105 (Rep 1999) and § 25-15-204 (Supp. 1999).

2.0 PURPOSE

2.01 The purpose of these rules is to establish the requirements and procedures for obtaining an Initial, Standard or Provisional Teaching License through an National Council for Accreditation of Teacher Education (NCATE) ~~regionally~~ accredited college or university and/or the Arkansas Department of Education**.**

3.0 DEFINITIONS

For the purpose of these Rules

3.01 **Area of Licensure** - a particular content field as identified in Appendix A, Areas and Levels of Licensure.

3.02 **Induction** - the period of time beginning with a teacher's first employment as the teacher of record in an Arkansas public school, cooperative, or agency that requires an Arkansas teaching license. The novice teacher, operating under an Initial License, is provided mentoring support and accelerated professional development during the Initial license period. It concludes with successful completion of the state-mandated performance assessment.

3.03 **Initial Teaching License** - a three-year teaching license, issued by the state, which allows one to teach in Arkansas public or private schools.

3.03.1 The Initial license is issued only in areas and levels of licensure as approved by the State Board of Education (Appendix A, Areas and Levels of Licensure).

3.03.2 The Initial license may be issued to:

3.03.2.1 teachers who have completed an NCATE approved teacher

education program from a regionally ~~and/or NCATE~~ accredited college or university, or

3.03.2.2 ~~teachers who have completed the Non-Traditional Teacher Licensure Program, or~~

~~3.03.2.3~~ ~~teachers who are prepared out-of-state, but did not license.~~

3.04 Level of Licensure - the grade/age level parameter of the teaching license as identified in Appendix A, Areas and Levels of Licensure.

3.05 Mentor - a licensed master teacher with a minimum of three years successful teaching experience who is trained in the state-adopted mentoring model. Mentors are assigned in their districts to assist a novice teacher by providing focused feedback with regard to instructional skills, classroom management, and professional behaviors.

3.06 Mentoring - the act of a certified mentor providing support and focused feedback to a novice teacher (through the state-adopted mentoring model) with the goal of enhanced instructional skills, competency, and professional development.

3.07 Non-Traditional Licensure Program - the teacher training program administered by the Arkansas Department of Education, whose participants hold a minimum of a baccalaureate degree and are allowed to teach in an Arkansas school via a Non-Traditional Provisional license.

3.08 Novice Teacher - any licensed teacher-of-record with less than one year of public school, or accredited private school, classroom teaching experience, not including student internship or substitute teaching.

~~3.09 Out-of-Country Candidate~~ ~~- a person from a foreign country who holds the equivalent of a four-year degree, who may or may not have teacher education hours and/or who may or may not have teaching experience, and who comes from a foreign country that does not have reciprocity with Arkansas.~~

3.09 Performance Assessment - an assessment tool used for evaluation of the classroom performance of a novice teacher, conducted by a trained assessor who utilizes a framework of essential teaching skills in which the novice teacher must demonstrate competency in an authentic classroom setting.

3.09.1 Successful completion of the performance assessment is defined as meeting the state-adopted cut-score.

3.10 Program of Study - a state-approved teacher preparation curriculum offerred at an Arkansas college or university, based on the *Arkansas Licensure Standards*. The

program requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions for a particular licensure area and level.

3.11 Provisional Teaching License - A temporary teaching license available to candidates who have not met all requirements for the Initial or Standard Arkansas teaching license.

3.12 Standard Non-Instructional License - a five-year renewable license, issued by the state, which allows one to practice in Arkansas public schools as a School Psychology Specialist or Speech Language Pathologist.

3.13 Standard Teaching License - a five-year renewable license, issued by the state, which allows one to teach in Arkansas public schools. The Standard License is issued to:

3.13.1 Initial License holders who have successfully completed the state required induction for novice teachers, or

3.13.2 Provisional License holders (Non-traditional Teacher Licensure Program) who have successfully completed the state required induction for novice teachers, or

~~**3.13.3** teachers who have completed all requirements for Standard licensure through reciprocity.~~

3.14 Teacher-of-Record - an instructional teacher employed under contract (in a licensed staff position) by a school district or other Arkansas agency or organization requiring an Arkansas teaching license.

4.0 REQUIREMENTS FOR OBTAINING AN INITIAL TEACHING LICENSE

4.01 There are ~~four~~ three routes for obtaining an Initial Arkansas teaching license.

4.01.1 Completion of an approved, regionally and NCATE accredited Arkansas college or university, teacher preparation program,

4.01.2 Completion of the Arkansas Department of Education Non-Traditional Teacher Licensure Program,

~~**4.01.3** Completion of a regionally~~ accredited ~~and/or NCATE~~ ~~or State approved accredited out-of-state or out-of-country teacher preparation program by a candidate~~ holding an initial teaching license ~~or that who did not license out-of-state or out-of-country~~ at all~~.~~

4.01.3 Conversion of a Provisional license.

4.02 An Initial Arkansas teaching license shall be issued when the following has been submitted to the office of Professional Licensure:

4.02.1 **A** completed application for Initial licensure.

4.02.2 An official score report reflecting current passing scores, as approved by the State Board of Education, on all state required assessments for Initial licensure (the basic skills assessment [all parts], the state required content area assessment(s) for the specific licensure area(s) sought, and the state required pedagogical assessment).

4.02.2.1 Participants in the Non-Traditional Teacher Licensure Program who possess exceptional experience and/or academic preparation may substitute previously taken assessment(s), relevant life experiences, accomplishments or achievements for the state required basic skills assessment and/or state required content area assessment.

4.02.3 Documentation that the candidate has passed the required background checks by the Arkansas State Police and Federal Bureau of Investigation as required by Ark. Code Ann.§ 6-17-410.

4.02.4 Documentation reflecting completion of a teacher preparation program. This can be:

4.02.4.1 Official transcripts reflecting a Bachelor=s Degree (or Master=s Degree when required) from:

4.02.4.1.1 A regionally accredited and NCATE approved Arkansas college or university, or

~~**4.02.4.1.2** A regionally and/or NCATE accredited out-of-state or out-of-country college or university (but never licensed).~~

4.02.4.2 Verification from the Arkansas Non-Traditional Licensure Program.

4.03 The Initial Arkansas Teaching License application must be signed and verified by the Licensure Officer from the Arkansas college or university where the approved teacher preparation program was completed, or by the designated representative of the Non-Traditional Teacher Licensure Program.

4.04 The Initial Arkansas teaching license shall be issued only for those areas and levels of licensure that have been approved by the State Board of Education (Appendix A).

4.04.1 The Initial Arkansas teaching license shall not be issued for the Added Endorsements, Educational Administration, Non-Instructional Student Services, and Professional & Technical areas.

4.05 Candidates may obtain concurrent licensure in two general education areas, or in one general education area and one endorsement area.

4.06 Candidates seeking Initial licensure in Early Childhood Education (P-4), both Middle School integrated areas (4-8) or Secondary Social Studies (7-12), shall complete a three-credit-hour course in Arkansas History.

4.07 Candidates seeking Initial licensure in Special Education must complete concurrent licensure in a general education area at the same level as the Special Education license.

4.07.1 If the Special Education level is 4-12, the individual shall have a choice of concurrent licensure in a general education area at the 4-8 or 7-12 levels.

4.08 Candidates who completed an Arkansas teacher preparation program but ~~had~~ never received a standard license ~~or who received an Initial license but did not teach or complete induction~~ (when it has been **longer than five years** since program completion) shall meet current requirements for an Initial license.

~~**4.09** Candidates who completed an out-of-state or out-of-country teacher preparation program but never licensed, shall meet the following requirements for their Initial Arkansas teaching license.~~

~~**4.09.1** Submit an application for teacher licensure,~~

~~**4.09.2** Submit an official transcript reflecting the completion of a NCATE or regionally accredited out-of-state or out-of-country teacher preparation program and a minimum of a Bachelor's Degree (Master's when required),~~

~~**4.09.2.1** When it has been **longer than five years** since program completion the applicant shall have his/her transcripts evaluated by an Arkansas college or university against current requirements for Initial license.~~

~~**4.09.3** Document successful completion (passing) of the state required basic skills assessment(s), specialty area assessment(s) and pedagogical assessment,~~

~~**4.09.4** Successfully complete a background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann.§ 6-17-410.~~

5.0 GENERAL POLICIES AND PROCEDURES RELATING TO AN INITIAL TEACHING LICENSE

5.01 The Initial Arkansas teaching license:

5.01.1 is valid for no less than one and no more than three years,
5.01.2 expires three years from the effective date, unless requirements for a Standard license are met.
5.01.3 requires that all Novice Teachers participate in Induction.

5.02 Additional areas and levels of licensure may be added to the Initial Arkansas teaching license.

5.03 The beginning and expiration dates of an Initial teaching license shall not change upon adding additional licensure areas or advanced degrees

5.04 The grade level and license/teaching area are reflected on the Initial Teaching license.

5.05 The degree area a teaching license is based upon shall be reflected on the Initial teaching license.

5.06 Advanced degrees shall not be reflected on the Initial teaching license unless that degree is designated on the official transcript as an education degree~~, is~~ from a regionally and/or accredited college or university and NCATE ~~accredited~~ or State approved, college or university teacher preparation program, and is in an area and level of licensure as approved by the State Board of Education.

5.07 Teachers who hold an Initial teaching license shall complete induction while teaching primarily in the general education area of licensure.

5.07.1 Upon successful completion of induction, the candidate shall be awarded a standard license for all general education and endorsement areas reflected on the initial teaching license.

5.08 Candidates receiving Initial, concurrent licensure in a general education area and the endorsement area of coaching shall complete Induction in the general education area. Coaching shall not be the primary area of teaching during induction.

5.09 The Initial Arkansas teaching license shall become effective upon date of issue. The Initial license shall expire three years from the effective date as reflected on the Initial teaching license.

5.10 Teachers holding an Initial teaching license, who have **not** been employed as teacher-of-record for up to three years (and have therefore not successfully completed Induction) may re-apply for the three-year Initial teaching license through the office of Professional Licensure.

5.11 A teacher shall have three years while employed as teacher of record to ~~Initial teaching license shall become null and void and shall not be renewed at such time as the teacher has been employed as teacher-of-record for three years and has not~~ successfully complete~~d~~ Induction (mentoring and Praxis III-Performance assessment) and convert the three-year initial teaching license to the standard five-year teaching license.

5.12 Teachers that were employed for three years as teacher of record while holding an initial teaching license and did not successfully complete Induction, shall be eligible for a one-time, non-renewable, One-Semester Permit upon meeting the following requirements:

15.12.1 The teacher shall submit an application for the One-Semester Permit.

5.12.1.1 The initial teaching license shall not have been expired longer than two years at the time of application.

5.12.1.2 The teacher shall provide verification of having been employed as the teacher of record for three years

5.12.1.3 The application shall not be processed when received later than the registration deadline for the Praxis III-Performance Assessment for either the Fall or Spring Semester.

5.12.1.4 The teacher shall be employed as teacher of record in a P-12 classroom.

5.12.1.5 The teacher shall pay the current fee that covers the cost of the Praxis III Performance Assessment.

5.13 Teachers employed under the One-Semester Permit, shall not be deemed Highly Qualified for the semester employed.

5.14 The One-Semester Permit shall be effective for only the Fall or Spring semester of the school year issued. A teacher who is not successful at the performance assessment during this permit time will not be allowed another opportunity, which will result in the permanent loss of licensure.

6.0 REQUIREMENTS FOR OBTAINING A STANDARD TEACHING LICENSE

~~**6.01** There are two routes for obtaining a Standard teaching license. These are:~~

~~**6.01.1** converting an Initial license by completing all Induction requirements,~~
~~**6.01.2** converting an out-of-state or out-of-country license through reciprocity.~~

~~**6.02** Professional Licensure will issue the Standard teaching license upon receiving official documentation of:~~

~~**6.02.1** the successful completion of Induction, or~~
~~**6.02.2** completion of requirements for Standard licensure through reciprocity.~~

6.01 Requirements for a Standard teaching license are:

6.01.1 transcripts reflecting a Bachelor=s Degree (Master=s Degree when required) from a regionally accredited college/university and~~/or~~ NCATE ~~accredited college or university,~~ approved teacher preparation program.

6.01.2 passing the required basic skills assessment (all parts),

6.01.3 passing the required content area assessment(s) for the specific licensure area and level sought,

6.01.4 passing the required pedagogical assessment(s),

6.01.5 ~~passing the required~~ successful completion of the Induction program including mentoring and performance assessment, and

6.01.6 passing a background check by the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann. § 6-17-410.

6.02 Candidates for a Standard teaching license in the areas of Early Childhood Education (P-4), both Middle School integrated areas (4-8) or Secondary Social Studies (7-12) must have completed a three-credit-hour course in Arkansas History.

6.03 Candidates for a Standard license in the Non-Instructional Student Service areas of School Psychology Specialist or Speech Language Pathologist shall have completed a Master=s Degree in the respective area and the State Board required assessment(s).

6.03.1 A standard teaching area may be added by completing a program of study including an internship in the teaching area, the required basic skills assessment, the induction program with the performance assessment, the required specialty area exam and the required pedagogical assessment.

6.03.2 A standard teaching area as identified in the areas and levels of licensure, as approved by the State Board of Education, shall be required to add additional licensure areas, endorsements, and areas of educational administration.

6.04 ~~Candidates who completed an Arkansas teacher preparation program **prior to January 1, 2002**, who never licensed, (when it has been **five years or less** since program completion) shall meet the requirements for Standard licensure, including:~~

6.04.1 ~~Submit documentation of having successfully completed the pedagogical and specialty area assessment(s) that were required at the time of completion of the teacher education program.~~

6.04.1.1 ~~For those assessment(s) that were not successfully completed, the applicant shall successfully complete the current required assessment(s) for all areas and levels of licensure sought.~~

6.04.2 ~~Successfully complete a current background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann.§ 6-17-410.~~

7.0 GENERAL POLICIES AND PROCEDURES RELATING TO A STANDARD TEACHING LICENSE

7.01 The Standard Arkansas teaching license shall be issued only for those areas and levels of licensure that have been approved by the State Board of Education.

7.02 The Standard Arkansas teaching license shall be a renewable teaching license, valid for a period of five years.

7.03 The Standard Arkansas teaching license shall become effective January 1 of the year it is issued, and shall expire December 31 of the fifth year.

7.04 The Standard license will reflect all general education and endorsement areas reflected on the Initial teaching license.

7.05 Additional areas and levels of licensure may be added to the Standard Arkansas teaching license.

7.06 The beginning and expiration dates of a Standard teaching license shall not change upon adding ~~additional~~ licensure areas or advanced degrees.

7.07 The degree a teaching license is based upon shall be reflected on the Standard teaching license.

7.08 Advanced degrees shall not be reflected on the Standard teaching license unless that degree is designated on the official transcript as an education degree, ~~is~~ from a regionally accredited college/university and/or NCATE approved teacher education program ~~accredited college or university,~~ and is in an area and level of licensure as approved by the State Board of Education.

~~**7.09** Teachers holding a Standard teaching license in Adult Education shall be eligible to add additional licensure areas by completing a program of study and the required content area assessment(s).~~

7.09 Teachers with less than one-year of teaching experience who hold a Standard license ~~(or Provisional teaching license through reciprocity)~~ shall participate in the Mentoring component of Induction in their first year as the teacher-of-record.

7.09.1 The performance assessment is not required of these individuals.

8.0 REQUIREMENTS FOR OBTAINING A PROVISIONAL TEACHING LICENSE

8.01 A one-year (**1084**) non-renewable provisional teaching license shall be available for graduates of an Arkansas teacher preparation program who have not completed the following requirements:

8.01.1 All required subject-specific and pedagogical Assessments, and/or
8.01.2 A three-credit-hour Arkansas History course when required.

8.02 A one-year (**1084**) non-renewable provisional teaching license shall be issued upon providing the following documentation.

8.02.1 A completed application reflecting completion of an approved teacher preparation program from an Arkansas college or university,

8.02.2 Official transcripts reflecting the completion of a Bachelor's Degree (Masters Degree when required),

8.02.3 Successful completion of both parts of the required background checks (Arkansas State Police and Federal Bureau of Investigation),

8.02.4 Score report reflecting successful completion of the state required basic skills assessment (all parts), and

8.02.5 Proof of employment on the verification of provisional licensure eligibility form indicating employing school district and hire date.

8.03 A one-year (**1085**) non-renewable provisional teaching license shall be available to out-of-state or out-of-country applicants who have completed a teacher preparation program but have not licensed.

8.04 A one-year (**1085**) non-renewable provisional teaching license shall be issued upon providing the following documentation.

8.04.1 A completed application for licensure.

8.04.2 Official transcripts reflecting the completion of a Bachelor's Degree (Master's Degree where required) from a regionally and/or NCATE accredited out-of-state or out-of-country teacher preparation program.

8.04.3 Successful completion of both parts of the required background checks (Arkansas State Police and Federal Bureau of Investigation).

8.04.4 Out-of-county applicants shall present documentation of transcript evaluation by an independent evaluation agency in the United States. The transcript evaluation must document that the out-of-county degree is equivalent to a Bachelor's Degree or higher from a regionally accredited college or university in the United States, is an education degree and the major area of concentration.

8.04.5 Proof of employment on the verification of provisional licensure eligibility form indicating employing school district and hire date.

8.05 A one-year (**1282**) renewable (two times) provisional teaching license shall be available to out-of-state or out-of-country applicants who have:

8.05.1 completed a teacher preparation program but did not license, and

8.05.2 have a licensure area(s) that is not compatible with an Arkansas licensure area(s).

8.06 A one-year (**1282**) renewable (two times) provisional teaching license shall be issued upon providing the following documentation.

8.06.1 A completed application for licensure.

8.06.2 Official transcripts reflecting the completion of a Bachelor's Degree (Master's Degree where required) from a regionally and/or NCATE accredited out-of-state or out-of-country teacher preparation program.

8.06.3 Successful completion of both parts of the required background checks (Arkansas State Police and Federal Bureau of Investigation).

8.06.4 Proof of employment on the verification of provisional licensure eligibility form indicating employing school district and hire date.

8.06.5 Out-of-county applicants shall present documentation of transcript evaluation by an independent evaluation agency in the United States. The transcript evaluation must document that the out-of-county degree is equivalent to a Bachelor's Degree or higher from a regionally accredited

~~college or university in the U.S., is an education degree, and reflects the major area of concentration.~~

9.0 REQUIREMENTS FOR CONVERTING A PROVISIONAL TEACHING LICENSE TO AN INITIAL TEACHING LICENSE

9.01 The one-year (**1084**) non-renewable provisional teaching license shall be converted to the three-year Initial teaching license when the following documentation has been submitted:

9.01.1 A completed application for licensure requesting conversion of the provisional license

9.01.2 Score reports reflecting successful completion of the required assessment(s), and/or

9.01.3 Official transcript reflecting the successful completion of a three-credit-hour Arkansas History course when required.

~~**9.02** The one-year (**1085**) non-renewable provisional teaching license shall be converted to the three-year Initial teaching license when the following documentation has been submitted.~~

~~**9.02.1** A completed application for licensure requesting the conversion of the provisional license.~~
~~**9.02.2** Score reports reflecting successful completion of the required basic skills assessment (all parts), specialty area assessment(s) and pedagogical assessment.~~
~~**9.02.3** Official transcript reflecting the successful completion of a three-credit-hour Arkansas History course when required.~~

~~**9.03** The one-year (**1282**) renewable provisional teaching license shall be converted to the three-year Initial teaching license when the following documentation has been submitted:~~

~~**9.03.1** A completed application for licensure requesting conversion of the provisional to the three-year Initial teaching license~~
~~**9.03.2** Official transcript reflecting successful completion of a three-credit-hour Arkansas History course when required~~
~~**9.03.3** Score report reflecting successful completion of state required content assessment(s) and pedagogical assessment and basic skills assessment when required~~
~~**9.03.4** Official transcript and documentation of successful completion of a Program of Study when required.~~

10.0 RULES PERTAINING TO NOVICE TEACHER INDUCTION

10.01 All **Novice Teachers** employed as teacher-of-record in an Arkansas public school or agency shall participate in Induction for no less than one year and no more than three years.

10.02 Induction includes:

10.02.1 mentoring, and support and focused feed back provided to a novice teacher by and experienced trained mentor, with the goal of increased novice teacher retention, professional development, and enhancement of instructional skills and competency

10.02.2 successful completion of the state mandated performance assessment.

10.03 ~~All Arkansas School Districts shall complete and submit the ADE required District Mentoring Plan Signature and Assurances form to the office of Professional Quality Enhancement~~ The School District Induction Assurances Form is to be submitted to the Office of Teacher Quality at the Arkansas Department of Education no later than September 15 of each year.

10.04 All Arkansas public schools or agencies who employ ~~any~~ a novice teacher as a licensed teacher-of-record shall:

10.04.1 register all novice teachers in their employ and their mentors with the ~~office of Professional Quality Enhancement~~ Office of Teacher Quality using the ~~required form~~ Induction Pairing Form no later than September 15th of each year,

10.04.2 assign to the novice teacher a mentor teacher who is located in the same building, and who, as much as possible, has a compatible background in level of licensure, is trained and certified in the state adopted mentoring model, and has at least three (3) years of successful teaching experience,

10.04.2.1 Districts shall contact ~~The Mentoring~~ the Induction Program Advisor in the ~~office of Professional Quality Enhancement~~ Office of Teacher Quality for consideration of any ~~will consider~~ exceptions to these requirements ~~for approval on an individual basis.~~

~~**10.04.2.1.1** Districts shall submit written requests for such waivers on district letterhead. The District Superintendent must submit waiver requests with an explanation of the reasons for such a request.~~

10.04.3 assign the mentor to the novice teacher within three weeks of the novice teacher's ~~hire date of the Novice Teacher~~, first contract day of the school year,

10.04.4 assign only one novice teacher per mentor teacher unless the mentor is given released time from other contract duties (the equivalent of one instructional period per additional novice teacher assigned to a single mentor) to accommodate the additional mentoring responsibility, as approved by the Induction Program Advisor.

10.04.5 contact the Induction Program Advisor and provide information on the Induction Project Director that has been appointed by the school district no later than August 1 of each year, appoint an Induction Project Director at the school district by August 1 of each year, who will act as the liaison for the program to ADE.

10.04.5.1 Project Directors are responsible for coordinating mentor assignments, oversight of mentoring funding appropriations and the district mentoring plan, approval of appropriate professional development expenditures for the novice teacher, and all written and fiscal reporting and communications to the ADE,

10.04.6 release mentors, novice teachers, and/or the Induction Project Director from the district to attend any mandatory statewide orientation or informational meetings held by the ADE,

10.04.7 notify the ADE, ~~office Professional Quality Enhancement~~ Office of Teacher Quality within 15 days of any personnel changes that might affect annual mentoring budget allocations (such as hiring of a novice teacher midyear, or a novice teacher resigning midyear and being replaced by an experienced teacher for whom mentoring is not appropriate),

10.04.8 submit the ~~end-of-year report~~ End-of-Year Budget Report Form, reflecting Induction expenditures, no later than June 30th each year.

10.05 For the teacher to be eligible for the Standard Arkansas Teaching license, Induction shall be completed by the teacher within three years, while the teacher employed as teacher of record, for the teacher to be eligible for the Standard Arkansas teaching license.

10.06 Novice teachers become eligible to participate in the state-mandated performance assessment after a minimum of six months employed and mentored as teacher-of-record.

10.06.1 To take the performance assessment candidates shall notify the ~~office of Professional Quality Enhancement~~ Office of Teacher Quality by following current standard application procedures.

~~10.07~~ All Arkansas School Districts shall implement, support, and monitor the quality of mentoring as outlined in ADE Induction Guidelines ~~and the district's approved plan for mentoring.~~

10.07.1 Implementation of the district mentoring plan shall include

10.07.1.1 selecting mentor candidates according to the Arkansas Mentor Qualifications form

10.07.1.2 providing a trained certified mentor for each novice teacher.

10.07.2 Support includes:

10.07.2.1 providing a minimum of 2 hours every two weeks of released time (on average) during the contract day for the mentor and novice teacher to work together,

10.07.2.2 assisting the novice and mentor to schedule focused observations and professional development activities, and

10.07.2.3 providing activities for mentors and novice teachers, which engage them in collaborative dialogue, problem solving, and professional development.

10.07.3 Monitoring of the quality of the district program is achieved by:

~~10.07.3.1~~ ~~review of the Mentor/Novice Teacher Mentoring Log and the Novice Teacher's Professional Growth and Development Plan required mentor documentation by the district Project Director.~~ Required mentoring documentation shall be collected by the district Project Director and reviewed.

10.07.3.2 A trained monitor who is sent from the ADE who interviews the Project director and novice teacher-mentor pair

10.07.4 All ~~other~~ mentoring documents ~~are the sole possession of the novice teacher and shall not be utilized for employment decisions or~~

~~employment evaluation decisions~~ shall be collected by the Project Director.

10.07.4.1 ~~The intent is to protect mentors from any legal responsibilities or repercussions associated with employment decisions and also to protect the integrity of the mentor/novice teacher relationship~~ At the end of the school year the Professional Growth Plan and Observation forms would become the sole possession of the novice teacher and shall not be utilized for employment decisions or employment evaluation decisions.

10.08 Mentoring observational information shall not be ~~shared with the novice teacher's employer or~~ utilized in any way for employment decisions unless students are at risk, either physically or emotionally.

10.09 School districts shall distribute any associated mentoring support funding within the parameters established by the Arkansas Department of Education.

10.10 Mentor teachers shall perform a minimum of three (3) formal classroom observations per school year for novice teachers and provide feedback focused on increased professional growth.

10.10.1 All observations, both formal and informal, shall be noted on forms designated by the Arkansas Department of Education.

10.11 Materials purchased by the novice with mentoring funding ~~Mentoring allocations for the novice teachers~~ shall follow the novice teacher to a new teaching assignment if the novice teacher continues teaching in an Arkansas public school.

10.11.1 If the novice teacher chooses to teach in a non-public school, leave the profession of teaching, or teach out of the state of Arkansas, materials bought with state mentoring allocations shall remain in the public school district in which the novice teacher was last employed.

10.12 Performance Assessment- The School Districts:

10.12.1 ~~School districts~~ shall provide released time for the novice teacher to participate in the performance assessment for Standard licensure.

10.12.2 ~~School districts~~ shall provide released time for **Assessors** from the district to attend mandatory statewide meetings required by the Arkansas Department of Education.

10.12.3 ~~School districts~~ shall provide released time for **Assessors** from the district to conduct a minimum of two performance assessments per semester.

10.12.4 ~~School districts~~ cannot dictate when the novice teacher takes the performance assessment

10.12.5 May not use the performance assessment results ~~cannot be used~~ for contract renewal or dismissal purposes,

10.13 A Novice Teacher:

10.13.1 ~~A novice teacher~~ applying for the performance assessment must teach in Arkansas public or private school during the initial licensure period in grades P-12

10.13.2 Teachers in distance learning labs will follow the protocol for distance learning lab observations.

10.13.3 ~~During the assessment the novice teacher~~ must teach a class or small group of students without any other licensed teacher present (except the Assessor)

10.13.4 ~~An instructional aide (non teacher-licensed) may be~~ May have an instructional aid (non teacher-license) present in the room if he or she is normally scheduled to be present and does not contribute to class discipline.

10.13.5 ~~Any novice teacher~~ who is unsuccessful in the performance assessment will automatically be assigned a highly trained mentor and will receive mentoring with financial support for another year.

10.13.6~~A novice teacher~~ may re-take the performance assessment each semester if, the mentors agrees to readiness, until the three- year license expires.

10.13.7 The Office of Teacher Quality with the Arkansas Department of Education will fund the first two attempts to pass Praxis III, any remaining attempts will be paid for by the Novice Teacher.

10.13.8 ~~The novice teacher~~ will receive copies of the assessment summary statements for remediation use and the Superintendent receives the scores by domain.

10.13.9~~If a novice~~ whose teacher's Initial license expires prior to passing the performance assessment may apply through the Office of Professional Licensure for a one-semester permit. (See Section 5.12)

10.13 ~~School districts shall provide released time for the novice teacher to participate in the performance assessment for Standard licensure~~

10.14 School districts shall release Assessors from the district to attend mandatory statewide meetings required by the Arkansas Department of Education.

10.15 School districts that do not comply with these rules shall be placed in accredited-cited status for licensure deficiencies. Licensure deficiencies for these purposes are defined as:

~~10.15.1~~~~failure to submit and implement an approved district mentoring plan,~~

10.15.2 failure to register all novice teachers with the ~~office of Professional Quality Enhancement~~ Office of Teacher Quality and/or

10.15.3 failure to comply with established guidelines for assignment, support, and monitoring of mentor teachers and novice teachers.

10.15.4 Failure to submit all appropriate documentation

11 GENERAL POLICIES PERTAINING TO ALL LICENSES

11.15 Teachers who need a duplicate Arkansas teaching license must submit a completed application form (indicating "duplicate") to the office of Professional Licensure.

11.15.1 A duplicate license will be issued only for a license that is current.

11.16 All information and documentation submitted for an Arkansas teaching license must be accurate, authentic, and unaltered.

11.16.1 Any license issued as a result of a violation of the above-mentioned will be null and void.

11.17 The office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas Teaching License that has been issued in error.