



**Submission #: 4**

**Is More Than One Person Making This Submission? No**

**Name:**

1. Name: Maribeth Anders

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

Employee

**What is your Proposal Summary?**

Increase curricular offerings in the arts (theater, music, visual art, dance) for middle school students to promote a more engaging and uplifting environment, leading to greater results in teaching and learning.

**Detailed Proposal:**

There is much to recommend the expansion of curricular offerings at the middle school level to include full year courses in all of the fine and performing arts. Contemporary research indicates that the enrichment provided to students through involvement in the arts effects better attendance, greater self-confidence, better interpersonal skills, increased critical thinking skills, and improved test scores in core curricular areas.

Additionally, such involvement creates the potential for a greater sense of community within the school setting while also engaging the community at large.

"New Evidence of the Benefits of Arts Education" (Brookings.edu, 2/12/19)

"The Mind-Expanding Value of Arts Education" (New York Times, 5/2/23), reveals a study from Texas A&M "found that students who had increased arts education experiences saw improvements in writing achievement, emotional and cognitive empathy, school engagement and higher education aspirations, while they had a lower incidence of disciplinary infractions." The same article reports that the arts are also a significant contributor to the economy.

"The Benefits of Arts Education for K-12 Students" (U.S. News and World Report, 8/30/22) offers the following list of benefits of arts education. It states that such education can help students:

"Engage with school and reduce stress. Develop social-emotional and interpersonal skills. Enrich their experiences. Handle constructive criticism. Bolster academic achievement. Improve focus."

"New Evidence of the Benefits of Arts Education" (Brookings.edu, 2/12/19), states that a study of 42 schools conducted partnership with the Houston Education Research Consortium reveals improvements in the areas of "attendance and disciplinary records, and test score achievement," as well as "students' school engagement and social and emotional-related outcomes."

Increasing student involvement in art education has many significant and concrete benefits not only to students as individuals and school communities, but to society and to the economy. The arts have the potential to help create a better future for our students and our district.

### **Financial Impact to LRSD**

The real financial impact to LRSD is unknown. Implementation of this proposal would not be without cost. However, such an investment has the potential to attract students to our public schools that might otherwise decide to go elsewhere. In this case, the actual dollar cost may be offset by increased funding for a higher student census.

## Other Considerations (Optional)



**Submission #: 6**

**Is More Than One Person Making This Submission? No**

**Name:**

1. Name: Carrie Thomas

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

LRSD Parent

Community Member

**What is your Proposal Summary?**

Restructure daily schedule and prioritize spending.

**Detailed Proposal:**

It is time to reimagine the school day of Little Rock students. Children go to sleep at approximately 9pm and may need 11 hours of rest. They become alert 1-3 hours after waking. Therefore students should optimally begin instruction at 11am. If the school day began at 10:00 then students and staff would have an hour to eat and perform custodial upkeep of the campus (reducing extra janitorial expense and improving cleanliness).

With cognition supported by environmental improvement, grades and learning outcomes should improve. A later start time would also appeal to parents who struggle with tardiness. The combined benefits should lead to increased growth/ enrollment. Children should also be guaranteed an hour of recess. Increase in recess is statistically linked with increase in test scores. This would create a school schedule with instructional time from 11-2 and 3-4:30. Schools could offer before care for families with conflicting schedules and if the community presents with that need.

While some aspects of school life should be reinvented, one factor is irreplaceable. The most influential factor in student's success is their teacher. Teachers must be paid well, treated well, and provided with continuing education. It is imperative to support teachers and equip them with knowledge about growth mindset. Therefore teachers salaries and workshops must be improved or preserved.

One additional way LRSD can improve is implementing a more user-friendly website. Online info should be consistent with practice and enrollment should be simple.

### **Financial Impact to LRSD**

### **Other Considerations (Optional)**



**Submission #: 7**

**Is More Than One Person Making This Submission? No**

**Name:**

1. Name: Amelia Lafont

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

Community Member

**What is your Proposal Summary?**

LRSD could become a destination district and offer true school choice by providing educational environments that are meaningfully different than the mainstream model. We can adapt the practices of Finland to achieve great results here.

**Detailed Proposal:**

Underutilized campuses should be converted to pilot project sites to be designated as alternative schools, where different educational models are offered to fill gaps in demand in local educational options, in close partnerships with community stakeholders.

Students can engage in project-based learning that will be relevant to them now, and prepare them for future success in their occupational, civic, and personal spheres. These new learning centers of excellence would focus on the fundamentals of core subjects such as the science of reading in small groups. Students will use current conditions in the city and state as their living classroom. They will be taught and modeled with themes of leadership, conflict resolution / mediation, restorative justice, and environmental ethics.

There are many unmet needs and resources that are not being maximized to serve our students and communities. For examples, there is also a need for a loving, safe campus for students with autism, sensory, and executive functioning related conditions. There is a need for quality daycare / head start options for LRSD stakeholders. There is a need for a campus option for students who simply want to slow down and dig deeper. There is a need for schools to teach students how to produce food. For our own present and future quality of life, we need to build our students' competence to maintain our homes, and be good caregivers to others and ourselves.

We should use the opportunities presented here to identify which of the underutilized campuses and other properties owned by the LRSD and partner entities could be re-envisioned, to offer a broader range of school choices that attract and retain committed students, private partners, and the broader community.

### **Financial Impact to LRSD**

We can offer a higher quality education for lower costs. Financially, these sites will benefit from less administrators, as they will be operated by Master Teachers, as done in the Finland model.

Partnerships will be leveraged in sectors such as construction, agricultural, public administration, and creative industries, to address facility needs and reinvigorate relationships between the public and private sectors.

LRSD can attract new students and address unmet market demands by offering various campus options that are desired for families seeking different types of learning environments, and leverage resources and partnerships targeted to these programs and features.

### **Other Considerations (Optional)**

LRSD can become a major demonstration project of a more-cost effective model of

public education. The school sites will consume less third-party products, from curriculum packages to single-use campus supplies. The environment will be caring, welcoming, and supportive, to minimize the financial impacts of high turnover. Where appropriate, school sites can work with partners to reduce the operating costs and improve environmental impacts across the city.





**Submission #: 8**

**Is More Than One Person Making This Submission? No**

**Name:**

1. Name: Vic Snyder

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

LRSD Parent

**What is your Proposal Summary?**

Analyze Schoology data to determine what percentage of math assignments in middle school are not turned in (the assignments which get 0); which schools have the lowest percentages of math 0's, and determine best practices.

**Detailed Proposal:**

Schools and teachers have numerous policies with regard to dealing with late assignments. Policies which do not allow late work to be turned in (Schoology may in fact lock out the student) allow students to "elect to fail" by putting off doing the assignment until it is too late to be accepted. The result is a score of 0 on that assignment, and, of course, zero learning.

Nationally, and here in Arkansas, there is great concern regarding math performance.

A study to determine what percentage of math assignments never get turned in may lead to solutions to improve math performance and learning. The data is readily available in Schoology; it can be determined which schools do better; and best practices can be determined to help get work turned in.

### **Financial Impact to LRSD**

This study should be able to be done inexpensively since the data is readily available in the LRSD Schoology.

If the study concludes that far too many students did not get assignments turned in, and best practices are determined which the district can adopt to keep students from electing to fail, math learning and scores should improve and help the district attract and retain students.

### **Other Considerations (Optional)**



**Submission #: 9**

**Is More Than One Person Making This Submission? Yes**

**Name:**

1. Name: Michelle Moore

**Other Names on Submission:**

2. Name: Aleta Posey
3. Name:
4. Name:
5. Name:

**Role(s):**

Employee

**What is your Proposal Summary?**

Offering a Transitional Kindergarten (TK) class, at Network 3 schools, to provide children with late birthdays an opportunity to develop kindergarten readiness skills that will help them thrive as they transition to kindergarten.

**Detailed Proposal:**

It is the intent that Transitional Kindergarten (TK) bridges the gap for students whose birthdays fall just past the August 1st deadline and would traditionally have to wait an additional school year before enrolling. The current requirement for children enrolling in a kindergarten class is that a child must be five on or before August 1st.

This leaves a gap of students who will turn five years old shortly after August 1st, but cannot enroll in Kindergarten. This proposal seeks to offer TK classes for students who have birthdays that fall between August 2nd and August 31st.

Making TK available to students of low socioeconomic levels to attend could provide an academic opportunity for students who may otherwise stay at home and not attend another year of preschool due to age or economic factors, or have never attended a preschool program.

Closing the gap for students whose birthdays fall in August could provide the benefit of early introduction into the kindergarten school setting because these students are older than their preschool peers and may have already experienced one or two years of preschool.

This makes an excellent opportunity for students ready for the added challenge that comes with attending TK and reinforcement of mastered kindergarten prerequisites they may have already acquired; with the addition of prerequisites not yet mastered, but needed for transition into kindergarten.

### **Financial Impact to LRSD**

### **Other Considerations (Optional)**



**Submission #: 12**

**Is More Than One Person Making This Submission? No**

**Name:**

1. Name: M.E. Woods

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

Community Member

**What is your Proposal Summary?**

Listed you will find nine suggestions to consider for improving the status of LRSD.

**Detailed Proposal:**

1. Instead of eliminating staff members add them to your Reading, Math and permanent Subs for each school that is low performing. Then create an Emotional Crises Specialist or Behavior Interventionist for each building that have disruptive students.
2. Utilize the schools in operation to house the parent center in their buildings in one of the empty classrooms.

3. Utilize the closed school buildings for the behavior units for LRSD students, one for elementary, one for middle, and one for high school students.
4. Eliminate all outside consultants for Professional Development, and utilize the memberships for ASCD, Learning Forward, and etc. for their podcasts, webinars, and live streaming.
5. Students who are disruptive and constantly fighting assign them to the Behavior unit, Charter and Private schools closest to their school.
6. Merge low enrollment schools together and merge some of your departments.
7. Move the Elementary Principals back to 10 months contracts and no more 12 months contracts
8. Spend more extra funds on assisting the students in LRSD to improve their academics throughout the district.
9. Each school should have a maintenance crew assigned to do regular monthly checkups to keep the buildings from going into disrepair.

### **Financial Impact to LRSD**

Look at the financial impact of the salaries of the Elementary Principals, merging the low enrollment schools and merging the departments together.

### **Other Considerations (Optional)**

Reassign the disruptive students to other locations, and let the students who want to learn remain in their assigned schools.



**Submission #: 13**

**Is More Than One Person Making This Submission? Yes**

**Name:**

1. Name: Anna Strong

**Other Names on Submission:**

2. Name: Jessi Rice
3. Name: Jennifer Glasgow
4. Name:
5. Name:

**Role(s):**

LRSD Parent

Community Member

**What is your Proposal Summary?**

Implement creative approaches to providing high-quality child care (0-3), prek-3 and prek-4 in under-utilized LRSD buildings.

**Detailed Proposal:**

Data from Excel by Eight shows that Little Rock has quality child care offerings for only 20% of young children. In zip codes 72209, 72204, 72211, and 72223, quality child care offerings are only available for 1 in 16 young children (6%). When quality is not

considered, only half of young children in Little Rock can access a licensed child care slot.

Families in some parts of the city may consider quality prek-3 programs in private school settings that result in families opting out of public schools before their child even enters kindergarten.

Eighty-five percent of a child's brain is developed by age 3, so beginning quality education starting in kindergarten may be too late to make drastic improvements in literacy and math scores. LRSD should consider creative approaches to providing high-quality child care (0-3), prek-3 and prek-4 in under-utilized LRSD buildings in populated areas with limited quality offerings for children 0-5, such as Hall High School or Western Hills. The district already runs a program like this at Rockefeller (under renovation). Offerings such as nature schools or Montessori curriculum could draw families looking for specific programs to the district. The district should consider sliding scale models, corporate partnerships, bundled vouchers, and other creative financing models to ensure budget neutrality in the short term. The current enrollment process should be simplified and streamlined as much as possible.

Finally, offering high school students the opportunity to obtain a Child Development Associate certificate as they complete high school could help grow workforce in a field that has struggled in recent years.

Expanding and marketing early childhood offerings in a revenue-neutral way will address a community need, attract students to the district, promote brain development in critical early years to improve the percentage of students reading on grade level by third grade, provide career development opportunities for students interested in a career as an early childhood educator, and keep under-utilized buildings in the district in full use. The Little Rock Chamber included a prek expansion idea similar to this in its "Think Big Little Rock" plan in 2017.

([https://issuu.com/thinkbiglittlerock/docs/thinkbiglittlerock\\_hires\\_updated\\_12](https://issuu.com/thinkbiglittlerock/docs/thinkbiglittlerock_hires_updated_12))

### **Financial Impact to LRSD**

Any growth in child care offerings should be budget neutral. Over time, as more students pleased with creative, convenient, quality early childhood experiences begin kindergarten in LRSD, this will increase enrollment for a positive financial impact. Students will be ready to succeed in kindergarten and beyond (both behavior and academics) after completing quality early childhood programs. High school students will enter the early childhood workforce ready to be quality educators.



## **Other Considerations (Optional)**



**Submission #: 14**

**Is More Than One Person Making This Submission? Yes**

**Name:**

1. Name: Jake Morris

**Other Names on Submission:**

2. Name: Scott Hairston
3. Name:
4. Name:
5. Name:

**Role(s):**

LRSD Parent

Student

Employee

Community Member

Other

**What is your Proposal Summary?**

To launch a new district-wide program that offers a pathway of philosophy-based intellectual development and enrichment to all LRSD high school students. The program is designed to be located at Metropolitin Vo-Tech.

**Detailed Proposal:**

We see Symposium as a significant step toward Dr. Wright's goal of "the district reimagining student voice and choice in learning." Symposium will offer a problem-based introduction to Philosophy (with an emphasis on Ethics) to every interested high-school student in the LRSD, perhaps even the metro area, without disrupting, replicating, or disparaging the reputations, enrollments, or achievements of the existing schools. Indeed, our aim is not only to enrich the lives of as many young people as possible, but also to augment our local schools by students who attend Symposium taking their new perspectives and enthusiasm back to their home schools and other classes.

By establishing the program at the Little Rock School District's Metropolitan Career-Tech Center, the logistics to serve students from across the district (and local region) are already in place. Instead of studying graphic design, automotive technology, culinary arts, or one of the other programs already in operation at Metro, Symposium students will participate in half-day blocks of cognitive and affective enrichment through philosophy-based colloquia, simulations, and other experiential, problem-based learning.

We've been working on this proposal for over a year now, and we were close to contacting the district about this idea when this "call for proposals" was announced.

[Here is a link to the full program proposal:](#)

**Financial Impact to LRSD**

There are surely expenses and complications that we have not been able to predict, but we do not think they will be extensive compared to the value that this program will offer. If housed at Metro, year one would only require two teacher salaries and some equipped classroom space (desks, Chromebooks, SmartBoard, etc). Curricula will be developed by Mr. Hairston and Mr. Morris. The only cost to the LRSD for these materials will be printing course packs through the district print shop.

We will also pursue grants and other funding for supplemental activities, speaker honorariums, etc.

**Other Considerations (Optional)**

Benefits for the Little Rock School District:

-Implementing this program would show a direct, tangible commitment to the type of deep, humanistic learning that many of the district's critics say has been lost to a narrow focus on STEM and FordNGL.

-Innovative program not offered by other school districts. Nothing like Symposium is offered in any other local schools. We need programs that attract students, not just retain them.

-Bridging district divides and building community. Placing this program at Metro as a small part of bridging the "north/south of I-630" divide that continues to plague our district and city.



**Submission #: 15**

**Is More Than One Person Making This Submission? Yes**

**Name:**

1. Name: Julia Taylor

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

Community Member

Other

**What is your Proposal Summary?**

Some teachers felt uncomfortable with their names being used. I am submitting on behalf of three teachers and also myself.

Utilize classroom teachers with Stipends to cut down administrative costs in curriculum and instruction.

**Detailed Proposal:**

Instead of continually purchasing new curriculum, allow teachers to develop their own

within the guidelines ( we used to do this) . Utilize free programs like EngageNY ( research based ) or Teachers Pay Teachers .

Instead of paying a curriculum specialist or other administrative type positions pay a teacher with experience to do the job within the buildings. Reduce administration at the district level or reduce the pay of some admin that are paid really large salaries.

Create a lattice system not just a ladder system ( quoting Senator Joyce Elliot)

Examine “ The Time is Now” and “ No Time to Lose “ reports by the NCSL that studies what the most successful countries are doing with their education systems. It is very different from the U.S. They only use PISA standardized test in high school and outperform U.S. students consistently . I know the state requires standardized tests but maybe the district can encourage a shift .

### **Financial Impact to LRSD**

I don't have numbers, but eliminating spending on standardized tests and the various programs that change every few years for a NEW expensive program , should have a big impact .

I am a former teacher with LRSD so I know how frequently the district spends money on new programs without waiting to see if the existing program will have results.

### **Other Considerations (Optional)**

Keep exploring solar options, I was pleased to hear this was being considered.

Reinstate bidding processes for things that are outsourced. For example, heat and air. When contracts end - new bids allowed .



**Submission #: 17**

**Is More Than One Person Making This Submission? No**

**Name:**

1. Name: Sheresa Rice

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

Employee

**What is your Proposal Summary?**

This proposal is a comprehensive response to the pressing issue of increasing student disengagement and dropout rates in the Little Rock School District. Offering a multifaceted approach aimed at understanding and alleviating this challenge.

**Detailed Proposal:**

Subject: Addressing Student Disengagement and Dropout Rates

We are facing a growing number of students who have either dropped out or are consistently not attending school. The impact of this trend on their education and future prospects is a matter of deep concern for our district.

To effectively address this issue and re-engage these students, we propose the following steps:

1. **Data Analysis:**Analyze the data to understand the extent of the problem and identify the specific demographic and academic characteristics of the students affected. This will provide insights into the root causes and help tailor our interventions.
2. **Stakeholder Involvement:** Actively engage parents, teachers, and community members to collaborate on solutions.
3. **Alternative Education Pathways:** Explore or create alternative educational pathways that cater to the diverse learning needs of these students. This may include options such as online classes, vocational training, or flexible scheduling to accommodate personal circumstances.
4. **Mentoring and Counseling Programs:** Implement mentorship and counseling programs that connect disengaged students with caring adults who can provide guidance, support, and motivation to re-engage with their education.
5. **Wraparound Services:**Provide wraparound services that address the social and emotional needs of these students. Services could include mental health support, access to community resources, and assistance with transportation and basic needs.
6. **Relevance,Engagement. Incentives and Recognition:** Create a curriculum for students who are in this position. Create incentives and recognition programs that reward students for improved attendance and academic progress.
7. **Reconnecting with Alumni:** Reach out to former students who dropped out and encourage them to return to complete their education.
8. **Student-Centered Approach:** Above all, we must adopt a student-centered approach that places the needs and aspirations of each student at the forefront. By understanding their individual challenges and goals, we can provide personalized solutions.

Addressing the issue of disengaged and dropout students is not only an educational imperative but also a moral responsibility. With the collective efforts of our district, community, and dedicated educators, we can work together to bring these students back into the educational fold and provide them with a brighter future.

### **Financial Impact to LRSD**

The financial impact of this proposal revolves around a fundamental principle: students



in the seat mean dollars from the state to the district. By proactively addressing student disengagement and dropout rates through a range of tailored initiatives, LRSD not only invests in its students' futures but also ensures consistent and improved student attendance. This, in turn, leads to increased state funding based on attendance. While there may be initial costs associated with implementing these programs, the potential long-term financial benefits are substantial, ultimately strengthening LRSD's financial position by attracting more students and securing vital state funding.

**Other Considerations (Optional)**

I recommend establishing a full-time committee with an unwavering commitment to designing a tailored 'school' that meets the unique needs of students who have dropped out, while also ensuring compliance with state requirements. The primary mission remains steadfast in re-enrolling these students into an educational program. This will in time build a better LRSD!



**Submission #: 29**

**Is More Than One Person Making This Submission? No**

**Name:**

1. Name: Vic Snyder

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

LRSD Parent

**What is your Proposal Summary?**

At least through 8th grade, any child that wants to participate on a school sports team would be on a team (as long as attendance and behavior standards are met).

**Detailed Proposal:**

The primary goal of school sports teams should be to give opportunities for all students to learn athletic skills, improve health habits, and experience the team camaraderie so special to sports.

That cannot happen if a middle school student trying out for a school basketball team is not allowed to participate because they lack the skills at the tryouts.

Promoting a system that encourages ALL students to participate, if successful, may challenge schools to find court time, volunteer or paid coaches, uniform expenses, supporting additional teams at schools etc etc etc; But the more kids participating, the more parental and community support there will be.

What a great challenge to have!

### **Financial Impact to LRSD**

In the short-term, there may be additional expense proportional to the number of kids who wanted to participate in those sports that are now restricted to only the accepted players. In the long-term, if the program was developed and promoted, schools may have more students enrolled at that public school and more community/parental support for the school.

### **Other Considerations (Optional)**

Arkansas public schools will always be part of a culture and system that develops players (and coaches) with skills that allow them to participate in athletics at the higher levels. There is nothing wrong with that. But just as important should be developing a culture and system that values all students who want to participate, even those whose physical maturity is behind their peers and those who have not had the opportunity to play sports.



**Submission #: 30**

**Is More Than One Person Making This Submission? No**

**Name:**

1. Name: Deloris Greer

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

LRSD Parent

**What is your Proposal Summary?**

All renovations would greatly improve the quality of the School.

**Detailed Proposal:**

Overhaul technology and internet so it will be compatible with other school technologies

**Financial Impact to LRSD**

This is an historical school! It should receive enough funding to cover all expenses!

**Other Considerations (Optional)**

They have excellent ground rules for the students and excellent teachers and staff members.



**Submission #: 32**

**Is More Than One Person Making This Submission? Yes**

**Name:**

1. Name: Melanie Shelton

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

Parent (Child does not attend LRSD)

Employee

Community Member

**What is your Proposal Summary?**

Student's with severe developmental delays need facilities and learning environments to match their developmental needs.

**Detailed Proposal:**

For example.... A 14 year old student with developmental needs of a preschooler needs a learning environment much like a preschool class. They need centers for exploration

and play, they need a playground to climb and explore, swings, slides, and a fenced in area they can not get out of.

**Financial Impact to LRSD**

Equipment needs, classroom furniture and center materials, staff for division of students based on developmental needs.

**Other Considerations (Optional)**



**Submission #: 33**

**Is More Than One Person Making This Submission? No**

**Name:**

1. Name: Cheryle King

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

Employee

**What is your Proposal Summary?**

Go back to the time schools used to be out.

Renovate schools in poor neighborhoods

Hire more security guards to work in middle schools

**Detailed Proposal:**



**Financial Impact to LRSD**

**Other Considerations (Optional)**



**Submission #: 39**

**Is More Than One Person Making This Submission? No**

**Name:**

1. Name: Kelly Ross

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

Other

**What is your Proposal Summary?**

Reading is the number one skill to make the difference in all of education.

We should be hiring more Reading Interventionist.

We need several Reading Interventionist at each school.

2- k- 2nd 2- 3-5

**Detailed Proposal:**

Actively train and recruit Reading Interventionist.

Department of Ed is offering free training and certifications for employed Reading Interventionist to attend free training to specifically address reading needs for early intervention ( Vicki King at Dept of Ed for program information )

**Financial Impact to LRSD**

We would see increase in student achievement with more intensive training and teaching of reading. Attendance would increase due to interest in services offered. Increase in services for specific individualized needs would see an increase in student/parent interest and improve school choices resulting in more choosing LRSD for it's intensive school offerings unparalleled.

**Other Considerations (Optional)**



**Submission #: 40**

**Is More Than One Person Making This Submission? No**

**Name:**

1. Name: Jessica Taverna

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

Employee

**What is your Proposal Summary?**

All schools should be helped with building their fine arts programs. There's PLENTY of research and data that states these courses bring students to schools and higher graduation rates. STEM only isn't helping.

**Detailed Proposal:**

Middle school and high schools need every area of fine arts... all need theater and dance for sure. This would create retention from public MS to public HS.

All art classrooms all needs sinks, plus storage and natural lighting. This is the biggest part of the fine arts programs and at least deserve sinks to ensure students receive a well-rounded art education.

### **Financial Impact to LRSD**

Making sure space is created for theater and dance will cost more, but the end goal is worth the financial impact. Most big city public schools know they need to offer this to keep students, and again plenty of research data that states this. We are a data-driven district, so let's just trust it.

Sinks would require creative plumbing problem solving, which can be done. I'n some cases, it can just be moving teachers to better classrooms that are geared towards art student's needs.

### **Other Considerations (Optional)**

There are plenty of HS teachers who could be paid to go to MS classes to recruit students based on their content they teach. This would be very beneficial if parents were there, too. I would volunteer for this.

Our teacher morale is at a definite low, because they feel LRSD is micromanaging their teaching ability by coming into classrooms to observe. Holding principles and Assistant principals accountable for teacher observations is more effective for teachers. Or pay department chairs to give colleagues constructive criticism. We know what our colleagues need to be doing.

More security is needed at schools.



**Submission #: 41**

**Is More Than One Person Making This Submission? No**

**Name:**

1. Name: Angela Harris

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

LRSD Parent

**What is your Proposal Summary?**

Resources for parents to learn common core math to better assist students with homework.

**Detailed Proposal:**

Commons core math was introduced after majority of parents had graduated from school and we are at a loss on how to assist students with homework. It would be beneficial for an online resource with math strategies per grade level for parents and/or students to access. We are struggling already at the elementary level without books to review with students.

**Financial Impact to LRSD**

Staff time to create per grade level and IT staff to add to website.

**Other Considerations (Optional)**



**Submission #: 42**

**Is More Than One Person Making This Submission? No**

**Name:**

1. Name: Anonymous Anonymous

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

Employee

**What is your Proposal Summary?**

A restructuring of special education settings that is more reflective of providing true least restrictive environments such as self-contained academic, behavior, transitional, autism inclusion rooms, co teaching. Paying paras in understaffed rooms/setting

**Detailed Proposal:**

A total restructuring of special programs including new supervisors. Establishing something similar to that of NLRSD. Multi tiered types of rooms to best provide appropriate services to all kids.



Paying special education paras/staff more as a retention incentive. Paying paras in understaffed classrooms more.

**Financial Impact to LRSD**

Cost of special program raises and new hires for new types of rooms.

**Other Considerations (Optional)**

Please consider a deep dive into special programs, the supervisors do things they regularly don't feel good or legal.



**Submission #: 45**

**Is More Than One Person Making This Submission? No**

**Name:**

1. Name: Kenneth Ford

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

Employee

**What is your Proposal Summary?**

Middle Schools and High Schools need to be 1:1 one device (ChromeBook) per student.

No student needs a cell phone at school.

Disciplinary actions need to happen faster

**Detailed Proposal:**

Middle Schools and High Schools need to be 1:1 one device (ChromeBook) per student.

All students would be required to purchase insurance for school issued device. Or provide their own school approved device and District would not be responsible for the safety of the device

No cell phones at school. Parents can send an email to their child if needed, students can email their parents from school device if needed. Parents call also call the school and have a message delivered to their child.

If parents think they need to be able to keep track of their child use an Apple Air Tag.

If a School is being overwhelmed with referrals Admin from District or from other schools should go to that campus and help process the backlog.

### **Financial Impact to LRSD**

Should not be a consideration considering all schools have devices. Verizon grant has expired and iPads should be replaced with ChromeBooks.

Families are required to purchase device insurance. Like Benton and Cabot require it.

### **Other Considerations (Optional)**



**Submission #: 49**

**Is More Than One Person Making This Submission? No**

**Name:**

1. Name: Alisha Lewis

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

LRSD Parent

Community Member

Other

**What is your Proposal Summary?**

Increase LRSD's college going rate by exposing more students to early college while still in high school. Advanced placement is great for some students but the majority.

**Detailed Proposal:**

Recent studies have been done to study the matriculation (or college going rate) of students who were exposed to early college while still in high school. The results have been very promising, especially with under representative populations.

Students who are successful to earn a 3 on an AP exam do receive college credit but its at the discretion of the college or university with the absence of a MOU which concurrent provides. While LRSD has a robust AP program, it is best suited for the highest achieving students and not the largest demographic. The state has made more resources available for students taking concurrent coursework so that it is little if any cost to the student, and its guaranteed college credit, this fall (2023) high schools all over the state allowed 10th grade students to participate in concurrent- but not LRSD. My children had better early college opportunities in a small rural school district than the largest in the state.

In the past, LRSD allowed qualified instructors on the high school campus to choose which college or university to partner with for concurrent coursework. This is not a sustainable model, especially if the spirit is doing what is best for students.

From a professional point of view, I work for the Division of Higher Education and have very little doubts that the next round of educational legislation will include more attention to higher education, career and technical education, and exposure of high school students to these options. It would be great if LRSD chose to be a pilot program showcasing best practices of early college in advance of the inevitable.

### **Financial Impact to LRSD**

Beyond time and effort there should be little financial impact to LRSD. Worst case scenerio, instructors agree to teach for colleges and universities that may not pay the best adjunct rate but are part of the larger LRSD scope of student services. Students should receive the concurrent challenge scholarship and this would cover the most if not all of the college cost.

### **Other Considerations (Optional)**



**Submission #: 52**

**Is More Than One Person Making This Submission? No**

**Name:**

1. Name: Adriadne Hill

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

LRSD Parent

Employee

Community Member

**What is your Proposal Summary?**

The need for efficient, cost-effective, district wide, communication system between teachers and parents is critical for student success.

**Detailed Proposal:**

This proposal aims to address multiple challenges currently facing our school district's communication system. The key objectives are to streamline parent-teacher communication, cut costs related to maintaining telephones in every classroom,

document all interactions for future reference, and enhance student success through improved parent-teacher engagement. To meet these goals, we propose the adoption of a unified communication platform similar to School Status. This platform would serve as a centralized hub for all parent-teacher interactions, replacing the need for individual classroom telephones. Features would include text messaging, phone calls, and emails, accessible through a single interface, which could lead to significant cost savings for the district.

Furthermore, the platform would offer data analytics to evaluate the frequency and quality of the communications, enabling us to refine our outreach strategies over time. Importantly, it would also maintain a comprehensive record of all conversations, thereby ensuring greater accountability and providing valuable data for administrative and accreditation purposes. The implementation of such a system is expected to not only reduce operational costs but also improve student outcomes by fostering better and more consistent communication between parents and teachers.

### **Financial Impact to LRSD**

#### **Cost-Benefit Analysis**

##### **Costs**

Licensing fees for software.

Initial training for faculty and staff.

Periodic maintenance and updates.

##### **Benefits**

Reduction or elimination of telephone costs.

Improved parent engagement leading to better student outcomes.

Easier tracking and reporting for accreditation and administrative purposes.

### **Other Considerations (Optional)**

To modernize our district's communication system, the implementation plan starts with thorough research to identify the most suitable platform for our needs. Following this, a pilot program involving select teachers will be launched to evaluate the platform's efficacy. Upon positive results, comprehensive staff training will be conducted to ensure

smooth adoption. The platform will then be rolled out district-wide. Its effectiveness will be continuously monitored through data analytics and user feedback. By adopting this technology-centric approach, we aim to enhance parent-teacher engagement, improve student outcomes, and reduce operational costs.





**Submission #: 56**

**Is More Than One Person Making This Submission? Yes**

**Name:**

1. Name: Angel Faith

**Other Names on Submission:**

2. Name: Stephanie Choate
3. Name: Leilani McKay
4. Name:
5. Name:

**Role(s):**

Student

Community Member

**What is your Proposal Summary?**

Update the lighting, space, and resources.

**Detailed Proposal:**

Please update all parts technically and put a budget towards the fine arts. Being a part of them can help kids with their mental health. They deserve to have the resources to do shows and perform.

**Financial Impact to LRSD**

I'm not sure

**Other Considerations (Optional)**



**Submission #: 58**

**Is More Than One Person Making This Submission? No**

**Name:**

1. Name: Joshua Valovich

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

Employee

**What is your Proposal Summary?**

ASCA (American School Counseling Association) has recommended ratios of Counselors to students of 250:1.

**Detailed Proposal:**

Please reconsider the previous thresholds as it pertains to staffing Counseling departments. Info was put out previously that some schools would only be allotted a single Counselor for up to 700 students. This is almost three times the recommended ratio by the American School Counseling Association. Comprehensive Guidance Plans cannot be successfully implemented without the proper staffing at schools. Bare-bones

staffing continues to prove ineffective and counterproductive to overall student achievement and only serves to frustrate staff, students, and stakeholders.

**Financial Impact to LRSD**

Unsure

**Other Considerations (Optional)**

The same could be said as it relates to staffing for Admin and Classroom teachers as well. Teachers are literally walking off the job because their classrooms are packed to the legal limits in an effort to be "fiscally responsible." This is having an adverse effect on student education, classroom management, achievement and staffing stability. We all know smaller classrooms with more support will have better outcomes than larger classes with less support.



**Submission #:** 60

**Is More Than One Person Making This Submission?** No

**Name:**

1. Name: Colin Starr

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

Student

**What is your Proposal Summary?**

Mental Health Days for students

**Detailed Proposal:**

Students face many problems while in high school whether it's school it's self or problems at home. But depression really has an impact on how students learn. So students should get 3 mental health days out of the semester and they renew every semester. But they should be excused from all work the day they use it. Mental health days are used to give students that mental break.

**Financial Impact to LRSD**

Nun

**Other Considerations (Optional)**



**Submission #:** 66

**Is More Than One Person Making This Submission?** No

**Name:**

1. Name: Leonard Leach

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

Employee

**What is your Proposal Summary?**

I propose that 5th-grade and 6th-grade academies and 7th-grade and 8th-grade academies be created to help teens in this growing puberty state that currently hurts the sixth graders.

**Detailed Proposal:**

These academies will allow 5th-graders starting puberty to be around those 6th-graders starting and into puberty and adjust socially before beginning their preparation for high school. 7th-graders and 8th-graders will be ready to start preparing for high school and deciding on college preparation or preparation for jobs after graduation that require needed hands-on skills and apprenticeship.

**Financial Impact to LRSD**

The Little Rock School District will have a more productive and socially adjusted student who understands that planning for the future begins here and school helps them prepare for the future. The district will have a decrease in fights of aggression, mainly stemming from students who do not understand the value of education.

**Other Considerations (Optional)**

The District is paired with electricians, nursing homes, hospitals, and plumbing institutions that require training before receiving a job to allow the students to get this training before entering into permanent employment while attending high school.





**Submission #: 70**

**Is More Than One Person Making This Submission? No**

**Name:**

1. Name: Jessica Smith

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

LRSD Parent

**What is your Proposal Summary?**

I would really love for there to be more opportunities to serve at the school in my child's classes or during the school day to be present, get to know and better support the staff.

**Detailed Proposal:**

**Financial Impact to LRSD**

## **Other Considerations (Optional)**



**Submission #: 73**

**Is More Than One Person Making This Submission? No**

**Name:**

1. Name: Leila Chavez

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

LRSD Parent

Other

**What is your Proposal Summary?**

Hire/appoint a few therapists to conduct ALL district therapy (re)evaluations.

**Detailed Proposal:**

I admit this may be a slightly controversial idea in the therapy world, but it is successfully being implemented in other central AR school districts. I suggest the district consider appointing an OT, PT, and SLP to complete ALL district evaluations and reevaluations (you may need more than 1 each?). The issue for LRSD is that the therapy hours have been increasing significantly which has necessitated more staff to be hired

(via contracts typically) to meet the IEP hours. Although it is somewhat true that therapy needs may be increasing due to COVID trauma etc., it is likely that not all therapists have a firm grasp on school versus clinic therapy. A large percentage of children who qualify for therapy in clinics do NOT qualify for school based therapy. School based therapy is only for educationally-related barriers. I have inherited a caseload twice with LRSD, once in 2020 and once in 2021. Both times, there was a significant amount of children on my caseload that I didn't feel qualified for school based therapy. I requested IEP meetings to get approval to retest for those children. And, almost always, my evaluation findings supported that they graduate from OT. I believe each time I was able to cut at least 30% of my caseload that way. Admittedly, I am more conservative than some. But I came to the school district after years of experience in the clinic. Although many (not all) of those children would qualify in the clinic, a lot of them did not have any educational barriers. Some districts have hired a select few therapist to conduct all evaluations to address this issue. Therapists that have a strong understanding of the difference could be more selective in their recommendations. This would be a financial benefit to LRSD. But it would more importantly benefit the children. It would cut down on the number of children being taken out their classes unnecessarily, and it would allow therapist to spend more time with children who do qualify. And it would cut down on the amount of staff needed to provide the IEP hours.

**Financial Impact to LRSD**

Reduce personnel costs, streamline IEP process

**Other Considerations (Optional)**



**Submission #: 75**

**Is More Than One Person Making This Submission? No**

**Name:**

1. Name: Leila Chavez

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

LRSD Parent

**What is your Proposal Summary?**

Find a place to put children who are expelled (and have special needs).

**Detailed Proposal:**

I honestly do not know what the solution is. But I do know:

1. Not being able to “kick out” kids is creating a very unsafe environment for the district.
2. If an offense triggers expulsion, then it needs to happen.
3. Those children who are expelled and have special needs (adhd, ODD, etc.) technically must still get help from the district, right?

4. For those children, and really any who get expelled, there should be a disciplinary school ready for them to attend.

I know Methodist is used sometimes by the district. But Pinnacle Pointe is another option for inpatient and outpatient children services.

AR Families First is a good resource for counseling and assessments.

For families who are willing to put kids (with significant mental and physical challenges) in a facility to live, there is the residential facility at Easter Seals (Medicaid will pay for it if the family consents for the child to live there). Same with Conway Human Development Center (CHDC). It has a couple child care houses for children to live there full time, away from their families, if their behavior is so difficult that it can not be safely managed at home (also if children have both mental and physical challenges).

5. A home school process should be streamlined by the district asap. And this should be offered to these families when the disciplinary meeting occurs.

6. Consider hiring a district lawyer in anticipation of any litigation from these disciplinary decisions.

7. Consider how expulsions can be done in a timely manner if guardians/parents refuse/forget to attend meetings.

In sum, I know a lot of bad behavior occurs because there are no real consequences in the district. Real consequences need to be imposed asap based on the new discipline code. And then it will make kids think twice before acting up. And the ones who are most dangerous (a tiny percent) will no longer be a risk to the others.

I hope some of this information was helpful.

## **Financial Impact to LRSD**

## **Other Considerations (Optional)**



**Submission #: 78**

**Is More Than One Person Making This Submission? No**

**Name:**

1. Name: Leila Chavez

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

LRSD Parent

Other

**What is your Proposal Summary?**

For all students with disabilities, LRSD can provide them and their parents/guardians with information from Arkansas Rehabilitation Services (ARS) during all transition-aged meetings (SPED and 504).

**Detailed Proposal:**

Arkansas Rehabilitation Services (ARS) provides vocational support for all Arkansas residents with disabilities (ADHD, hearing loss, vision loss, depression, anxiety, cerebral palsy, etc.).

My first job as an OT was with ARS' access & accommodations team. I went around the state doing free assessments for people with disabilities to assess their assistive technology needs.

ARS is federally and state funded to support students beginning at transition age\*\*, which is (at the latest) by age 16. They can begin as early as age 14 if the parents would like.

\*\*Most families in this transition age category (including LRSD families) have no idea this resource is available to them.\*\*

The agency provides supplies, equipment, training, etc. to any Arkansan with a documented disability. The AT assessments are free to all clients. Equipment was regularly purchased for clients who otherwise could not afford it through the agency.

Some clients would receive thousands of dollars of equipment, including hearing aids, laptops with speech to text software, and other tools they needed to vocationally succeed.

I asked, "why aren't the schools taking advantage of this?" No one that I talked to really had a good answer. The consensus was to leave them alone till they graduate. I met my youngest clients during their first semester of college or vocational training. It seemed like a waste to me. I wondered how many other students may have been enrolled in vocational training IF they had received support from ARS during those transition years from 14 to 18 (support they are legally able to request and receive)?

ARS continues to be a vastly underutilized resource that would be free for these families to pursue. The school district can encourage a pathway to get our students seen as clients prior to graduation.

Therefore, I highly recommend that LRSD put into policy a process to provide students/families with information about Arkansas Rehabilitation Services. This info should be shared during at least one, if not multiple, transition conferences. Families should receive this information by the time the student is 16 years old. Ideally, LRSD could start that process sooner.

### **Financial Impact to LRSD**

Free to LRSD



**Other Considerations (Optional)**

Having worked a little over a year in the schools, the therapy staff is amazing. But they are not super familiar with assistive technology (AT) and what is available. And the teachers are even less familiar with how to implement assistive technology. Perhaps the school board could consider, at the school district's cost, hiring someone to be a liaison between LRSD and ARS? They could increase LRSD training on AT and/or complete detailed AT assessments for students and staff as needed?

Lastly, ICAN (part of ARS) also has an AT lending library where anyone can check out AT for free.



**Submission #: 79**

**Is More Than One Person Making This Submission? No**

**Name:**

1. Name: Leila Chavez

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

LRSD Parent

Other

**What is your Proposal Summary?**

Increase student safety with an annual Sandy Hook FREE training for students (4th - 12th) and for faculty/staff.

**Detailed Proposal:**

First, I want to thank you guys. And then I will get to the idea, promise.

Thank you for providing BE SMART handouts to LRSD families! That is a wonderful step in the right direction toward making students safe. Also, I reviewed board meeting and public comment notes during the 2021-2022 school year. I would see parent after

parent from Southwest and Central begging for metal detectors to be put in. Not only were these concerns not addressed, but also the board voted in the spring to silence all public comments. I was a staff member at the time (contract OT). I worked in schools that had been vandalized by the TikTok challenge that fall. I tried to stop a student fight the second week and was pushed down. I was advised “just don’t go in the halls when kids change classes.” I saw a student arrive 20 minutes late in gang clothing. His principal said “great game last night,” and off the student went. There was no tardy, no comment on his clothes. It was disturbing.

But then Dr. Wright came along, and I honestly feel like hope has been restored. 1. Metal detectors were put in immediately 2. Parents were called out to be accountable 2. Disciplinary policies have been strengthened. And, side note, you are teaching African American Studies AP. Thank you!!! Yes, Yes, Yes to all of that! I was a history major before I got my masters in science. So I knew how dangerous that education board ruling was, and I applaud all of you for supporting our students by increasing security and standing up to “questionable” (to say the least) policies from the state.

My point for the suggestion... please consider doing annual trainings for students (4th to 12th grade perhaps) through Sandy Hook.

This group was born out of tragedy, founded after the Sandy Hook shooting by the parents. They provide wonderful, FREE online training. It teaches students skills to prevent mass shootings and other violence. (Alternatively, I believe Moms Demand Action also has some online training courses.)

Thank you for your service!

### **Financial Impact to LRSD**

Free for LRSD, none

### **Other Considerations (Optional)**

<https://www.sandyhookpromiselearning.org/home>



**Submission #: 80**

**Is More Than One Person Making This Submission? No**

**Name:**

1. Name: Leila Chavez

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

LRSD Parent

Other

**What is your Proposal Summary?**

Partner officially with the Arkansas Food Bank to increase food security for LRSD students and their families.

**Detailed Proposal:**

Spring 2023, LRSD started trying to tackle food insecurity for students. I think all community partners can agree that this continues to be a significant struggle for students and their families. Hungry children can't learn (or, at least, they are at a significant disadvantage due to hunger in the classroom). The AR Food Bank is nationally

and locally funded. They have school based food programs already in place. I highly recommend that the LRSD sit down with the AR Food Bank to create a sustainable, far reaching and relatively permanent solution to our district's students' hunger and food insecurity.

Thank you for your consideration, and thank you for supporting our kids.

Best,

Leila Chavez

LRSD mom and former LRSD OT

### **Financial Impact to LRSD**

The AR food bank has funds available to support school initiatives, so the cost should be minimal for LRSD.

More info is here regarding these programs: [https://arkansasfoodbank.org/how-we-work/feeding-](https://arkansasfoodbank.org/how-we-work/feeding-kids/#:~:text=The%20Backpack%20Program%20helps%20to,than%20100%2C000%20backpacks%20each%20year.)

[kids/#:~:text=The%20Backpack%20Program%20helps%20to,than%20100%2C000%20backpacks%20each%20year.](https://arkansasfoodbank.org/how-we-work/feeding-kids/#:~:text=The%20Backpack%20Program%20helps%20to,than%20100%2C000%20backpacks%20each%20year.)

### **Other Considerations (Optional)**

If LRSD does have some kind of partnership already with the AR Food Bank, then please still meet and figure out how to increase the support to greater support our students.

Thank you!



**Submission #: 85**

**Is More Than One Person Making This Submission? No**

**Name:**

1. Name: Mariah Reescano

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

LRSD Parent

Employee

**What is your Proposal Summary?**

Increase arts offerings at elementary and middle schools. Including drama and dance.

**Detailed Proposal:**

Under the Arkansas A+ program model, all elementary and middle schools have core classes that engage students in arts integrated learning. In addition schools should offer as art specific courses beyond visual arts and music.

**Financial Impact to LRSD**

Professional Development for teachers in arts integrated instruction.

Salaries for teachers of additional arts classes.

**Other Considerations (Optional)**

Arkansas A+ schools can help with grants to cover costs of professional Development.

Students will be more engaged in learning. Parents will be excited about opportunities for their child.



**Submission #: 87**

**Is More Than One Person Making This Submission? No**

**Name:**

1. Name: Shannon Branch

**Other Names on Submission:**

2. Name:
3. Name:
4. Name:
5. Name:

**Role(s):**

LRSD Parent

**What is your Proposal Summary?**

Proposal is better/more programs to be offered to Secondary (middle) School? Why doesn't similar if not same programs offered in high school offered in secondary schools (Career)?

**Detailed Proposal:**

Secondary (middle) school is to prepare students for high school, credits begins in high school. Why, not give the students a chance to try things in middle school so their well prepared on what they want to take in high school! Be better prepared to earn needed credits on thing their interested in and be better prepare for college opportunities! I think, that will help them know during that senior year when they are constantly being



asked, "what are your plans, what do you want to do after graduation?" Also, it will prevent students from wasting time or credits on career like classes their not planning to pursuing after high school or even during they're high years. Also, if a program is offered at one school, offer it at all schools. The heavy come down on kids being allowed to go out of or stay in their school zone will probably work if the same programs were offered at all schools.

### **Financial Impact to LRSD**

I don't know but if they can find money to build schools like LRSWHS and Lacey Academy and bring better/more programs. Then they can find the money to better help the schools that already exist. The pandemic put a lot things on hold. But LRSWHS gave a lot of hype about things being available that now still not available. For example, better food options, more choices during lunch still hasn't happen. Is Lacey Academy gone hold to all its promises when it opens? Why, does building a new school making promises better than making those promise to existing schools.

### **Other Considerations (Optional)**

Yes, is this new fighting policy really the best anyone can come up with. I understand trying to send a message to those students that just won't do right. 1st fight, a 3-5 suspension, 2nd fight an explosion? My details may not be completely accurate but close enough to know. All kids don't deserve to loose their education opportunity (possible repeat of the same grade) over possibly a misunderstanding.