



## **Community Advisory Board Agenda**

LRSD Board Room, 810 W. Markham Street  
Thursday, October 17, 2019, 5:30 PM

### **I. Procedural Matters**

- a. Greetings, Welcome, and Norms

### **II. Reports and Communications**

- a. Celebrations

### **III. Board Policy and Regulations**

- a. Action Item: Magnet and Specialty School Policy (Second Reading)
- b. Section 5 - Curriculum and Instruction (First Reading)
- c. Policy Section 5.29a - Water Access (First Reading)

### **IV. Educational Services**

- a. Gifted and Talented Handbook
- b. ESSA-MAP Data Review and District Action

### **V. Finance & Support Services**

- a. Action Item: Facility Master Plan
- b. Personnel Policy Committees Discussion
- c. Budget Update

### **VI. Closing Remarks**

- a. Community Comments
- b. Board Comments

### **VII. Adjournment**

**Quote:** "May there be enough clouds in your life to make a beautiful sunset." - Rebecca Gregory



**LITTLE ROCK**  
SCHOOL DISTRICT

**Community Advisory Board  
Agenda**

LRSD Board Room, 801 W. Markham Street  
Thursday, October 17, 2019, 5:30 pm

- I. **Greetings, Welcome, and Norms** 5 Minutes  
Jeff Wood, CAB President
  
- II. **Celebrations** 10 Minutes  
Mike Poore, Superintendent
  
- III. **Policies** 30 Minutes  
Eric Walker, Staff Attorney
  - a. **Action Item:** Magnet and Specialty School Policy (2<sup>nd</sup> Reading)
    - 1. **Staff Presentation**
    - 2. **Community Comments**
    - 3. **Board Discussion and Potential Action**
  - b. **Non-Action Item:** Section 5 – Curriculum and Instruction (1<sup>st</sup> Reading)
  - c. **Non-Action Item:** Section 5.29 – Water Access (1<sup>st</sup> Reading)
  
- IV. **GT Handbook** 15 Minutes  
Hope Worsham, Executive Director, Curriculum and Instruction  
Romona Cheneval, GT Director
  
- V. **ESSA-MAP Data Review and District Action** 30 Minutes  
Hope Worsham, Executive Director, Curriculum and Instruction  
Darian Smith, Executive Director, Elementary Ed  
Randy Rutherford, Executive Director, Secondary Ed
  
- VI. **Facility Master Plan (Action Item)** 30 Minutes  
Kevin Yarberry, Maintenance & Operations Director  
JoAnne Wooldridge, Facilities Consultant
  - a. **Staff Presentation**
  - b. **Community Comments**
  - c. **Board Discussion and Potential Action**

**VII. Personnel Policy Committees Discussion**

20 Minutes

Mike Poore, Superintendent

**VIII. Budget Update**

15 Minutes

Kelsey Bailey, Chief Financial Officer

**IX. Community Comments**

3 Minute limit person

**X. Board Comments**

**XI. Adjournment**

**Quote:** "May there be enough clouds in your life to make a beautiful sunset."

- Rebecca Gregory

## EXECUTIVE SUMMARY

**Topic:** Magnet/Specialty School Policy (Section 4.60) (2<sup>nd</sup> Reading)

### **Short Summary:**

LRSD and the Equity Division of ADE agreed to update the Magnet and Specialty School policy. The primary target was to develop a policy that reflects our current practice as well as provide a tool to understand magnet and specialty schools.

### **Background:**

Magnet and specialty schools were established in LRSD in 1987.

Members of LRSD magnet schools, FHSA and SRO worked in concert with Mr. Oliver Dillingham and Ms. Johnson in the Equity Division to develop the draft we are proposing for CAB approval. Our primary goal was to ensure equal access, equity and clarity. After we were able to finalize the draft, we submitted it to the ADE legal team for final approval to ensure it met all components of the law.

### **Recommendation:**

The Division of Student Services respectfully requests your input and recommendation of a Magnet and Specialty School Choice option/policy to be submitted to the Commissioner.

### **Action Steps to be taken:**

We will post the policy on the website, update the SRO handbook, and publicize in handbooks of magnet and specialty schools.

### **Key Points:**

It was a collaborative process between LRSD and ADE.

Principals of the magnet and specialty schools were part of the review process and provided feedback.

Reviewed by the Superintendent's Cabinet.

Revised to include input from Community Advisory Board.

### **Key Players:**

Dr. Frederick Fields, Sr. Director of Student Services; Eric Walker, Staff Attorney, Mr. Oliver Dillingham and Lasonia Johnson of the Equity Division at ADE; Courtney Salas-Ford, Deputy

General Counsel at ADE; Jennifer Dedman, Attorney Supervisor at ADE.

**Fiscal Impact**

N/A

**Date submitted 10/17/19 Submitted by Dr. Frederick Fields, Sr. Director of Student Services**

**Attachment: Draft Policy Section 4.60**

## **LITTLE ROCK SCHOOL DISTRICT MAGNET AND SPECIALTY PROGRAM POLICY**

This policy applies to all magnet schools, magnet programs, and specialty programs designated herein ("magnet and specialty programs") and students in prekindergarten through grade twelve (PK-12) enrolled or seeking enrollment in such programs.

The purpose of this policy is to set forth the process and procedures necessary to access magnet and specialty programs in the Little Rock School District (LRSD). LRSD magnet and specialty programs enable students in kindergarten through grade twelve (K-12) to attend a school with a themed program. A proposed magnet school's theme may be determined based on district need or community survey.

LRSD magnet and specialty programs are funded through federal, state, and local funds like other schools within the LRSD to meet the needs of students. Additional funds may be received through the Magnet Schools Assistance program at the U.S. Department of Education (Elementary and Secondary Education Act, as amended, Title IV, Part D). Teachers are allocated to magnet and specialty programs based on the same formula used for all other schools.

LRSD magnet and specialty programs are under the supervision of the Student Registration Office. Implementation of this policy and applicable procedures are monitored by the Senior Director of Student Services.

LRSD magnet and specialty programs embody the belief that to deliver excellence for tomorrow, a myriad of programs and curricula should be available for students to cultivate varied interests and talents. Magnet and specialty programs are offered in both open-zoned and zoned schools. Open-zoned schools do not have a designated attendance area for students, but instead, encompass the entire LRSD attendance area.

### **DEFINITIONS**

For purposes of this policy:

"Open enrollment" means a period during which a student may change one's selection of school assignment or program.

"Parent" means a student's parent, guardian, or other person having lawful control of the student, including a foster parent or person standing in loco parentis.

"Sibling" means each of two (2) or more children having a parent in common by blood, adoption, marriage, or foster placement.

"Sibling preference" means assignment granted, if seats are available, because a student has a sibling enrolled in the requested school or magnet or specialty program.

“Staff preference” means assignment granted, if seats are available, because a student has a parent employed full-time at the school where the requested magnet or specialty program is located.

### LRSD OPEN-ZONED MAGNET AND SPECIALTY SCHOOLS

SCHOOL	ADDRESS	STUDENT CAPACITY	GRADES SERVED	THEME/FOCUS
Booker Arts Magnet	2016 Barber Street	408	K-5	Performing and visual arts
Carver Magnet Elementary	2100 East 6th Street	260	K-5	Traditional skills, science, and mathematics
Forest Heights STEM Academy	5901 Evergreen Drive	719	K-8	Science, technology, engineering, and mathematics
Gibbs Magnet Elementary	1115 West 16th Street	285	K-5	Foreign languages and international studies
Mann Middle	1000 East Roosevelt Street	810	6-8	Performing and visual arts and science
Parkview High	2501 John Barrow Road	1,111	9-12	Performing and visual arts and science
Williams Elementary	7301 Evergreen Drive	486	K-5	Traditional skills

### LRSD MAGNET AND SPECIALTY PROGRAMS WITHIN ZONED SCHOOLS

SCHOOL	ADDRESS	STUDENT CAPACITY	GRADES SERVED	THEME/FOCUS
Central High	1500 Park Street	2,347	9-12	Gifted and talented and international studies
Dunbar Middle	1100 Wright Avenue	535	6-8	Gifted and talented and international studies

## **ADMISSION**

A parent of a student seeking assignment to a magnet or specialty program at any level (elementary, middle, or high) in the LRSD, must submit a request through the School Choice Gateway system according to the deadlines specified and published by the LRSD Student Assignment Office.

In order to be eligible for admission to a magnet or specialty program:

- The student must meet the legal age to enter school;
- The magnet and specialty program request must be completed by a parent of the student; and
- The magnet and specialty program request must be completed truthfully and include all requested information.
  - Falsifying information will result in disqualification of the student for admission into any magnet or specialty program.

The parent of a current magnet program student who wishes to request admission into a different magnet program must submit a new request for that program.

Changes to a submitted application can be made via the School Choice Gateway system.

Submitting a magnet and specialty program request does not guarantee admission.

Student assignment is determined by the selection process.

Magnet and specialty program requests may only be submitted during open enrollment for the upcoming school year.

A student with an approved magnet and specialty program request must confirm acceptance within ten (10) calendar days. A parent may withdraw a submitted request any time prior to the student's assignment.

Once assigned to a magnet and specialty program, it is not necessary to submit a new request each year.

The Student Registration Office will be responsible for all optional enrollment assignments.

## **ELIGIBILITY CRITERIA**

A student must successfully complete an elementary program to enroll in a magnet or specialty middle school program. A student must successfully complete a middle school program to enroll in a magnet or specialty high school program.



Due to select and/or accelerated curricula, eligibility criteria may be established to ensure student success in magnet and specialty programs. All eligibility criteria must be approved by the LRSD Board of Directors.

Eligibility criteria apply to all students requesting or being considered for assignment to a magnet or specialty program.

Eligibility criteria must be met prior to the selection process and determine which students are eligible for assignment to a magnet or specialty program.

Meeting eligibility criteria does not guarantee admission.

Requests for students who do not meet the applicable eligibility criteria will not be considered for admission.

Students identified as Gifted and Talented that are not enrolled in LRSD, but live within the boundaries of LRSD, must provide documentation of Gifted and Talented identification in order to meet eligibility criteria.

Contact the specific magnet or specialty program department if you have questions about eligibility criteria (*i.e.* audition, essay, portfolio, etc.).

<b>MAGNET OR SPECIALTY PROGRAM</b>	<b>ELIGIBILITY CRITERIA (in addition to complete application)</b>
Booker Arts	None
Carver Math and Science	None
Central High Gifted and Talented	Identified as Gifted and Talented
Central High International Studies	None
Dunbar Gifted and Talented	Identified as Gifted and Talented
Dunbar International Studies	None
Forest Heights STEM	<p>Complete Student Interest Survey to gauge students' area(s) of interest.</p> <p>No kindergarten student who applies to Forest Heights STEM will undergo any assessment prior to the selection process.</p> <p>Kindergarten students who are selected to Forest Heights STEM must take the Early Numeracy Assessment and Early Literacy Assessment. Failure to complete the Assessment will result in forfeiture of the assignment to Forest Heights STEM and another student will be chosen through the selection process.</p> <p>Students entering grades one through eight (1-8) must:                      (a) Have earned a final grade of "C" or higher in the prior year's science and math courses, or                      (b) Have completed the prior year's science and math areas</p>

	with an equivalent designation (i.e. Meets standards) and have a recommendation from the student's prior year's teacher.
Gibbs International Studies	None
Mann Middle Arts	None
Mann Middle Science	None
Parkview Arts Band	Minimum of one (1) year Band experience as evidenced by school transcript or letter of recommendation from a private entity.  Minimum score of 60% on audition rubric*
Parkview Arts - Dance	Minimum score of 60% on audition rubric* including questionnaire
Parkview Arts - Orchestra	Minimum of one (1) year in an instrumental music class  Letter of recommendation from current orchestra director or private teacher  Minimum score of 60% on audition rubric*  Students who play violin or viola must provide their own instrument. School-owned cello and string bass assigned based on availability.
Parkview Science	Attend interview with parent  Incoming 9 <sup>th</sup> graders must have earned a semester grade of "C" or better in current science and 8 <sup>th</sup> grade level math course  Other incoming students must have earned grades of "C" or better in previous science and math course.
Parkview Arts - Speech & Drama	Minimum score of 60% on audition rubric*
Parkview Arts - Visual Art	Recommendation from a visual art teacher or someone knowledgeable about the student's visual art abilities  Minimum score of 60% on audition rubric* including interview and portfolio (see portfolio requirements)
Parkview Arts - Vocal Music	Minimum score of 60% on audition rubric* including application, essay, and interview
Williams Traditional	None

## SELECTION PROCESS

Only students who meet eligibility criteria participate in the magnet and specialty program selection process. The magnet and specialty program selection process applies to all magnet and specialty programs.

The program(s) selected on the magnet and specialty program request are considered in numerical order (1<sup>st</sup>, 2<sup>nd</sup>). If the first choice program is not available, the student will be placed in the selection process for the second choice program. If a second choice program is not selected, or if the second choice program is not available, the student will be assigned to the school in their attendance area.

**Sibling preference** for assignment to a magnet or specialty program is granted *first* to students with siblings who are currently enrolled in and attending the school of interest and will maintain their enrollment. Sibling preference is not granted for siblings of students who will be exiting an organizational level -- transitioning from elementary to middle school or from middle school to high school.

**Staff preference** for assignment to a magnet or specialty program is granted *second* to a student with a parent who is employed full-time at the requested school. (Children of the employee only. Extended family does not apply.)

All other available seats in a magnet or specialty program NOT at Parkview High School, are granted *third* through general assignment in the initial computerized random selection process (*i.e.* scramble, lottery, drawing) during the open enrollment period.

For students seeking enrollment in a magnet or specialty program at Parkview High School, 25% of the remaining seats available after preferences are awarded, will be awarded to students based on audition rubric scores, beginning with the highest score until the allotted seats are full. The remaining available seats will be assigned through the random selection process.

An applicant pool (*i.e.* unnumbered waiting list) will be compiled of the names of students not selected during the selection process.

A subsequent selection process (using established preferences and random selection) utilizing the applicant pool will be held within three (3) weeks of the start of each semester to fill unexpected vacancies.

The applicant pool is cleared after the subsequent selection process is completed in the second semester.

Each school's admission processes are completed separately.

No individual may assert pressure or attempt to unduly influence the admission of any student. Any interference with the selection process must be reported to the superintendent or the superintendent's designee and may result in the disqualification of the student into magnet and specialty programs.

## ENROLLMENT AND REGISTRATION

Each student selected for assignment to a magnet or specialty program will be sent notification through postal mail or email, whichever is indicated as the preferred method of communication at the time of application.

Enrollment is finalized when a parent has completed the registration process.

A student who enrolls in a magnet or specialty program must remain in the program for a minimum of one (1) school semester unless extenuating circumstances arise.

## STUDENT EXPECTATIONS

A parent of a student enrolled in a magnet or specialty program must sign acknowledgement of specific student expectations detailed within the *Magnet and Specialty Program Parent Agreement*.

## VOLUNTARY WITHDRAWALS

A parent may voluntarily withdraw a student from a magnet or specialty program any time after completion of one (1) school semester or when extenuating circumstances arise.

A student being voluntarily withdrawn from a magnet or specialty program that wishes to re-enroll in a magnet or specialty program, must submit a new magnet and specialty program request in accordance with this policy.

## REQUIREMENTS FOR CONTINUATION IN MAGNET OR SPECIALTY PROGRAMS - - PARKVIEW HIGH SCHOOL

MAGNET OR SPECIALTY PROGRAM	CONTINUATION CRITERIA
Parkview Arts - Band	Maintain a grade of 60% or higher
Parkview Arts - Dance	Maintain a grade of 60% or higher
Parkview Arts - Orchestra	Maintain a GPA of 2.0 each semester or attend Supplemental Instruction Program (SIP).  Participate in all after-school performing events or have an excused absence.
Parkview Science	Maintain a grade of 60% or higher
Parkview Arts - Speech & Drama	Maintain a grade of 60% or higher
Parkview Arts - Visual Art	Maintain a grade of 60% or higher
Parkview Arts - Vocal Music	Maintain a grade of "C" or higher in all vocal music classes.  Audition for All-Region choir each year and participate in all required performances.

	<p>Progress to performance ensemble after completion of beginning choir.</p> <p>Maintain a GPA of 2.0 each semester or attend Supplemental Instruction Program (SIP).</p> <p>Maintain academic eligibility to compete in AAA events including All-Region Choir, Choral Performance Assessment, and Invitational Festival</p> <p>Receive no more than two (2) suspensions per school year.</p>
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### **ACADEMIC PROBATION AND REVIEW -- PARKVIEW HIGH SCHOOL**

If a student enrolled in a magnet or specialty program at Parkview High School does not meet the expectation of maintaining a grade of 60% or higher in the magnet area, the student and parent will be notified of the student's current grade, the magnet program expectation, and the scheduled Academic Review Conference. The student will be placed on Academic Probation.

Initial Academic Review Conferences will consist of a meeting with the student, parent, school counselor, school administrator, and any other necessary individuals, to determine necessary interventions and/or services to aid the student in meeting the expectation of maintaining a grade of 60% or higher. The interventions and/or services to be provided will be documented in the student's Student Success Plan and will be monitored for nine (9) weeks. If a student enrolled in a magnet program at Parkview High School continues to not meet the expectation of maintaining a grade of 60% or higher after interventions have been provided for nine (9) weeks, the student and parent will be notified of the student's current grade, the magnet program expectation, and the scheduled Academic Review Conference.

Follow-up Academic Review Conferences will consist of a meeting with the student, parent, school counselor, school administrator, and any other necessary individuals, to evaluate the student's progress.

Following the Academic Review Conference, a decision may be made to:

- (1) Discontinue the interventions and/or services being provided and remove the student from Academic Probation;
- (2) Maintain, modify, or change the interventions and/or services being provided and remove the student from Academic Probation;
- (3) Maintain, modify, or change the interventions and/or services being provided and extend the student's probationary status for an additional nine (9) weeks;

(4) Recommend forced withdrawal of the student from the magnet program. A recommendation of forced withdrawal from a magnet program at Parkview High School must be approved by the principal.

## **FORCED WITHDRAWALS**

LRSD magnet and specialty programs are programs of choice and students are not guaranteed continued enrollment in a program. A student being forced to withdraw from the magnet or specialty program may enroll in the school for their attendance area. A student being forced to withdraw from a magnet or specialty program that would like to enroll in a different magnet or specialty program, must submit a new magnet and specialty program request in accordance with this policy. Notification of the decision to require a forced withdrawal will be sent to the parent.

## **APPEAL**

A parent who wants to appeal a forced withdrawal decision must submit a written request to the principal of the school within 72 hours of the decision notice. The appeal will be heard within five (5) school days by a panel of no less than three (3) individuals appointed by the district board of directors. School staff who participated in the student's Academic Review Conference(s) shall not serve on the appeal panel. The decision of the panel will be communicated to the parent in writing within two (2) school days. The student will continue at the magnet or specialty program until the decision of the board is communicated to the parent.

## **MAGNET AND SPECIALTY PROGRAM ANNUAL REVIEW**

The administrator(s) of each program shall annually prepare a self-evaluation of the program to support continuation of the program and identify any areas for improvement as well as justification for any request for additional funding or expansion of the program. The self-evaluation shall include a review of student application, admittance, and performance data, including without limitation feeder patterns and withdrawals.

The evaluation and supporting documentation shall be reviewed by a Magnet Review Committee of no less than three (3) individuals appointed by the board of directors. The Committee shall also include a staff member from the Arkansas Department of Education if appointed by the Commissioner of Education. The Committee shall make recommendations to the board of directors regarding continuation of the programs and any changes to this policy supported by the data presented, including without limitation eligibility criteria. Any changes to policy must be adopted by the board in accordance with standard procedures.

## Magnet and Specialty Program Parent Agreement

STUDENT NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_

SCHOOL NAME: \_\_\_\_\_

By choosing to enroll your child in a magnet school, magnet program, or specialty program, you are choosing a RIGOROUS ACADEMIC PROGRAM within a STRUCTURED and DISCIPLINED ENVIRONMENT. Carefully review the following commitment statements and initial each one to indicate you have read and understand each item.

### Initial each:

\_\_\_\_\_ I understand that my child has been selected to attend \_\_\_\_\_  
\_\_\_\_\_. This means I am choosing to place my child  
at the named magnet school, magnet program, or specialty program, which has a  
unique set of standards and expectations to which my child and I must adhere. I  
will work to support my child and collaborate with school staff in achieving these  
expectations.

\_\_\_\_\_ I understand that my child's enrollment at the selected school is not final until  
his/her final report card has been submitted, all eligibility criteria have been met,  
and registration has been completed.

### *Parkview High School Parent Use Only*

\_\_\_\_\_ I understand that my child's continued enrollment at the selected school is  
dependent upon maintaining a grade of 60% or higher in the magnet or specialty  
area.

Parent Signature:

\_\_\_\_\_ Date \_\_\_\_\_

Parent Name – Printed: \_\_\_\_\_

DRAFT





## **Community Advisory Board Agenda**

LRSD Board Room, 801 W. Markham Street  
Thursday, October 17, 2019, 5:30 pm

### **Subject:**

LRSD adoption of revisions to Section 5-Curriculum and Instruction (First Reading)

### **Background:**

LRSD has undergone a review of its policies and found that many of them are out of date and needed to be updated. Upon research and review, LRSD decided to adopt the ASBA Model Policies adapted specifically for LRSD.

### **Rationale:**

Section 5-Curriculum and Instruction was previously approved for adoption; however, ASBA makes revision recommendations regularly. LRSD has revised the policies noted. The revisions are noted in red. Section 5 is being reviewed by the LRSD Community Advisory Board.

### **Funding:**

LRSD does not anticipate that funding will be needed to updated policy.

### **Recommendation:**

LRSD recommends that the Commissioner adopt revisions to Section 5 - Curriculum.

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# **CURRICULUM AND INSTRUCTION**

## 5.1—EDUCATIONAL PHILOSOPHY

The Little Rock School District assumes the responsibility of providing students attending its schools a high quality education that challenges each student to achieve to their maximum potential. The District shall endeavor to create the environment within the schools necessary to attain this goal. The creation of the necessary climate shall be based on the following core beliefs:

1. The District's vision statement will be developed with input from students, parents, business leaders, and other community members.
2. All students can be successful learners.
3. Students learn at different rates and in different ways.
4. A primary goal shall be to give students the skills they need to be life-long learners.
5. The education of all citizens is basic to our community's well-being.
6. Student achievement is affected positively by the involvement of parents and the community in the schools.
7. The District is responsible for helping cultivate good citizenship skills in its students.
8. Students reflect the moral and ethical values of their environment.
9. All people have a right to a safe environment.
10. Each person is responsible for his/her own actions.
11. Innovation involves taking risks.
12. Schools are responsible for creating the conditions that promote success.
13. Each person is entitled to retain his/her dignity.
14. All people have the right to be treated with respect and the responsibility to treat others respectfully.
15. For teachers to succeed in cultivating high student achievement, they need to be given the materials, training, and environment necessary to produce such results.

Date Adopted: August 24, 2017

Last Revised:

## 5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT

Each school in the district, in collaboration with administrators, teachers, other school staff, parents, the community, and students, shall develop a school-level improvement plan (SLIP) to:

- Establish goals or anticipated outcomes based on an analysis of students' needs;
- Identify student supports and evidence-based interventions and practices to be implemented;
- Describe the professional learning necessary for adults to deliver the supports or interventions;
- Describe the implementation timeline for monitoring of the interventions and practices for effectiveness;
- Describe the timeline and procedures for evaluation of the interventions and practices for effectiveness; and
- Evaluate and modify a parent, family, and community engagement plan.

Each SLIP shall include a literacy plan that includes a curriculum program and a professional development program that is aligned with the District's literacy needs and is based on the science of reading.

Some of the data that shall be considered when developing the SLIP includes, but is not limited to:

- Statewide assessment results;
- Interim assessment results;
- Similarly situated school's SLIPs; and
- Evaluation(s), including staff, student, and community feedback, of the existing SLIP.

The SLIP is to be reviewed on an ongoing basis with reports to the board on the implementation progress of the SLIP throughout the year of implementation. By May 1 of each year, the SLIP to be implemented in the upcoming school year shall be presented to the District Board of Directors for review and approval. The District will post the District's SLIP(s) to the District's website under State-Required Information by August 1 of each year.

The district shall develop, with appropriate staff; school board members; and community input, a school district support plan (SDSP). The SDSP, in coordination with the District's SLIPs, shall

- Specify the support the District will provide to the District's schools;
- Collaboratively establish priorities regarding goals or anticipated outcomes with the District's schools, including feeder schools;
- Identify resources to support the established priorities;
- Describe the time and pace of providing support and monitoring for the established priorities;
- Describe the measures for analyzing and evaluating that the District support was effective in improving the school performance; and
- Establish, evaluate, and update a parent, family, and community engagement plan.

If the District's data reflects a disproportionality in equitable access to qualified and effective teachers and administrators, the District shall develop and implement strategies to provide equitable access as part of the SDSP.

The District shall post the District's SDSP to the District's website under State-Required Information, including any updates to the District's SDSP.

The District's Board of Directors shall hold a meeting by October 15 of each year to provide a report that systematically explains the District's policies, programs, and goals to the community. The District's report shall detail the progress of the District and the District's schools toward accomplishing program goals, accreditation standards, and proposals to correct any deficiencies. The report shall be made available to the public, including by posting a copy on the District's website under State-Required Information no later than ten (10) days following the meeting. The meeting shall provide parents and other members of the community the opportunity to ask questions and make suggestions concerning the District's program.

Legal References:       A.C.A. § 6-15-2914  
                              DESE Rules Governing the Arkansas Educational Support and Accountability Act  
                              DESE Rules Governing Parental Involvement Plans and Family and Community  
                              Engagement  
                              Standards for Accreditation 1-B.4, 3-B.1, 3-B.2, 3-B.2.1, 5-A.1

Date Adopted: August 24, 2017  
Last Revised: February 2019

### 5.3—CURRICULUM DEVELOPMENT

Sequential curricula should be developed for each subject area. Curricula are to be aligned with the curriculum frameworks and used to plan instruction leading to student proficiency on the Arkansas’ Academic Standards. Curricula should be in alignment with the District’s vision, mission, goals, and educational philosophy. Student achievement is increased through an integrated curriculum that promotes continuity and a growth in skills and knowledge from grade to grade and from school to school. Therefore, the Board desires that unnecessary duplication of work among the various grades and schools be eliminated and that courses of study and their corresponding content guides be coordinated effectively.

The Board of Education is responsible for reviewing and approving all instructional programs offered by the District as well as approving significant changes to courses or course materials before they are implemented. The Superintendent is responsible for making curriculum recommendations.

Each school shall review each curriculum area annually to address the continued relevancy, adequacy, and cost effectiveness of individual courses and instructional programs and to ensure each area is aligned with the current curriculum frameworks and course content standards approved by the State Board of Education. Each school’s administration shall implement a monitoring process to ensure that the instructional content of each course offered is consistent with the content standards and curriculum frameworks approved by the State Board of Education.

Starting with the 2020-2021 school year, the District shall not purchase curriculum for the District’s reading program that is not from the list of curricula approved by the Division of Elementary and Secondary Education.

Legal References:       Standards for Accreditation 1-A.1, 1-A.4  
                                  A.C.A. § 6-15-101  
                                  A.C.A. § 6-15-1505(a)  
                                  A.C.A. § 6-15-2906  
                                  A.C.A. § 6-17-429

Date Adopted: August 24, 2017

Last Revised:



## **5.4—SCHOOL IMPROVEMENT TEAMS**

A team structure is officially incorporated into the school-level improvement plan. New school administrators shall receive a description of the teams' purposes and how each team is constituted. In addition, each new administrator shall receive training on methods for effective teams.

All teams shall create work plans for the year, which shall include specific work products for the team to produce. To aid in maintaining the work plan, all teams shall develop an agenda and keep minutes for each meeting. The school principal shall be responsible for maintaining a file of the agendas, work products, and minutes of all teams.

Team meetings shall take place outside of the student instructional day.

### **Leadership Team**

Each school shall have a Leadership Team that consists of members that include:

1. The principal;
2. The chair of each Instructional Team;
3. The school guidance counselor;
4. An instructional facilitator; and
5. Other key professionals designated by the principal.

The Leadership Team shall meet for a minimum of one (1) hour at least two (2) times each month during the school year. Based on school performance data and aggregated classroom observation data, the Leadership Team shall make decisions and recommendations on curriculum, instruction, and professional development; in addition, the Leadership Team shall serve as a conduit of communication to the rest of the faculty and staff.

### **Instructional Teams**

The teachers in each school shall belong to an Instructional Team. The Instructional Teams shall be organized by:

- a. Grade level;
- b. Grade level cluster; and/or
- c. Subject area.

Each Instructional Team shall appoint a chair for the school year who shall conduct the team meetings and shall be part of the school Leadership Team. Each Instructional Team shall meet for a minimum of forty-five (45) minutes at least two (2) times a month during the school year.

The purpose of the Instructional Teams is to develop and refine units of instruction and review student learning data.

Legal References: DESE Rules Governing the Arkansas Educational Support and Accountability Act  
School-Level Improvement Plan Indicator 36  
A.C.A. § 6-17-114  
AG Opinion 2005-299

Date Adopted: August 24, 2017  
Last Revised:

## **5.5—SELECTION/INSPECTION OF INSTRUCTIONAL MATERIALS**

The use of instructional materials beyond those approved as part of the curriculum/textbook program must be compatible with school and district policies. If there is uncertainty concerning the appropriateness of supplemental materials, the personnel desiring to use the materials shall get approval from the school's principal prior to putting the materials into use.

All instructional materials used as part of the educational curriculum of a student shall be available for inspection by the parents or guardians of the student. For the purposes of this policy, instructional materials is defined as instructional content provided to the student regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats. The term does not include academic tests or academic assessments.

Parents or guardians wishing to inspect instructional materials used as part of the educational curriculum for their child may schedule an appointment with the student's teacher at a mutually agreeable time. Parents/guardians wishing to challenge the appropriateness of any instructional materials shall follow the procedures outlined in Policy 5.6—CHALLENGE OF INSTRUCTIONAL/SUPPLEMENTAL MATERIALS.

The rights provided to parents under this policy transfer to the student when he/she turns 18 years old.

Legal Reference: 20 USC § 1232h

Date Adopted: August 24, 2017  
Last Revised:

## 5.6—CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

Instructional and supplemental materials are selected for their compatibility with the District's educational program and their ability to help fulfill the District's educational goals and objectives. Individuals wishing to challenge or express concerns about instructional or supplemental materials may do so by filling out a *Challenge to Instructional Material* form available in the school's office.

The contesting individual may present a copy of the form to the principal and request a conference be held at a time of mutual convenience. Prior to the conference, the principal shall consult with the teacher regarding the contested material. In the conference, the principal shall explain to the contesting individual the criteria used for the selection of the material and its relevancy to the educational program as well as any other pertinent information in support of the use of the material.

Following the conclusion of the meeting, the principal shall have five (5) working days to submit a summary of the concerns expressed by the individual and the principal's response to those concerns to the Chief Academic Officer and later to the Superintendent.

If the contesting individual is not satisfied with the principal's response, the individual may, after the five (5) working day period, request a meeting with the Superintendent where the individual shall present the same *Challenge to Instructional Material* form previously presented to the principal. The Superintendent shall explain to the contesting individual the criteria used for the selection of the material and its relevancy to the educational program as well as any other pertinent information in support of the use of the material.

Following the conclusion of the meeting, the Superintendent shall have five (5) working days to write a summary of the concerns expressed by the individual and the Superintendent's response to those concerns. The Superintendent shall create a file of his/her response along with a copy of the principal's response and a copy of the contesting individual's *Challenge to Instructional Material* form.

If, after meeting with the Superintendent, the contesting individual is not satisfied with the Superintendent's response regarding the appropriateness of the instructional or supplemental material, he/she may appeal the Superintendent's decision to the Board. The Superintendent shall present the contesting individual's *Challenge to Instructional Material* form to the Board at the next regularly scheduled meeting along with the written responses to the challenge. The Board may elect, if it so chooses, to hear brief verbal presentations from the parties involved in the challenge.

The Board shall decide at that meeting or their next regularly scheduled meeting whether to retain the material, limit the availability of the material, or remove the material from the school. The Board's primary consideration in reaching its decision shall be the appropriateness of the material for its intended educational use.

Legal Reference: 20 USC 1232

Date Adopted: August 24, 2017

Last Revised:

**5.6F—REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL OR SUPPLEMENTAL MATERIALS**

Name: \_\_\_\_\_

Date submitted: level one \_\_\_\_\_ level two \_\_\_\_\_ level three \_\_\_\_\_

Instructional material being contested:

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Reasons for contesting the material (be specific):

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What is your proposed resolution?

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Signature of receiving principal \_\_\_\_\_

Signature of curriculum coordinator \_\_\_\_\_

Signature of Superintendent \_\_\_\_\_

Date Adopted: August 24, 2017

Last Revised:

## **5.7—SELECTION OF LIBRARY/MEDIA CENTER MATERIALS**

The ultimate authority for the selection and retention of materials for the schools' media centers rests with the Board of Education which shall serve as a final arbiter in resolving a challenge to any media center materials. Licensed media center personnel shall make the initial selections in consultation with school and district licensed staff. Materials selected shall be in accordance with the guidelines of this policy.

The purpose of the schools' libraries/media centers is to supplement and enrich the curriculum and instruction offered by the District. Promoting the dialogue characteristic of a healthy democracy necessitates the maintenance of a broad range of materials and information representing varied points of view on current and historical issues. In the selection of the materials and resources to be available in each library/media center consideration will be given to their age appropriateness. Materials should be available to challenge the different interests, learning styles, and reading levels of the school's students and that will help them attain the District's educational goals.

### **Selection Criteria**

The criteria used in the selection of media center materials shall be that the materials:

- a) Support and enhance the curricular and educational goals of the district;
- b) Are appropriate for the ages, learning styles, interests, and maturity of the schools' students, or parents in the case of parenting literature;
- c) Contribute to the examination of issues from varying points of view and help to broaden students understanding of their rights and responsibilities in our society;
- d) Help develop critical thinking skills;
- e) Are factually and/or historically accurate, in the case of non-fiction works and/or serve a pedagogical purpose;
- f) Have literary merit as perceived by the educational community; and
- g) Are technically well produced, physically sound (to the extent appropriate), and represent a reasonably sound economic value.

### **Retention and Continuous Evaluation**

Media center materials shall be reviewed regularly to ensure the continued appropriateness of the center's collection to the school's curriculum and to maintain the collection in good repair. Those materials no longer meeting the selection criteria, have not been used for a long period of time, or are too worn to be economically repaired shall be withdrawn from the collection and disposed of. A record of withdrawn media materials including the manner of their disposal shall be maintained for a period of three years.

### **Gifts**

Gifts to the media centers shall be evaluated to determine their appropriateness before they are placed in any media center. The evaluation shall use the same criteria as for all other materials considered for inclusion in the media centers. Any items determined to be unacceptable shall be returned to the donor or disposed of at the discretion of the media specialist. The media centers shall have a list of desired items to give to prospective donors to aid them in their selection of materials to donate.

### **Challenges:**

The parent of a student affected by a media selection, or a District employee may formally challenge the appropriateness of a media center selection by following the procedure outlined in this policy. The challenged material shall remain available throughout the challenge process.

Before any formal challenge can be filed, the individual contesting (hereinafter complainant) the appropriateness of the specified item shall request a conference through the principal's office with a licensed media center employee. The complainant shall be given a copy of this policy and the *Request for Formal Reconsideration Form* prior to the conference. The meeting shall take place at the earliest possible time of mutual convenience, but in no case later than five (5) working days from the date of the request unless it is by the choice of the complainant.

In the meeting, the media specialist shall explain the selection criteria and how the challenged material fits the criteria. The complainant shall explain his/her reasons for objecting to the selected material. If, at the completion of the meeting, the complainant wishes to make a formal challenge to the selected material, he/she may do so by completing the *Request for Formal Reconsideration Form* and submitting it to the principal's office.

To review the contested media, the principal shall select a committee of five (5) or seven (7) licensed personnel consisting of the principal as chair and at least one media specialist. The remaining committee members shall be personnel with curriculum knowledge appropriate for the material being contested and representative of diverse viewpoints. The task of the committee shall be to determine if the challenged material meets the criteria of selection. No material shall be withdrawn solely for the viewpoints expressed within it and shall be reviewed in its entirety and not selected portions taken out of context.

The principal shall convene a meeting after a reasonable time for the committee members to adequately review the contested material and the *Request for Formal Reconsideration Form* submitted by the complainant. The complainant shall be allowed to present the complaint to the committee after which time the committee shall meet privately to discuss the material. The committee shall vote by secret ballot to determine whether the contested material shall be removed from the media center's collection. A member from the voting majority shall write a summary of the reasons for their decision. A notice of the committee's decision and the summary shall be given (by hand or certified mail) to the complainant.

If the decision is to not remove the material, the complainant may appeal the committee's decision to the district Board of Directors by filing a written appeal to the Superintendent within 5 working days of the committee's decision or of written receipt of the decision. The Superintendent shall present the original complaint and the committee's decision along with the summary of its reasons for its position plus a recommendation of the administration, if so desired, to the Board within 15 days of the committee's decision. The Board shall review the material submitted to them by the Superintendent and make a decision within thirty (30) days of receipt of the information. The Board's decision is final.

Legal Reference: A.C.A. § 6-25-101 et seq.

Date Adopted: August 24, 2017

Last Revised:





## **5.8—USE OF COPYRIGHTED MATERIALS**

### **Use of Copyrighted Work in Face-to-Face Classroom**

The Board of Education encourages the enrichment of the instructional program through the proper use of supplementary materials. To help ensure the appropriate use of copyrighted materials, the Superintendent, or designee, will provide district personnel with information regarding the “fair use” doctrine of the U.S. Copyright Code as detailed in the “Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions with Respect to Books and Periodicals” and “Guidelines for Educational Uses of Music.”

### **Use of Copyrighted Works in Digital Transmissions**

#### **Definitions**

“Class session” means the length of time provided for students to access the materials necessary for the completion of course assignments and tests. Depending on the copyrighted work’s overall importance to the course, which can vary from a single assignment to an entire course focusing on the copyrighted work, the class session will end on:

- The date set by the teacher for an assignment to be submitted; or
- The date on the school calendar for the end of classes.

“Course packs” are premade compilations of book excerpts; newspaper, magazine, and journal articles; and instructor-authored materials.

“Mediated Instructional activities” includes textbooks, workbooks, and course packs.

“Transmission” is the remote accessing, whether on or off campus, by students of a copyrighted work by means of a closed circuit television, an educational television channel, or in a digital format on a password protected secure webpage.

The District recognizes that advances in technology have resulted in the need for guidelines for the use of copyrighted materials that are transmitted to students through a digital network. While the requirements to use a copyrighted work in a digital transmission have many similarities to those required to use a copyrighted work in a face-to-face classroom, Federal law places several additional requirements on the District’s teachers, IT staff, and librarians for the use of a digitally transmitted copyrighted work. The District is dedicated to providing the tools necessary for teachers, IT staff, and librarians to meet these additional Federal requirements.

The District shall make sure the server where materials are stored is secured, whether the server is located locally or remotely.

The District’s Informational Technologies staff shall develop the proper protocols and train teachers on their use in order to ensure:

1. The transmission of the copyrighted work is limited to only the students enrolled in the course;
  - Each student shall have a unique ID and password for accessing digital courses/materials; or
  - Each course shall have a unique password to access course materials; and
  - The password to access the course materials shall be changed immediately following the close of the course.

2. To prevent students from retaining or further disseminating the copyrighted work for more than one class session;
  - The print function will be disabled;
  - A transparency shall be placed over any literary work, sheet music, or photograph;
  - Audio and video transmissions will be set to be streamed; and
  - The link to the webpage with a copyrighted work shall be deactivated at the end of the applicable class session.

Teachers who wish to provide copyrighted works to students through a digital transmission as part of a digital course as well as teachers wishing to supplement a face-to-face classroom course with a digital transmission must meet applicable copyright statutes and policy 5.11—DIGITAL LEARNING COURSES as well as the following requirements in order to use a copyrighted work:

- A. The use of the copyrighted work(s), whether in whole or in part, must be a part of regular classroom instruction and must be directly related and of material assistance to the course content;
- B. The extent of a copyrighted work that is used must comply with one or more of the following criteria:
  - The entirety of a non dramatic literary or musical work may be used. A non dramatic literary work includes poems and short stories. A non dramatic musical work covers all music that is not part of an opera or musical and does not cover the use of the music video format of a song.
  - Dramatic literary and musical works as well as videos may only be used in limited portions. Dramatic literary and musical works may only be used in the same amount as set forth in the requirements for a face-to-face classroom while videos, including music videos, may only have the portion used that is directly related to the subject of the class session and may not be transmitted in their entirety.
  - Still images or slides that a teacher would have used in the ordinary course of a face-to-face classroom session on a projector or a transparency may be used in a transmission.
  - Works primarily produced or marketed for use in the digital education market may not be transmitted.
  - Works the teacher had knowledge or reasonably believes to be unlawfully made or acquired may not be used.
  - Mediated Instructional activities may not be transmitted.
- C. A statement that works may be subject to copyright shall be placed in at least one of the following areas to provide notice to students of copyright status:
  - Course syllabus;
  - Home webpage for the course;
  - Webpage for the particular class session; and/or
  - webpage with the copyrighted work.

The teacher and the District librarian shall work together when making digital copies of copyrighted work from physical or analog versions and shall fulfill the following requirements:

- I. The amount converted is only the amount allowed by law; **and**
- II. The District has no digital copy of the copyrighted work available; **or**
- III. The District's digital copy of the copyrighted work that is available has technological protections that prevent the use of the copyrighted work in the manner prescribed by law.

The District will not be responsible for any employee violations of the use of copyrighted materials.

Cross Reference: 5.11—DIGITAL LEARNING COURSES

Legal Reference: 17 USC § 101 to 1010 (Federal Copyright Law of 1976)

Date Adopted: August 24, 2017

Last Revised:

## **5.9—COMPUTER SOFTWARE COPYRIGHT**

The District shall observe copyright laws governing computer software reproduction. Unless specifically allowed by the software purchase agreement, the Copyright Act allows the purchaser of software to:

1. Make one copy of software for archival purposes in case the original is destroyed or damaged through mechanical failure of a computer. However, if the original is sold or given away, the archival copy must be destroyed;
2. Make necessary adaptations to use the program; and/or
3. Add features to the program for specific applications. These improvements may not be sold or given away without the copyright owner's permission.

The District shall abide by applicable licensing agreements before using computer software on local-area or wide-area networks.

Legal Reference: 17 USC § 117 Amended Dec. 12, 1980

Date Adopted: August 24, 2017

Last Revised:

## 5.10—RELIGION IN THE SCHOOLS

The First Amendment of the Constitution states that “Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof. . .” As the Supreme Court has stated (*Abington School District v. Schempp*, 374 U.S. 203) the Amendment thus, “embraces two concepts—freedom to believe and freedom to act. The first is absolute but, in the nature of things, the second cannot be.” Therefore, it is the Board’s policy that the school system, as an agency of the government, shall be neutral in matters regarding religion and will not engage in any activity that either advocates or disparages religion. The District shall assume no role or responsibility for the religious training of any student.

The need for neutrality does not diminish our school system’s educational responsibility to address the historical role of religion in the development of our culture. Since we live in a diverse society, the District’s goal shall be to address the subject of religion objectively in such a way that it promotes an understanding of, and tolerance for, each other’s religious or non-religious views.

Discussions concerning religious concepts, practices, or disciplines are permissible when presented in a secular context in their relation to an inclusive study of religion or to the study of a particular region or country. The discussions shall be such that they are objective and academically informational and do not advocate nor denigrate any particular form of religious practice

Accommodation will be considered for those portions of instructional activities in the schools that unduly burden a student's sincere religious belief provided such accommodation doesn't amount to a significant change in curriculum, program, or course of instruction and when it is possible that a substitution of equally rigorous material that advances the same instructional goals can be arranged. Parents and students are advised that such accommodations are easier to grant when the objection is to non-state mandated Framework material than if the material is required by the Frameworks.

A student or the student's parent can request the student's teacher accommodate the student's objection based on a religious belief to an instructional activity. Any such request must be made at least 25 school days prior to the assignment's due date. Any objection must be raised in accordance with this policy's requirements or it will not be considered.

Upon receiving such a request, the student's teacher shall determine within five (5) work days if an accommodation is possible under the provisions of this policy. If the teacher decides an accommodation cannot be made or if the student or the student's parent believes the accommodation to be unreasonable, the student or the student's parent may request a conference with the teacher and the teacher's principal. A requested conference will occur at a time of mutual convenience, but no later than five (5) working days following the request. The principal shall have five (5) working days in which to make a decision on the appeal. If the student, the student’s parent, or the teacher is unsatisfied with the principal's decision, it may be appealed to the District Superintendent who shall convene a conference between the student, the parent and the teacher. The requested conference will occur at a time of mutual convenience, but no later than five (5) working days following the request. The Superintendent shall have five (5) working days in which to make a decision on the appeal which shall be final with no further right of appeal.

The teacher in charge of each classroom may, at the opening of school each day, conduct a brief period of silence with the participation of all students in the classroom who desire to participate.

Students and employees may engage in personal religious practices, such as prayer, at any time, and shall do so in a manner and at a time so that the educational process is not disrupted.

Legal Reference: A.C.A. § 6-10-115

Date Adopted: August 24, 2017

Last Revised:

## 5.11—DIGITAL LEARNING COURSES

### Definitions

For the purposes of this policy:

“Blended Learning” is education in which instruction and content are delivered through supervised instruction in a classroom and online delivery of instruction with some element of student control over time, place, path, or pace.

“Digital Learning” means a digital technology or internet-based educational delivery model that does not rely exclusively on compressed interactive video (CIV). Digital learning includes online and blended learning.

"Instructional Materials" means:

1. Traditional books, textbooks, and trade books in printed and bound form;
2. Activity-oriented programs that may include:
  - a. Manipulatives;
  - b. Hand-held calculators;
  - c. Other hands-on materials; and
3. Technology-based materials that require the use of electronic equipment in order to be used in the learning process.

“Online Learning” is education in which instruction and content are delivered primarily over the Internet. The term does not include print-based correspondence education, broadcast television or radio, videocassettes, compact disks and stand-alone educational software programs that do not have a significant Internet-based instructional component.

“Public School Student Accessing Courses at a Distance” means a student who is scheduled for a full course load through the District and attends all classes virtually.

### Digital Course Offerings

The District shall offer one or more digital learning course(s) through one or more District approved provider(s) as either a primary or supplementary method of instruction. The courses may be in a blended learning, online-based, or other technology-based format and shall be tailored to meet the needs of each student.

All digitally offered courses shall meet or exceed the State Board of Education's curriculum standards and requirements and be capable of being assessed and measured through standardized or local assessments. Additionally, the District shall ensure there is sufficient infrastructure to handle and facilitate a quality digital learning environment.

As an approved digital learning provider, the District shall annually determine what District created digital learning courses it will provide to our students. The District may also choose to provide digital learning courses by contracting with outside providers of such courses, who have been pre-approved by the Division of Elementary and Secondary Education (DESE). The School Board shall determine the provider method or combination of methods for the District. The Superintendent shall ensure that all digital learning courses provided to District students, regardless of the source

District created digital courses and any digital courses the district purchases from outside providers shall adhere to the guidelines for the use of digitally transmitted copyrighted materials set forth in Policy 5.8—USE OF COPYRIGHTED MATERIALS as well as applicable statutory requirements.

The District shall require all outside providers to incorporate Policy 5.8 as a condition of the service contract. Failure of the outside provider to abide by Policy 5.8 shall constitute a breach of contract and the outside provider shall be responsible for any costs resulting from such breach.

A student may elect to take any or all of his/her scheduled courses digitally. The student's attendance in his/her digital course(s) shall be determined by the online attendance and time the student is working on the course rather than the student's physical presence at school.

The District is responsible for providing all instructional materials for each student who enrolls in a District approved digital learning course.

Regardless of any other provisions of this policy, the District may restrict a student's access to digital courses when the student's building principal determines the student's participation in such a course would not be academically appropriate based on the student's past performance in digital courses. Furthermore, the student's building principal may revoke a student's eligibility to continue taking a digital learning course if the student's performance during the semester indicates the student is not succeeding in the course.<sup>4</sup>

Cross References:      4.7—ABSENCES  
                                 4.45.1—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS  
                                 FOR THE CLASSES OF 2018, 2019, AND 2020  
                                 4.45.1—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS  
                                 FOR THE CLASS OF 2021 AND THEREAFTER  
                                 5.8—USE OF COPYRIGHTED MATERIALS

Legal References:      A.C.A. § 6-16-1401 et seq.  
                                 DESE RULES GOVERNING DISTANCE AND DIGITAL LEARNING

Date Adopted: August 24, 2017

Last Revised:



## 5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES

### Internships

The Board of Directors believes that students who intend to begin careers immediately upon high school graduation or intend to complete post-secondary training prior to starting a career can benefit from an internship experience. The desired outcomes of the District's internship program include students advancing computer science skills, sharpening soft-skills, and learning new skills while in a workplace environment. The internship program provides intense, competency-based worksite immersion in advanced computer science concepts while linking the internship participants to current resources, information, and guidance from computing professionals.

Students who wish to participate in the internship program shall submit an application to the building principal. In order for a student to be eligible to participate in the internship program, the student must have:

1. Received enough credits to qualify as a junior;
2. Either:
  - 
  - Have at least one (1) credit from an [Division of Elementary and Secondary Education \(ADESE\)](#) approved computer science course; or
  - Submit computer science work product that satisfactorily demonstrates the competencies expected within the [Arkansas Department of Education \(ADESE\)](#) Computer Science Standards to the building principal; and
3. At least a 2.5 GPA.

The student participating in an internship program is responsible for making sure the building principal or designee receives documentation authenticated by the student's supervisor of the hours worked by the student, proof of the student having completed projects, and regular evaluations of the student's work by the student's internship supervisor.

A student who completes a computer science internship shall receive credit for the internship as a Computer Science Flex Credit based on the amount of documented on-the-job work hours as follows:

- a. Half (1/2) credit for completing sixty (60) on-the-job work hours; or
- b. One (1) credit for completing one hundred twenty (120) on-the-job work hours.

### Independent Studies

A Computer Science Independent Study Program shall be designed to enrich the student's computer science educational experience. A student who desires to complete an independent study shall:

1. Either:
  - Have at least one (1) credit from an [ADESE](#) approved computer science course; or
  - Submit computer science work product that satisfactorily demonstrates the competencies expected within the [ADESE](#) Computer Science Standards to a local advisor;
2. Develop an educational plan that is tied directly to extending the computer science concepts found within:
  - The most current revision of the Arkansas High School Computer Science Standards;
  - College Board AP Computer Science Principles or A; and/or
  - IB Computer Science SL or HL;
3. Submit the study plan to a local advisor for approval;

4. Have at least a 2.5 GPA; and
5. Produce a final product for presentation.

The advisor is responsible for reviewing, monitoring, and approving the student's study plan. The study plan should include anticipated objectives that allow the advisor to evaluate the student's study progress. The student is responsible for submitting regular written reports to the advisor<sup>5</sup> concerning the student's progress towards the student's independent study goals.

The student's hours of study shall be documented by the most appropriate of the following methods:

- Being assigned a class period during the instructional day that is dedicated to the student's independent study;
- Using the District's system to track student time for digital courses if the student's attendance and assignments are through a digital classroom; and
- Using another hour tracking system approved by the district Superintendent that provides for accurate tracking of hours and provides safeguards against improper reporting by the student.

A student who completes a computer science independent study shall receive credit for the independent study as a Computer Science Flex Credit<sup>4</sup> based on the amount of documented study hours as follows:

- a. Half (1/2) credit for completing sixty (60) study hours; or
- b. One (1) credit for completing one hundred twenty (120) study hours.

Legal References:       Arkansas Computer Science Standards for Grades 9-12 Internship Program  
                                  Arkansas Computer Science Standards for Grades 9-12 Independent Study

Date Adopted: August 24, 2017

Last Revised:

### **5.13—SUMMER SCHOOL**

Students in kindergarten through third grade (K-3) not performing at grade level during the regular school year shall successfully participate in a summer school remediation program to be eligible for promotion to the next grade. Transportation to and from the school shall be the responsibility of the student's parent or guardian.

Legal Reference:        A.C.A. § 6-16-705

Date Adopted: August 24, 2017

Last Revised:

### **5.14—HOMEWORK**

Homework is considered to be part of the educational program of the District. Assignments shall be an extension of the teaching/learning experience that promotes the student's educational development. As an extension of the classroom, homework must be planned and organized and should be viewed by the students as purposeful.

Teachers should be aware of the potential problem students may have completing assignments from multiple teachers and vary the amount of homework they give from day to day.

Parents shall be notified of this policy at the beginning of each school year.

Date Adopted: August 24, 2017

Last Revised:

## 5.15—GRADING

Parents, ~~or~~ legal guardians, persons having lawful control of a student, or persons standing in loco parentis shall be kept informed concerning the progress of their student. Parent-teacher conferences are encouraged and may be requested by parents, guardians, persons having lawful control of a student, persons standing in loco parentis, or teachers. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt to schedule a parent-teacher conference. In the conference, the teacher shall explain the reasons for difficulties and shall develop, cooperatively with the parents, a plan for remediation, which may enhance the probability of the student succeeding. The school shall also send timely progress reports and issue grades for each nine (9) week grading period<sup>1</sup> to keep parents/guardians informed of their student's progress.

The evaluation of each student's performance on a regular basis serves to give the parents/guardians, students, and the school necessary information to help effect academic improvement. Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course.

The grades of a child in foster care shall not be lowered due to an absence from school due to:<sup>2</sup>

1. A change in the child's school enrollment;
2. The child's attendance at a dependency-neglect court proceeding; or
3. The child's attendance at court-ordered counseling or treatment.

The grading scale for all schools in the district shall be as follows:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

For the purpose of determining grade point averages, the numeric value of each letter grade shall be:

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

The grade point values for Advanced Placement (AP), approved courses for weighted credit, International Baccalaureate (IB), and approved honor courses shall be one (1) point greater than for regular courses with the exception that an F shall still be worth zero (0) points.

The final grades of students who transfer in for part of a semester will be determined by blending the grades earned in the district with those earned outside the district. Each final grade will be the sum of the percentage of days in the grading period transferred from outside the district times the transferred grade from outside the district plus the percentage of days in the grading period while in the district times the grade earned in the district.

For example: The grading period had forty (40) days. A student transferred in with a grade of eighty-three percent (83%) earned in ten (10) days at the previous school. The student had a grade of seventy-five percent (75%) in our district's school earned in the remaining thirty (30) days of the grading period. Ten (10) days is twenty-five percent (25%) of forty (40) days while thirty (30) days is seventy-five percent (75%) of forty (40) days. Thus the final grade would be  $(0.25 \times 83) + (0.75 \times 75) = 77\%$ .

Notes: <sup>1</sup> For districts on a 4x4 block schedule the grading period should be adjusted.

<sup>2</sup> A.C.A. § 9-28-113(f) makes this requirement, but does not offer any statutory solution. Presumably, class work missed due to a foster child's absence for the listed reasons would fall under the same parameters for making up missed assignments or tests as any other absence. As such, a foster child's grades could be affected by how well the child does in making up their missed assignments or tests, but not merely because the child missed school for cause.

Legal References:       A.C.A. § 6-15-902  
                              A.C.A. § 9-28-113(f)  
                              Standards For Accreditation 5-A.1  
                              ~~Arkansas Department of~~ [Division of Elementary and Secondary Education Rules and Regulations](#) Governing Uniform Grading Scales for Public Secondary Schools

Date Adopted: August 24, 2017

Last Revised:

## **5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION**

### **Traditional Progression**

A student who has not previously received a computer science credit may elect to take an introductory level computer science course. A student who passes a computer science course level is eligible to take the next level computer science course in the same computer science course emphasis.

### **Alternative Progression**

A student who does not have credit for any computer science course, the introductory level computer science course for the particular computer science emphasis, or the preceding level course for the computer science emphasis may be placed in a computer science course based on any combination of the following factors:

- The student's grade point average;
- Recommendation from the student's teacher(s);
- Completion of computer science internships or independent studies;
- Demonstration of previous computer science work by the student; or
- Proficiency report from a computer science proficiency evaluation tool.<sup>2</sup>

Cross Reference:       5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES

Legal References:      Arkansas Computer Science Standards for Grades 9-12  
                                 Commissioner's Memo COM-17-051  
                                 Commissioner's Memo COM-19-050

Date Adopted: August 24, 2017  
Last Revised:

## **5.17—HONOR ROLL AND HONOR GRADUATES**

### **HONOR ROLL**

Students in grades K-5 who maintain an A or B average for the grading period will be recognized as honor roll students for that grading period. Semester grades will determine the honor roll at the end of each semester.

Students in grades 6-12 who participate in the Smart Core Curriculum and maintain a minimum 3.0 for the grading period will be recognized as honor roll students for that grading period. Semester grades will determine the honor roll at the end of each semester.

### **HONOR GRADUATES**

Students who have successfully completed the minimum core of courses recommended for preparation for college as defined by the State Board of Higher Education and the State Board of Education and have a cumulative GPA of 3.5 or above will be designated as honor students. The GPA shall be derived from courses taken in public schools in grades nine (9) through twelve (12).

### **VALEDICTORIAN AND SALUTATORIAN**

The honor student with the highest GPA and who has been enrolled in public school in grades 9 through 12 and in each LRSD high school for his/her entire senior year shall serve as the valedictorian of his/her graduating class. Students who finished their 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grade year enrolled in a high school which has been closed due to consolidation/annexation with the Little Rock District shall be selected valedictorian on the basis of the criteria in existence in their high school at the time of the closure and their subsequent academic achievement in High School. Their selection shall be separate from and in addition to selection of the valedictorian from non-consolidated/annexed students enrolled in each LRSD high school.

The honor student with the second highest GPA and who has been enrolled in public school in grades 9 through 12 and in each LRSD high school for his/her entire senior year shall serve as the salutatorian of his/her graduating class. Students who finished their 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grade year enrolled in a high school which has been closed due to consolidation/annexation with the Little Rock District shall be selected salutatorian on the basis of the criteria in existence in their high school at the time of the closure and their subsequent academic achievement in each LRSD high school. Their selection shall be separate from and in addition to selection of the salutatorian from non-consolidated/annexed students enrolled in each LRSD high school.

Parents or guardians of a student, or a student eighteen (18) years of age or older, who choose to not have the student publicly identified as an honor roll or honor graduate student must submit a written request that the student not be so identified.

Legal References:      A.C.A. § 6-18-101 (a) (1)  
                                 A.C.A. § 6-18-101 (a) (2)  
                                 A.C.A. § 6-18-101 (b)  
                                 A.C.A. § 6-18-101(e)  
                                 A.C.A. § 6-61-217(a)

Date Adopted: August 24, 2017

Last Revised:



**5.17F— HONOR ROLL AND GRADUATE OPT OUT FORM**

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby note my objection to having the student named below publicly identified as an honor roll or honor graduate student.

\_\_\_\_\_  
Name of student (Printed)

\_\_\_\_\_  
Signature of parent (or student, if 18 or older)

\_\_\_\_\_  
Date form was filed (To be filled in by office personnel)

## **5.18—HEALTH SERVICES**

The Board believes that healthy children promote a better learning environment, are more capable of high student achievement, and will result in healthier, more productive adults. Therefore, the goal of the District's health services is to promote a healthy student body. This requires both the education of students concerning healthy behaviors, as well as providing health care services to pupils.

While the school nurse is under the supervision of the school principal, the delegation of health care duties shall be in accordance with the Arkansas Nurse Practice Act and the Arkansas State Board of Nursing Rules Chapter Five: Delegation of Nursing Care.

Date Adopted: August 24, 2017

Last Revised:

## 5.20—DISTRICT WEBSITE

The Little Rock School District shall maintain a web page to provide information about its schools, students, and activities to the community. This policy is adopted to promote continuity between the different pages on the district website by establishing guidelines for their construction and operation.

The Little Rock School District website shall be used for educational purposes only. It shall not create either a public or a limited public forum. Any link from any page on the District's site may only be to another educational site. The website shall not use "cookies" to collect or retain identifying information about visitors to its website nor shall any such information be given to "third parties." Any data collected shall be used solely for the purpose of monitoring site activity to help the district improve the usefulness of the site to its visitors.

Each school's web page shall be under the supervision of the school's Web Master and the District's website shall be under the supervision of the District's Web Master. They shall have the responsibility for ensuring that web pages meet appropriate levels of academic standards and are in compliance with these guidelines and any additional administrative regulations. To this end, the District and School Web Masters shall have the authority to review and edit any proposed changes to web pages to ensure their compliance with this policy. All such editing shall be viewpoint neutral.

District and school web pages shall also conform to the following guidelines:

1. All pages on the District's website may contain advertising and links only to educational sources.
2. The District's home page shall contain links to existing individual school's web pages and the school home pages shall link back to the District's home page. The District's home page may also include links to educational extracurricular organization's web pages, which shall also link back to the District's home page.
3. Photos along with the student's name shall only be posted on web pages after receiving written permission from the student's parents or the student if the student is over the age of eighteen (18).
4. The District's web server shall host the Little Rock School District's website.
5. No web page on the District website may contain public message boards or chat rooms.
6. All web pages on the District website shall be constructed to download in a reasonable length of time.
7. The District's home page shall contain a link to a privacy policy notice, which must be placed in a clear and prominent place and manner.
8. With the exception of students who may retain the copyright of material they have created that is displayed on a District web page, all materials displayed on the District web site are owned by Little Rock School District.
9. Included on the District's web site shall be:
  - a. Local and state revenue sources;
  - b. Administrator and teacher salary and benefit expenditure data;
  - c. District balances, including legal balances and building fund balances;
  - d. Minutes of regular and special meetings of the school board;
  - e. The district's budget for the ensuing year;
  - f. A financial breakdown of monthly expenditures of the district;
  - g. The salary schedule for all employees including extended contract and supplementary pay amounts;
  - h. Current contract information (not including social security numbers, telephone numbers, personal addresses or signatures) for all district employees;

- i. The district’s annual budget;
- j. The annual statistical report of the district;
- k. The district’s personnel policies;
- l. The annual School Performance Report;
- m. School-Level Improvement Plans; and
- n. The School District Support Plan.
- o. Student discipline policies;
- p. Student services plan;
- q. The District financial policies;
- r. Student handbooks;
- s. The Annual Report to the Public; and
- t. The parent, family, and community engagement plan.
- u. The Immunization waiver report from Policy 4.57—IMMUNIZATIONS;

The information and data required for items A through K in 9 above shall be the actual data for the previous two (2) school-years and the projected data for the current school-year.

Before July 15 of each year, the District shall post on its website the following information:

- The dyslexia intervention programs used during the previous school year that were specifically responsive to assisting students with dyslexia;
- The number of students during the previous school year who received dyslexia intervention; and
- The total number of students identified with dyslexia during the previous school year.

The District and school webmasters are responsible for ensuring all District webpages meet required standards to be accessible to individuals with disabilities.

Cross Reference: 5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT

Legal References: A.C.A. § 6-11-129  
 A.C.A. § 6-15-1402  
 A.C.A. § 6-15-2006  
 A.C.A. § 6-15-2101  
 A.C.A. § 6-41-606  
 A.C.A. §6-41-611  
 ADE Rules Governing How to Meet the Needs of Children With Dyslexia  
 ADE Rules Governing the Arkansas Educational Support and Accountability Act  
 Standards For Accreditation 12.02.1, 1-B.2, 2-B.1, 2-H.2, 3-A.1, 3-A.2, 3-A.9, 3-B.1, 3.B.2.1, 5-A.1  
  
 20 U.S.C. § 1232 g  
 15 U.S.C. § 6501 (COPPA)

Date Adopted: August 24, 2017

Last Revised:

**5.20 F1—PERMISSION TO DISPLAY PHOTO OF STUDENT ON WEB SITE**

I hereby grant permission to the Little Rock School District to display the photograph or video clip of me/my student (if student is under the age of eighteen {18}) on the District's web site, including any page on the site, or in other District publications without further notice. I also grant the Little Rock School District the right to edit the photograph or video clip at its discretion.

The student's name may be used in conjunction with the photograph or video clip. It is understood, however, that once the photograph or video clip is displayed on a web site, the District has no control over how the photograph or video clip is used or misused by persons with computers accessing the District's web site.

\_\_\_\_\_  
Name of student (Printed)

\_\_\_\_\_  
Signature of student (only necessary if student is over 18)

\_\_\_\_\_  
Signature of parent (required if student is under 18)

\_\_\_\_\_  
Date

## **5.20.1—WEB SITE PRIVACY POLICY**

The Little Rock School District operates and maintains a web site for the purpose of informing the citizens of the district about its activities. The web site does not use “cookies” or ISP addresses to collect or retain personally identifying information about visitors to its web site nor is any such information given to “third parties.” Any data collected is used solely for the purpose of monitoring site activity to help the district improve the usefulness of the site to its visitors.

The site serves no commercial purpose and does not collect any information from individuals for such purpose.

Photographs of students, when associated with the student’s name, shall not be displayed on any page of the district’s web site without the prior written consent of the parent (or the student if 18 or older).

The site provides for email communication between the District and individuals for the purpose of exchanging information regarding the District and its activities or between teachers and their students. The site may also provide for password protected communication between the District and its staff.

Legal Reference: 15 U.S.C. § 6501 (COPPA)

Date Adopted: August 24, 2017

Last Revised:

## 5.21—ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE, and HONORS COURSES

Students in grades 7-12 who take advanced placement (AP) courses; International Baccalaureate (IB) courses; or honors or concurrent credit college courses; or other courses approved for weighted credit by the ~~Arkansas Department of~~ Division of Elementary and Secondary Education (DESE) shall be graded according to the following schedule:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

For the purpose of determining grade point averages, the numeric value of each letter grade shall be:

A = 5 points

B = 4 points

C = 3 points

D = 2 point

F = 0 points

For a student to be eligible to receive weighted credit for an AP, or IB course; ~~the student's course must have been taught by an Arkansas licensed teacher who has received the appropriate training required by Arkansas statute and ADE Rule or, for an AP teacher, is in the process of completing an Additional Training Plan.~~

- The course must be taught by an Arkansas licensed teacher who has received the appropriate training required by Arkansas statute and DESE Rule or, for an AP teacher, is in the process of completing an Additional Training Plan; and
- The student takes the applicable AP or IB examination after completing the entire course. Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student's grade for any course in which the student fails to take the applicable exam. Students who do not take the applicable exam shall receive the same numeric value for the grade he/she receives in the course as if it were a non-AP or IB course.

~~Additionally, for students taking AP or International Baccalaureate courses to receive weighted credit they must take the applicable AP or IB examination after completing the entire course. Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student's grade for any course in which the student fails to take the applicable AP exam. Students who do not take the AP exam shall receive the same numeric value for the grade he/she receives in the course as if it were a non-AP course.<sup>2</sup>~~

“Honors Courses” are those courses that have been approved by a ~~Department of Education Committee~~ DESE as honors courses. Honors courses must stress higher order learning and be offered in addition to curriculum offerings required by the Standards for Accreditation, ~~Arkansas Public Schools~~.

Students who transfer into the district will be given weighted credit for the ~~Advanced Placement AP~~ courses; ~~International Baccalaureate IB~~ courses; honors ~~courses approved by the Arkansas Department of Education,~~ and or concurrent credit college courses; and other courses approved by DESE for weighted credit that were taken for weighted credit at his/her previous school(s) according to the preceding scale.

Legal References: ~~Arkansas Department of Education~~ DESE Rules ~~and Regulations~~ Governing Uniform Grading Scales for Public Secondary Schools  
~~A~~DESE Rules for Advanced Placement and International Baccalaureate Diploma Incentive Program  
A.C.A. § 6-15-902~~(e)~~(1)  
A.C.A. § 6-16-806

Date Adopted: August 24, 2017

Last Revised:



## 5.22—CONCURRENT CREDIT

A ninth (9<sup>th</sup>) through twelfth (12<sup>th</sup>) grade student who successfully completes a college course(s) from an institution approved by the [Arkansas Department of Division of Elementary and Secondary Education \(ADESE\)](#) shall be given credit toward high school grades and graduation at the rate of one (1) high school credit for each three (3) semester hours of college credit. Unless approved by the school's principal, **prior to enrolling for the course**, the concurrent credit shall be applied toward the student's graduation requirements as an elective.

As permitted by the [ADESE Rules Governing Concurrent College and High School Credit](#), a student who takes a three (3) semester hour remedial/developmental education course shall receive a half (1/2) credit for a high school career focus elective. The remedial/developmental education course cannot be used to meet the core subject area/unit requirements in English and mathematics.

Participation in the concurrent high school and college credit program must be documented by a written agreement between:

- The student;
- The student's parent(s) or legal guardian(s) if the student is under the age of eighteen (18);
- The District; and
- The publicly supported community college, technical college, four-year college or university, or private institution the student attends to take the concurrent credit course.

Students are responsible for having the transcript for the concurrent credit course(s) they've taken sent to their school in order to receive credit for the course(s). Credit for concurrent credit courses will not be given until a transcript is received. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received at all or in a timely manner--this may jeopardize students' eligibility for extracurricular activities, graduation.

Students will retain credit earned through the concurrent credit program that was applied toward a course required for high school graduation from a previously attended, accredited, public school.

A student eligible to receive free or reduced price meals shall not be responsible for any of the costs for the student's first six (6) concurrent credit hours so long as the concurrent credit courses are taught on the District grounds and by a teacher employed by the District.<sup>2</sup> Any and all costs of concurrent credit courses beyond the six (6) hours permitted, that are not taught on the District's campus, or are not taught by a teacher employed by the District are the responsibility of the student. Students who are not eligible to receive free or reduced price meals are responsible for any and all costs associated with concurrent credit courses.

Legal References:

A.C.A. § 6-15-902(c)(2)

A.C.A. § 6-16-1201 et seq.

[A.C.A. § 6-18-232](#)

[ADESE Rules and Regulations: Governing](#) Concurrent College and High School Credit for Students Who Have Completed the Eighth Grade

Date Adopted: August 24, 2017  
Last Revised:

### **5.23—EQUIVALENCE BETWEEN SCHOOLS #1**

The Little Rock School District is committed to providing a quality education for all students in each of the district's schools. The equitable distribution of district resources is one means the district shall use to ensure all of its students receive a quality education. The Board directs that services in Title I schools, when taken as a whole, be at least comparable to services in schools that are not receiving Title I funds. Curriculum materials, instructional supplies, and the percentages of qualified personnel shall be equivalent between all schools in the district when compared on a school-by-school basis. Specifically, the goal of the district is to have its students given an equitable opportunity to learn regardless of the school they attend within the district.

The Board understands that the equivalence between schools shall not be measured by such things as

1. Changes in enrollment after the start of the school year;
2. Varying costs associated with providing services to children with disabilities,
3. Unexpected changes in personnel assignments occurring after the beginning of the school year;
4. Expenditures on language instruction education programs and;
5. Other expenditures from supplemental State or local funds consistent with the intent of Title I.

Legal Reference: 20 USC § 6321(a),(b), and (c)

Date Adopted: August 24, 2017  
Last Revised:

## 5.24—STUDENT PARTICIPATION IN SURVEYS

Section One: No student shall be required to submit to a survey, analysis, or evaluation which is administered or distributed by a school, and is funded in whole or in part by any program administered by the U.S. Department of Education without the prior written consent of the parent/guardian that reveals information concerning the following:

1. political affiliations;
2. mental and psychological problems potentially embarrassing to the student or his/her family;
3. sex behavior and attitudes;
4. illegal, anti-social, self-incriminating, and demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations, or beliefs of the student or student's parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Section Two: No surveys shall be administered without the prior approval of the school principal. Any survey created by a third party, or funded, in whole or in part, as part of any US Department of Education administered program, containing one or more of the eight categories listed above shall be available to be inspected by a student's parent/guardian before the survey is administered or distributed by a school to a student. Parents/guardians shall have the right to deny permission for their child to participate in the taking of the survey. The school shall not penalize students whose parents/guardians exercise this option. The school shall take reasonable precautions to protect students' privacy during their participation in the administration of any survey, analysis, or evaluation containing one or more of the eight categories listed above.

Section Three: Parents or guardians wishing to inspect a survey, analysis, or evaluation shall be able to do in the administrative office of the administering school where the surveys shall be available for inspection for a period of ten (10)\* days (regular school days when school is in session) after the notice of intent to administer the survey is sent. Included in the notice shall be information regarding how the survey or questionnaire will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey or questionnaire. Parents may refuse to allow their student to participate before or after reviewing the survey or questionnaire.

The requirements of sections one, two, and three of this policy do not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA).

Section Four: Prior written parental permission is required before any survey or questionnaire (not including tests mandated by state or Federal law or regulation and standardized scholastic achievement tests) is administered to a student the responses to which are to be provided to a person or entity other than another public school, school district, or any branch of the Federal Government and which requests or requires a student to provide any of the eight (8) categories of information listed above and/or the following;

1. A student's name;
2. The name of the student's parent or member of the student's family;
3. The address, telephone number, or email address of a student or a member of a student's family;

4. A personal identification number, such as a social security number, driver's license number, or student identification number of a student or a member of the student's family;
5. Any information, the disclosure of which is regulated, or prohibited by any other state or federal law or regulation.

The rights provided to parents under this policy transfer to the student when he/she turns 18 years old.

Legal References: 20 USC § 1232h (a), (b), (c) [NCLB Act of 2001, Part F, Section 1061 (c)  
(1)(A)(i)(ii)(B), (2)(A)(i)(ii)(B)(C)(ii), (5)(A)(ii)(B), (6)(C)(F)(G)]  
A.C.A. § 6-18-1301 et seq.

Date Adopted: August 24, 2017

Last Revised:

**5.24F1—OBJECTION TO PARTICIPATION IN SURVEYS, ANALYSIS, OR EVALUATIONS**

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby note my objection to participation by the student named below in the following survey, analysis, or evaluation.

I choose not to have my student participate in the following survey, analysis, or evaluation.

Name of specific survey \_\_\_\_\_

\_\_\_\_ All surveys

\_\_\_\_\_  
Name of student (Printed)

\_\_\_\_\_  
Signature of parent (or student, if 18 or older)

\_\_\_\_\_  
Date form was filed (To be filled in by office personnel)

**5.24F2—PERMISSION TO PARTICIPATE IN A SURVEY, ANALYSIS, OR EVALUATION**

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby grant my permission for the student named below to participate in the following survey, analysis, or evaluation.

Name of survey \_\_\_\_\_

\_\_\_\_\_  
Name of student (Printed)

\_\_\_\_\_  
Signature of parent (or student, if 18 or older)

\_\_\_\_\_  
Date form was filed (To be filled in by office personnel)

## 5.25—MARKETING OF PERSONAL INFORMATION

The Little Rock School District shall not collect, disclose, or use personal information for the purpose of marketing or for selling that information or to otherwise provide that information to others for that purpose.

Personal information is defined, **for the purposes of this policy only**, as individually identifiable information including:

1. a student or parent's first and last name,
2. a home or other physical address (including street name and the name of the city or town),
3. telephone number, and
4. social security identification number.

The district may collect, disclose, or use personal information that is collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions such as the following:

- a. College or other postsecondary education recruitment, or military recruitment;
- b. Book clubs, magazines, and programs providing access to low cost literary products;
- c. Curriculum and instructional materials used by elementary schools and secondary schools;
- d. Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
- e. The sale by students of products or services to raise funds for school related or education related activities; and
- f. Student recognition programs.

Legal Reference: 20 USC § 1232h (c)

Date Adopted: August 24, 2017

Last Revised:

## 5.26—ALTERNATIVE LEARNING ENVIRONMENTS

The District shall provide an eligible alternative learning environment (ALE) for each eligible ALE student enrolled in a District school. The ALE shall be part of an intervention program designed to provide guidance, counseling, and academic support to students who are experiencing emotional, social, or academic problems. Placement of a student in an ALE shall not be punitive in nature.

The superintendent or designee shall appoint an Alternative Education Placement Team which shall have the responsibility of determining student placement in the ALE. A student may be enrolled in an ALE only on the referral of the Alternative Education Placement Team. The team's placement decision is final and may not be appealed.

The team is to be comprised of the following:

- a school counselor from the referring school;
- the ALE administrator and/or ALE teacher;
- the building principal or assistant principal from the referring school;
- a parent, ~~or~~ legal guardian, person having lawful control of the student, or person standing in loco parentis (if they choose to participate);
  - The District shall document its efforts to contact the student's parent, ~~or~~ legal guardian, person having lawful control of the student, or person standing in loco parentis to schedule a meeting or a phone call for a placement meeting at the convenience of the parent, ~~or~~ legal guardian's, person having lawful control of the student, or person standing in loco parentis convenience, and maintain such documentation in the student's Student Action Plan (SAP).
- LEA special education/504 representative (if applicable);
- at least one (1) of the student's regular classroom teacher(s); and
- if the District so chooses, the student.

Students who are placed in the ALE shall exhibit at least two (2) of the ~~following~~ characteristics from items a through l below:

- a. Disruptive behavior;
- b. Dropping out from school;
- c. Personal or family problems or situations;
- d. Recurring absenteeism;

For the purposes of the ALE, personal or family problems or situations are conditions that negatively affect the student's academic and social progress. These may include, but are not limited to:

- e. Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics
- f. Abuse: physical, mental, or sexual;
- g. Frequent relocation of residency;
- h. Homelessness;
- i. Inadequate emotional support;
- j. Mental/physical health problems;
- k. Pregnancy; or
- l. Single parenting.



No later than five (5) school days after a student begins alternative education interventions, the Alternative Education Placement Team shall develop a signed agreement between the ALE; the parent, or legal guardian, person having lawful control of the student, or person standing in loco parentis (if they choose to participate); and the student, outlining the responsibility of the ALE; parent, or legal guardian, person having lawful control of the student, or person standing in loco parentis; and the student to provide assurance that the plan for each student is successful.

No later than one (1) week after a student begins alternative education interventions, the Alternative Education Placement Team shall assess the student's current functioning abilities and all relevant social, emotional, academic, career, and behavioral information and develop an SAP outlining the intervention services to be provided to the student that is in compliance with the ~~Arkansas Department of~~ Division of Elementary and Secondary Education (ADESE) Rules. The SAP may be revised from time to time by the ALE placement team and a positive behavior or transitional plan shall be developed and added to the SAP prior to a student's return to the regular educational environment.

The district's ALE program shall follow class size, staffing, curriculum, and expenditure requirements identified in the ADESE Rules.

Legal References:       A.C.A. § 6-20-2305(b)(2)  
                                  A.C.A. § 6-48-101 et seq.  
                                  ADESE Rules Governing the Distribution of Student Special Needs Funding and the  
                                  Determination of Allowable Expenditure of These Funds – 3.01, 4.00, and 8.0

Date Adopted: August 24, 2017

Last Revised:

### **5.26.1—ALE PROGRAM EVALUATION**

The ALE program shall be evaluated at least annually to determine its overall effectiveness. The evaluation shall specifically address how the use of ALE funds is in alignment with the district's school district support plan in addressing identified achievement gaps and student performance deficiencies.

Legal Reference:       A.C.A. § 6-15-2914

Date Adopted: August 24, 2017

Last Revised:

## 5.27—ENGLISH LANGUAGE LEARNERS

The district shall utilize the special needs funding it receives for identified English Language Learners (ELL) on activities, and materials listed in the ADESE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds.

The expenditures of ELL supplemental funding shall be evaluated at least annually to determine their overall effectiveness. The evaluation shall specifically address how the use of ELL funds is in alignment with the district's school district support plan in addressing identified achievement gaps and student performance deficiencies.

Legal References:       A.C.A. § 6-15-2914  
                              A.C.A. § 6-20-2305(b)(3)  
                              ADESE Rules Governing the Distribution of Student Special Needs Funding and the  
                              Determination of Allowable Expenditure of These Funds – 3.09, 5.00, 8.00  
                              Standards For Accreditation 2-J.2

Date Adopted: August 24, 2017

Last Revised:

**5.28 — ~~NATIONAL SCHOOL LUNCH ACT~~ ENHANCED STUDENT ACHIEVEMENT FUNDING EXPENDITURES**

Funding received from the state based on the number of students eligible for free and reduced-priced meals under the National Student Lunch Act shall be expended in accordance with guidelines outlined in the ADE Division of Elementary and Secondary Education Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds.

The district shall at least annually evaluate programs supported by NSLA Enhanced Student Achievement funds to determine the effectiveness of the programs and to ensure they are providing intervention/prevention services designed to increase student achievement that are in alignment with the district's school district support plan.

Legal References:       A.C.A. § 6-15-2914  
                              A.C.A. § 6-20-2305(b)(4)  
                              ADESE Rules Governing the Distribution of Student Special Needs Funding and the  
                              Determination of Allowable Expenditure of These Funds 3.12, 3.17, 3.18, 6.00, and  
                              8.00

Date Adopted: August 24, 2017

Last Revised:

## 5.29—WELLNESS POLICY

The health and physical well-being of students directly affects their ability to learn. Childhood obesity increases the incidence of adult diseases occurring in children and adolescents such as heart disease, high blood pressure and diabetes. The increased risk carries forward into their adulthood. Research indicates that a healthy diet and regular physical activity can help prevent obesity and the diseases resulting from it. It is understood that the eating habits and exercise patterns of students cannot be magically changed overnight, but at the same time, the Board of Directors believes it is necessary to strive to create a culture in our schools that consistently promotes good nutrition and physical activity.

The problem of obesity and inactivity is a public health issue. The Board of Directors is keenly aware that it has taken years for this problem to reach its present level and will similarly take years to correct. The responsibility for addressing the problem lies not only with the schools and the [Arkansas Department of Division of Elementary and Secondary Education \(ADESE\)](#), but with the community and its residents, organizations and agencies. Therefore, the District shall enlist the support of the larger community to find solutions that improve the health and physical activity of our students.

### Wellness Committee

To enhance the district's efforts to improve the health of our students, a School Nutrition and Physical Activity Advisory Committee (SNPAAC) shall be formed. It shall be structured in a way to ensure age-appropriate recommendations are made that correlate to the District's grade configurations.<sup>1</sup> The SNPAAC shall have the powers and responsibilities delegated to it by statute and Rule and are incorporated into this policy by reference.<sup>2</sup> The overarching goal of the committee shall be to promote student wellness by monitoring how well the District is doing at implementing this policy. The SNPAAC shall use modules 1, 2, 3, 4, [10](#), and [§ 11](#) of the Centers For Disease Control' (CDC) School Health Index as a basis for annually assessing each school's progress toward meeting the requirements of this policy. The results of the annual assessment shall be included in [each school's ACSIP the school district's support plan \(SDSP\)](#), provided to each school's principal, and reported to the board. Goals and objectives for nutrition and physical activity shall also be included in the [ACSIP SDS](#).

The LRSD Wellness Policy, written by the SNPAAC members, was originally approved in 2007 by the District Board of Education. This policy includes requirements to support district compliance with current state and federal legislation.

The SNPAAC shall be made up of Individuals from the following groups to the extent interested persons from each group desire to be included in the development, implementation, and periodic review of the District's wellness policy:

- Representatives from each appropriate grade level group (elementary, middle and senior high)
- Members of the District's Board of Directors;
- School administrators;
- School nutrition personnel including the District's Director of Food Service;
- Teacher organizations;
- Teachers of physical education;
- Parents;
- Students;
- Professional groups (such as nurses);

- School health professionals (such as school nurses, school counselors, and social workers) including the District’s Coordinator of Health Services; and
- Community members.

Quarterly, the SNPAAC shall provide written recommendations to the District’s Child Nutrition Director concerning menus and other foods sold in the school cafeteria. Such recommendations shall be based, at least in part, on the information the Committee receives from the District on the requirements and standards of the National School Lunch Program and from menus for the National School Lunch Program and other food sold in the school cafeteria on a quarterly basis.

The SNPAAC will meet at least monthly during the school year. Meeting dates for the SNPAAC will be placed on the District’s calendar.

### **School Health Coordinator**

To assist the SNPAAC in ensuring that the District fulfills the requirements of this policy, a District level School Health Coordinator (Designated District Official) shall be appointed. In addition, a school level School Health Coordinator shall be appointed who shall be responsible for assisting the District level School Health Coordinator in ensuring that each school fulfills the requirements of this policy.

### **Goals**

In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the District will adhere to the [ADESE](#) Rules Governing Nutrition and Physical Activity Standards And Body Mass Index For Age Assessment Protocols. To promote nutrition, physical activity, and other school based activities that will improve student wellness, the District, working with the SNPAAC, has established the following goals:

1. Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum;
2. Enforce existing physical education requirements and engage students in healthy levels of vigorous physical activity ensuring elementary students in grades K-6 receive at a minimum a total of 150 minutes per week of physical activity. The 150 minutes will include 60 minutes of scheduled physical education. Students in grades 7-8 will receive a minimum of 150 minutes of physical activity weekly. Students in grades 9-12 will be required to take one semester of physical education to comply with current Standards of Accreditation as well as receive a minimum of 150 minutes of physical activity weekly;
3. Strive to improve the quality of and staff development available to physical education curricula and increase the training of physical education teachers ensuring that the District employ at least one certified and/or qualified physical education full-time equivalent (FTE) teacher for every 500 students who will directly supervise physical education instruction and all personnel teaching physical education in grades K-12 hold a physical education certification appropriate for grade level being taught;
4. Follow the Arkansas Physical Education and Health Education Frameworks in grades K-12;
5. With the exception of extracurricular activities, not use or withhold physical education and recess as punishment;
6. Allow outdoor recess when outdoor temperatures are between 35 – 95 degrees.
7. Not use food or beverages as rewards for academic, classroom, or sports performances and/or activities except as required for special needs students, School Nurse health care and foods for instructional purposes;

8. Establish class schedules and bus routes that do not directly or indirectly restrict meal access;
9. Provide students with ample time to eat their meals in pleasant cafeteria and dining areas;
10. Abide by the current allowable food and beverage portion standards;
11. Meet or exceed the more stringent of Arkansas' or the U.S. Department of Agriculture's (USDA) Nutrition Standards for reimbursable meals and a la' carte foods served in the cafeteria. These include but are not limited to the following:
  - a. Offer only 1% or fat-free milk
  - b. Offer fruits and/or vegetables at all points of service, preferably fresh, with frozen and canned fruit packed in natural juice, water or light syrup
  - c. Limit french fries/fried potatoes to once a week in elementary schools with maximum serving size determined by Smart Snack Calculator
  - d. Limit french fries/fried potatoes serving size in middle, junior high and high schools as determined by Smart Snack Calculator and per Meal Pattern Guidelines.
  - e. Limit the number of fried foods at each meal to one item out of every six food items in middle, junior high and high schools
  - f. Prohibit the sale or distribution of extra dessert, french fries and/or ice cream in elementary schools;
12. Restrict access to competitive foods as required by law and Rule. Vended foods, and other competitive foods and foods of minimal nutritional value cannot be sold from the start of the school day until 30 minutes after the last lunch period in all schools;
13. Conform new and/or renewed vending contracts to the content restrictions contained in the Rules and reduce district dependence on profits from the sale of competitive foods. At the point of choice for students, 100% of the selections will meet the healthier choice criteria. At the point of choice in all District facilities serving faculty, staff and the athletic department, the product mix will be at least 50% healthier choices. Point of sale signage will only show the healthier food and beverage options and/or physical activity. Additional requirements include, but are not limited to the following:
  - a. All beverages except unflavored, unsweetened water are limited to 12 oz. per vended container
  - b. Healthier beverages include 100% fruit juice, low fat or fat free milk and unflavored, unsweetened water.
  - c. Calorie free – low calorie ( $\leq 60$  calories/12 oz. serving) sports beverages will be restricted to high schools and to their immediate area of physical education facilities
  - d. Calorie free – low calorie ( $\leq 60$  calories/12 oz./serving) caffeinated beverages are limited to high schools. The amount of caffeine is limited to  $\leq 55$  mg/serving
  - e. All beverages sold in vending machines and concessions will be priced equally
  - f. After-hour and weekend concessions will have a 50/50 product mix with the recommendation of moving to 100% healthier choices. Usage of the Smart Snack calculator is required to determine healthier options.
  - g. A choice of two fruits and/or 100% fruit juice must be offered for sale at the same time and place whenever competitive foods are sold
  - h. Snack food items will contain  $\leq 200$  calories per item as packaged or served,  $\leq 35\%$  of total calories from fat,  $\leq 10\%$  of calories from saturated fat, and zero grams trans fat,  $\leq 35\%$  of total weight from added sugar (if added sugar not on label use total sugar) and  $\leq 200$  mg sodium. In addition, snack foods must be a "whole grain-rich" grain product; or have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or be a combination food that contains at least  $\frac{1}{4}$  cup of fruit and/or vegetable

14. Provide professional development to all district staff on the topics of nutrition and/or physical activity with specific monthly training for the Child Nutrition assistants;
15. Utilize the School Health Index available from the CDC to assess how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students.

### **Food and Beverages Outside of the District's Food Service Programs**

The District will insure that drinking water is available without charge to all students throughout the school at every District facility.

The District will promote water as an essential nutrient and as a substitute for sugar-sweetened beverages and allow students to take bottled water into the classroom, provided it is plain water (no additives, sweeteners, flavorings, etc.) in a transparent (clear), colorless bottle with a screw lid. Students who violate the provisions of this policy will lose their privilege to carry water into class for the remainder of the school year.

All food and beverages sold to students on school campus from midnight prior to the start of the school day and from 30 minutes after the last lunch period until 30 minutes after the end of the day's classes by school administrators or school non-licensed or licensed staff (principals, coaches, teachers, club sponsors, etc.); students or student groups; parents or parent groups; or another person, company, or organization associated with the school shall meet the Federal Smart Snacks requirements, Arkansas Nutrition Standards and in District policy at a minimum. These restrictions include, but are not limited to, food and beverages sold in vending venues (machines, ice chests, cabinets) in school stores or as part of school fundraisers. The nutrient content of every food and beverage item sold must be validated with the Alliance for a Healthier Generation's Smart Snacks calculator. A copy of the Smart Snack Calculator product compliance screen and a copy of the nutrition fact label of the product(s) must be kept in a file at the school for audit purposes. Sales locations are to achieve at least a 50/50 balance of healthy and less healthy offerings.

Schools shall appoint a staff person at each school to monitor fundraisers by all school-related organizations or groups to ensure compliance with Federal, state and District policies. The District shall designate a representative to serve as a resource for schools in planning and coordinating fundraising and to serve as a liaison between the district and vendors to keep them informed of the District policies related to fundraisers. Schools shall encourage the use of non-food alternatives for fundraising including fundraising that promotes physical activity.

All food and beverages provided, but not sold, to students on the school campus during the school day by school administrators or school non-licensed or licensed staff (principals, coaches, teachers, club sponsors, etc.); students or student groups; parents or parent groups; or another person, company, or organization associated with the school shall meet the Federal Smart Snacks requirements, Arkansas Nutrition Standards and District policy at a minimum. These restrictions include, but are not limited to, food and beverages provided in vending venues (machines, ice chests, cabinets) in school stores or as part of school fundraisers. The nutrient content of every food and beverage item provided must be validated with the Alliance for a Healthier Generation's Smart Snacks calculator. A copy of the Smart Snack Calculator product compliance screen and a copy of the nutrition fact label of the product(s) must be kept in a file at the school for audit purposes. Schools shall limit the number of servings per day to one per student.

Up to a maximum of nine (9) times per school year, school administration may schedule school wide events, i.e. field days and fall festivals, where food and beverages provided to students are not required to meet the



Federal Smart Snacks standards during the scheduled time. A birthday party in a single classroom is considered a school event and counts toward the nine per year for the entire school. The schedule of the events shall be by school, approved by the principal, and shall be part of the annual school calendar.

Food and beverages outside of the District's food service programs may not be sold, served, or provided to students in the District's food service areas during meal times.

Elementary students shall not have access to vended food and beverages anytime, anywhere on school premises.

The District does not place nutrition restrictions on food or beverages brought from home that are intended for personal consumption only.

### **Advertising**

In accordance with the USDA regulations, oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product that are made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product shall only be permitted on school campus during the school day if they meet or exceed the Federal Smart Snacks and District policy standards. This restriction does not apply to:

- Materials used for educational purposes in the classroom, including, but not limited to:
  - The use of advertisements as a media education tool; or
  - Designing and implementing the health or nutrition curriculum;
- Clothing, apparel, or other personal items used by students and staff;
- The packaging of products brought from home for personal consumption; and
- Currently existing advertisements on school property, including but not limited to, score boards, school name signs and other long-life items; however, all future contracts and replacement items shall meet the Federal Smart Snacks and District policy standards.

### **Community Engagement**

The District will work with the SNPAAC to:

- a. Encourage participation in extracurricular programs that support physical activity, such as walk-to-school programs, biking clubs, after-school walking etc.;
- b. Encourage the implementation of developmentally appropriate physical activity in after-school childcare programs for participating children;
- c. Promote the reduction of time youth spend engaged in sedentary activities such as watching television and playing video games; and
- d. Encourage the development of and participation in family-oriented community-based physical activity programs.

The District will annually inform the public:

- Of the web address where the policy is located;
- Of any changes made to this policy since the previous year;
- Of the health and wellness priority goals in the District's [ACSIIP SDSP](#);
- That a printed copy of the policy may be picked up at the District's central office; and
- The amounts and specific sources of funds received and expenditures made from competitive food and beverage contracts.

### **Assessment of District's Wellness Policy**

At least once every three years, with input from the SNPACC, the District shall assess both the District as a whole and individual schools' status in regards to the implementation and compliance of the goals of this policy, including the health and wellness goals in the District's [ACSIP SDS](#). The assessment shall be based, at least in part, on:

- The extent to which District schools are in compliance with this policy;
- The extent to which this policy compares to other model local school wellness policies;
- The annual reviews of this policy based on modules 1, 2, 3, 4, and 8 of the CDC's School Health Index; and
- A description of the progress made in attaining the goals of this policy.

On the years the assessment occurs, the assessment results shall be reported to the public, including parents, students, and other members of the community as part of the District's annual report to the public.

The District will update the wellness policy based on the results from the three (3) year assessment.

### **District Website**

The District will place on its website:

- The name, District phone number, and District email address for the District Level School Health Coordinator;
- The names, district phone numbers, and district email addresses for the School Level School Health Coordinators;
- The names of the members of the SNPAAC;
- Meeting dates for the SNPAAC;
- Information on how community members may get involved with the SNPAAC;
- A copy of this policy;
- A copy of the annual review of this policy based on modules 1, 2, 3, 4, 10 and 11 of the CDC's School Health Index; and
- A copy of the most recent three (3) year assessment of this policy.

Legal References: Richard B. Russell National School Lunch Act 42 U.S.C. § 1751 et seq. as amended by PL 111-296 (Section 204) of 2010. (Section 204 is codified at 42 U.S.C. § 1758(b))  
Child Nutrition Act of 1966 42 U.S.C. § 1771 et seq.  
7 C.F.R. § 210.18  
7 C.F.R. § 210.31  
A.C.A. § 6-20-709  
A.C.A. §§ 20-7-133, 134, and 135  
ADE Rules Governing Nutrition and Physical Activity Standards And Body Mass Index For Age Assessment Protocols  
Allowable Competitive Foods/Beverages - Maximum Portion Size List for Middle, Junior High, and High School  
Commissioner's Memo CNU-17-010  
Commissioner's Memo CNU-17-013  
Commissioner's Memo CNU-17-016  
Commissioner's Memo CNU-17-043 Nutrition Standards for Arkansas Public Schools

Date Adopted: September 28, 2017

Last Revised:

### **5.29a Water Bottle Access Policy**

Because water is a necessary nutrient to maintain and improve health, the Little Rock School District allows students and staff to carry a clear, plastic water-bottle while on campus. In an effort to limit confusion, the following rules apply to students and staff:

1. To prevent spills, the bottle must be capped with either a push-button or sid-lid or an automatic seal spout.
2. A screw on lid or push top lid is not sufficient.
3. The container must contain plain water.
4. There can be no juice, soda, addable, or energy drink.
5. The water may be consumed during class but not in close proximity of technology equipment, during science labs, or in the library.
6. Classroom rules regarding the use of the restroom will be in effect. Students and staff need to take care of restroom needs before class starts and one must be responsible for the amount of water that is taken in during classroom time.
7. Students and staff will be responsible to fill the bottle between classes. A student may not leave class to fill a bottle.
8. Water bottles are not to be played with on school grounds. This includes throwing the bottle or pouring the contents to the bottle onto a student, staff or equipment.

Any failure to follow the policy will result in at a minimum of the student losing the opportunity of having a water bottle for a set period of time and additional repercussions if needed.

Date Adopted:

Last Revised:

### **5.29b Water Bottle Filling Station**

The Little Rock School District Superintendent shall not approve the plans and specifications for a new public school building contemplated by a board of education or any major building renovation, unless the plans and specifications provide for:

1. A minimum of two (2) water bottle filling stations in each school.
2. A minimum of one (1) drinking fountain or water bottle filling station on each floor and wing of each new school building.
3. A floor plan is strongly encouraged to have one (1) drinking fountain or water bottle filling station located in or near gymnasiums, cafeterias and other high traffic areas.
4. A minimum of one (1) drinking fountain or water bottle filling station for every 100 students projected to attend the school upon completion of the proposed construction.

Any water bottle filling station installed in a public school building shall:

1. Dispense filtered, cooled, clean drinking water.
2. Be regularly cleaned and maintained.

Any drinking fountain installed in a public school building shall:

1. Be equipped with a protective cowl.
2. Be equipped with a waterspout at least one (1) inch above the overflow rim of the drinking fountain.
3. Dispense filtered, cooled, clean drinking water.
4. Be regularly cleaned and maintained.

Date Adopted:

Last Revised:



## **Community Advisory Board Agenda**

LRSD Board Room, 801 W. Markham Street  
Thursday, October 17, 2019, 5:30 pm

### **Subject:**

LRSD adoption of 5.29a Water Bottle Access Policy and 5.29b Water Bottle Filling Station.

### **Background:**

Per the American Heart Association, water plays an important role in maintaining a child's overall health. Drinking water supports children's muscles, joints and tissues. It improves their digestive system and keeps their growing bodies hydrated.

### **Rationale:**

LRSD desires to increase school water access for all students.

### **Funding:**

LRSD does not anticipate that funding will be needed to adopt this set of policies.

### **Recommendation:**

LRSD recommends that the Commissioner adopt of 5.29a Water Bottle Access Policy and 5.29b Water Bottle Filling Station.

## **5.29a Water Bottle Access Policy**

Because water is a necessary nutrient to maintain and improve health, the Little Rock School District allows students and staff to carry a clear, plastic water-bottle while on campus. In an effort to limit confusion, the following rules apply to students and staff:

1. To prevent spills, the bottle must be capped with either a push-button or sid-lid or an automatic seal spout.
2. A screw on lid or push top lid is not sufficient.
3. The container must contain plain water.
4. There can be no juice, soda, addable, or energy drink.
5. The water may be consumed during class but not in close proximity of technology equipment, during science labs, or in the library.
6. Classroom rules regarding the use of the restroom will be in effect. Students and staff need to take care of restroom needs before class starts and one must be responsible for the amount of water that is taken in during classroom time.
7. Students and staff will be responsible to fill the bottle between classes. A student may not leave class to fill a bottle.
8. Water bottles are not to be played with on school grounds. This includes throwing the bottle or pouring the contents to the bottle onto a student, staff or equipment.

Any failure to follow the policy will result in at a minimum of the student losing the opportunity of having a water bottle for a set period of time and additional repercussions if needed.

Date Adopted:

Last Revised:

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3. Dispense filtered, cooled, clean drinking water.
4. Be regularly cleaned and maintained.

Date Adopted:

Last Revised:

## EXECUTIVE SUMMARY

**Topic:** LRSD Gifted Programs TAV and AP Update

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### Short Summary:

**A revised LRSD Gifted Program Handbook will be presented for board approval. The handbook was reviewed by the ADE as part of the TAV visit that occurred in May 2019. Based upon a recommendation from the TAV visit, we are seeking board approval of the handbook. Of note and also to be approved, included in the handbook is an acceleration policy beginning on page 22 that is included per school board policy 4.54-Student Acceleration that states-**

*“The Board believes that acceleration is an effective and research-based intervention for the academic growth of students who are ready for an advanced or faster-paced curriculum. It can allow a student to move through the traditional educational setting more rapidly, based on assessed readiness, capability and motivation. At the same time, the Board understands that acceleration is not a replacement for gifted education services or programs.*

*Generally, acceleration can occur through one of two broad categories: content based and grade based. Grade based acceleration shortens the number of years a student would otherwise spend in K-12 education, while content based acceleration occurs within the normal K-12-time span. Either form of acceleration can be triggered by either a parent/guardian, student, or community member's request or by the referral of school personnel. In either case, the process of determining the appropriateness of the request shall be under the direction of the district/school Gifted and Talented Program Coordinator who shall convene the individuals necessary to make an informed decision which shall include the student's parents or guardians.*

*While the needs of the student should dictate when acceleration decisions are considered, the Board believes the optimal time for referrals is in the spring which gives adequate time for working through the determination process and for preparing those concerned for a smooth transition to the acceleration beginning in the following school-year.*

**The District's Gifted and Talented (GT) Program Coordinator will create a written format to govern the referral and determination process which shall be made available to any parent or staff member upon request.**

*The parents/guardians of any student whose request for acceleration has been denied may appeal the decision, in writing to the District's GT Coordinator. The District's GT Coordinator and the Acceleration Placement Committee will again thoroughly review the case study that was completed on the student. Upon completion of the review, the Committee will either request additional new testing be conducted to help the Committee make its determination or it will uphold the initial decision. The Committee's decision may not be further appealed.”*

*Legal Reference: ADE Gifted and Talented Rules Date Adopted: August 27, 2017*

### Background:

### Evaluation:



**Recommendation:**

- **Action Steps for Board of Education**
  - **Consider if community or staff needs to see this.**

**Action Steps to be taken:**

Approval of the LRSD Gifted Program Handbook including a new district Acceleration Policy.

**Strategic Plan Alignment:**

**Key Points:**

**Key Players:**

LRSD students, staff, GT staff, administrators parents, community

**Fiscal Impact**

**Critical questions for Board to consider:**

**REFERENCES: (List titles of relevant background reports/source materials and include location of the documents.)**

**Please put page numbers on all documents. Material should be paged 1 – 300.**

**Page 2 is Table of contents**

**Date submitted October 4, 2019**

**Submitted by Romona Cheneval**

Revised Spring 2019

# LRSD Gifted and Talented Program Handbook



LITTLE ROCK  
SCHOOL DISTRICT



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**The Contents of this handbook are aligned directly with the Arkansas Gifted and Talented Program Approval Standards and were reviewed by the ADE Office of Gifted and Talented and Advanced Placement in May 2019.**

**Mission:** The mission of the Gifted and Talented Program is to provide an educational environment for identified G/T students that will allow them to develop intellectually, socially, and emotionally. The goal of the Gifted and Talented Program is to identify the unique potential of each student and to provide the educational environment conducive to develop that potential.

### **Goals:**

- Develop a systematic and continuous method of finding/identifying new students who are in need of gifted program support
- Develop, implement, manage, and support a variety of program options that meet the needs of advanced learners
- Provide educational opportunities and differentiated experiences particularly suited to the needs of gifted learners through which they can continue developing and exceed their potential
- Establish learning environments that value and enhance intelligence, talent, creativity, higher levels of thinking, problem solving, and affective growth
- Provide opportunities for active participation and engagement of students, parents, families, staff, and community members
- Create processes and procedures that support the schools' efforts to meet ESSA goals.
- Recognize and celebrate diversity; strive to identify top 10% in each ethnic group
- Celebrate strengths and successes while addressing deficits
- Practice the art of reflection in all aspects of the program for the purpose of improvement

## **History of Gifted Programming in Arkansas**

*Responding to the concern for educational programming for gifted and talented students, the Arkansas General Assembly passed Act 106 of 1979. This legislation established the Office for the Education of Gifted and Talented Children, headed by an administrator to direct the state program. Funds were appropriated to provide financial assistance to school districts operating programs for gifted and talented students.*

*Guidelines were developed to provide information to assist districts in planning, implementing, and evaluating programs for gifted and talented students. The document, "Education of Gifted and Talented Students: Guidelines for Local Education Agencies," was approved by the State Board of Education in 1981.*

*Since that time, a number of pieces of legislation enacted have had a profound effect on gifted education.*

*Act 445 of 1983, the Quality Education Act, established minimum standards for accreditation of public schools and authorized the State Board to name a committee to recommend regulations, criteria, and minimum standards. The Standards for Accreditation of Arkansas Public Schools, which were adopted by the State Board of Education February 22, 1984, included a provision that all districts must provide a program for gifted and talented students.*

*Act 34 of 1983, First Extraordinary Session, the School Finance Act, provided funding for districts which were developing or operating programs for gifted and talented students. The Department of Education was directed to set aside annually, beginning in 1984-85, funds for program development, not to exceed \$6 million. Districts which were operating approved programs were eligible to receive funds based on an "add on" weight of .25 for each student identified as gifted and talented (funding was based on no more than five percent of the district's average daily membership).*

*The original guidelines developed to assist districts were then refined and updated and became the Rules and Regulations for gifted education in Arkansas. Gifted and Talented Program Approval Standards were approved by the State Board of Education in 1987, revised in 1999 and 2009.*

*Act 917 of 1995 changed the funding process to local school districts regarding gifted and talented students. The new law now stipulates an expenditure requirement replacing the funding provision that had previously existed. This expenditure requirement reads: Local school districts shall expend from state and local revenues not less than the following amounts on gifted and talented programs, in accordance with rules and regulations promulgated by the State Board of Education - the previous year's average daily membership participating in gifted and talented programs, up to five percent (5%) of the previous year's average daily membership, multiplied by fifteen hundredths (.15) times the base local revenue per student.*

The following LRSD standards designated 1.0-3.4 are included from the ADE Gifted and Talented Program Approval Standards to provide state definitions.

### **1.00 Regulatory Authority (background information)**

**1.01** ADE developed rules and regulations known as the Arkansas Department of Education Regulations Governing Gifted and Talented Program Approval Standards

**1.02** The State Board of Education enacted these regulations pursuant to its authority under Arkansas Code Annotated 6-42-102 (Repl.1993)

### **2.00 Purpose**

The purpose of the ADE regulations is to establish minimum standards for approval of gifted programs which meet the requirements of the Standards of Accreditation adopted by the state Board of Education, February 22, 1984, which have been in effect since June 1, 1987.

### **3.00 Definitions**

**3.01 GIFTED AND TALENTED:** Gifted and Talented children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services. Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and/or motivation, and creative ability.

**3.02 APPROVED TEACHER OF THE GIFTED:** This refers to a specialist who has attained certification, passed appropriate state approved assessments and meets standards as set by the State Board of Education through the Arkansas Department of Education Professional Licensure Department for add-on endorsement in gifted education.

**3.03 APPROVED COORDINATOR OF GIFTED PROGRAMS:** This refers to a specialist who has attained licensure, passed appropriate state approved assessments and meets the standards as set by the State Board of Education through the Arkansas Department of Education Professional Certification Department for add-on endorsement in gifted education and develops and coordinates programs and services for identified gifted students' kindergarten through grade twelve.

**3.04 APPROVED ADMINISTRATOR/DIRECTOR OF GIFTED PROGRAMS:** This refers to a specialist who has attained certification, passed appropriate state approved assessments and meets standards as set by the State Board of Education through the Arkansas Department of Education Professional Licensure Department for add-on endorsement in gifted education and in gifted education administration and promotes the administration/coordination of programs and services for gifted students, kindergarten through grade twelve.

**The following LRSD Standards designated 4.0-10.0 are aligned with ADE Gifted and Talented Program Approval Standards. These standards provide further detail of the guiding policies and processes adopted by LRSD Gifted Programs.**

**4.0 Community Involvement** Little Rock School District staff, parents, students, and community members mutually support the Little Rock School District's Gifted and Talented Program. All stakeholders are informed of opportunities throughout the year. Parents and community members are encouraged to ask questions and make suggestions for improvement. Annual parent meetings are conducted at schools each year. Each school partners with local businesses in the community in efforts to meet students' affective and cognitive needs. Having a positive school climate ultimately reflects the culture of the community. The Little Rock School District is committed to promoting parent and community involvement.

**4.01 Community Awareness Opportunities**-Parents and community members receive information about the Gifted Program through a variety of sources: parent meetings, parent handbook, brochures, LRSD Gifted Programs webpage, LRSD Gifted Programs Social Media webpages, GT handbook, letters to parents, newsletters, annual reviews, School Messenger, parent/teacher conferences, and other various types of media.

**4.02 Annual Community Meeting**-Parents and community members are invited to attend annual GT meetings. Meetings are held each fall. Announcements are typically made through school newsletters, e-mails, School Messenger, Web sites and/or letters sent home by GT Specialists, Seminar teachers, or Facilitators.

**4.03 Advisory Council**- School level GT Advisory Committees meet at least once a year to serve as a steering committee, providing direction to the GT Program. The GT Advisory Council is comprised of school stakeholders including students, parents, teachers, administrators, community members, and school partners. A list of current members, meeting agendas, and sign-in sheets are maintained by each school specialist or facilitator. Meeting agendas, and sign-in sheets are submitted to the district GT office each semester.

## **5.00 Staff Development**

**5.01 Staff Development Plan**- GT personnel have on-going professional development that is supported by the district. Time and money are allocated to ensure that teachers consistently receive training and opportunities for personal and professional growth. Periodic assessments, such as surveys and/or questionnaires are used, along with student test data, to determine professional development needs. The GT Director is responsible for arranging meaningful professional development throughout the school year. GT personnel participate in a successful blend of professional development geared specifically to GT, while other professional meetings are held in collaboration with traditional classroom teachers. The following areas are appropriate for the entire school staff: (1) characteristics and needs of the gifted; (2) identification procedures; (3) teaching strategies; (4) creativity; (5) utilization of community resources; and (6) program evaluation. Informal staff development opportunities may take the form of: books, journals, articles, demonstrations, Webinars, sharing of student products,



faculty meetings, etc. Monthly calendars are published through the district's professional development Web site and are available throughout the year in efforts to keep teachers abreast of training opportunities.—Individual GT teachers can track professional development hours earned through the LRSD Professional Development Web site.

**5.02 On-going PD Opportunities-** GT staff members are encouraged to attend local, state, and national conferences. Upon return from conferences, GT personnel share information and knowledge gained with administrators, teachers, and support staff. GT Specialists and Facilitators provide professional development opportunities for all other personnel at their perspective school sites. These site-based professional development opportunities should focus on strategies that help GT students move forward academically, socially, and emotionally as well as inform staff of program identification procedures and programming options. In addition to professional development opportunities provided for LRSD GT Staff and district wide educators, awareness PD sessions for administrators and the district's board of education will also be provided. Secondary GT Facilitators coordinate programs at school sites. They also provide professional development opportunities for Pre-AP, AP, and GT Seminar teachers. Pre-AP and AP teachers receive required training by attending ADE and College Board approved workshops. Required training is to be repeated every five years as per ACT 102. Teachers who have not yet received training are required to sign an additional training plan (ATP) that is kept on file at the district and school levels and is also forwarded to the ADE. GT Seminar teachers are certified in Gifted and Talented Education or have been placed on an Additional Licensure Plan (ALP) until such time that they are certified.

## **6.00 Personnel**

**6.01** Persons who **TEACH** identified students in homogeneous groups **MUST** hold current Arkansas initial or standard teaching licensure, pass appropriate state approved assessments, and meet performance standards as set by the State Board of Education through the Arkansas Department of Education Professional Licensure Department for add-on endorsement in gifted education. Little Rock School District GT Specialists for grades K-5, and also GT seminar teachers and facilitators/coordinators at the secondary level who provide direct service to students, must be certified. In addition to time spent delivering direct services to GT students, teachers may be asked to perform a variety of duties that promote the integration of the GT Program with regular education programs.

**6.02** Persons who **COORDINATE** a program for gifted students, K-12, must hold current Arkansas teaching licensure, pass appropriate state approved assessments and meet performance standards as set by the State Board of Education through the Arkansas Department of Education, Professional Licensure Department for add-on endorsement in gifted education. Little Rock School District currently employs one Secondary GT Specialist who primarily serves students and teachers at the middle and high school levels.

**6.03** Persons who **ADMINISTER** a program (Curriculum Program Administrator), K-12, must hold current Arkansas licensure, pass appropriate state approved assessments, and meet performance standards as set by the State Board of Education through the Arkansas

Department of Education, Professional Licensure Department for add-on endorsement in gifted education. Little Rock School District currently has one GT Director who oversees all programs, including GT, Pre-AP, AP, GT Seminar, and AAIMS.

**6.04 Process for selection**-LRSD has fair policies and procedures in place for the hiring of all personnel. The process and hiring of highly qualified GT administrators are established and clearly defined. Equal opportunities are extended to all employees and to applicants for employment who meet the qualifications established for the classification or position for which application is being made. LRSD does not discriminate because of race, color, religion, sex, or age, when assigning, training, or promoting personnel. All hiring guidelines can be found within LRSD policies.

### **6.05 JOB DESCRIPTIONS**

#### **Duties: Director of Gifted and Talented Programs**

- K-12 Responsibilities:
- Coordinate the operation of Gifted and Talented and Advanced Placement Programming K-12 assuring that both programs meet district goals and priorities, while also meeting standards established by the ADE.
- Assume responsibility for the district's compliance of ADE state GT standards and the Guidelines for Advanced Placement programs by monitoring services, reviewing school monitoring records and providing direct support to schools
- Serve as a liaison between parents and the school; regular teachers and special teachers; principals, the program personnel, and community at large as needed to meet the needs of gifted and advanced learners
- Develop and manage the budget for gifted and talented programs; Advanced Placement, Summer Institute (APSI) Budget, tuition re-Imbursement for ALP staff, and other training opportunities supporting gifted and talented and advanced students
- Maintain and disseminate regularly the list of job responsibilities for elementary/secondary GT facilitators, GT Seminar teachers, and AP Coordinators
- Observe and advise program personnel
- Design, develop, and coordinate the overall structure of the district's gifted and talented program and its service options in consultation with facilitators/specialist(s), teachers, principals, and parents to meet the unique needs of gifted learners in the district
- Identify programming needs through examination of relevant test and school data to develop program options that meet the needs of identified students.
- Coordinate and oversee district identification procedures for gifted services
- Maintain record keeping process (Identification and annual review records) for all identified GT students, assuring that student records are available for review as requested
- Oversee and Coordinate district processes for grade and subject area acceleration requests
- Prepare all reports as needed to develop, maintain, and account for the program (e.g. Program Approval Application, ACT 56, Annual Reviews, AP Expenditure Report, etc.)

- Serve as a consultant, resource, and advisor to K-12 GT staff, principals, students, and parents
- Serve as an advisor to district administration with regard to programming requirements, planning, and management of Gifted and Talented and Advanced Placement services
- Serve as public relations manager for Gifted and Talented and Advanced Placement programming by informing parents and community members annually of program opportunities and services for GT students- through various media outlets
- Provide support to GT specialists in hosting annual Community Informational meetings and bi-annual Advisory Council meetings to support gifted programming and activities for each campus.
- Revise policies, forms, letters, brochures, and handbooks and program materials as needed to reflect the most recent practices and programming services provided by the program
- Assist with acquiring, utilizing, and monitoring the quality, rigor, and relevance of the GT curriculum to assure appropriate alignment with the overall K12 curriculum
- Coordinate/provide appropriate professional development support for GT and AP staff based on identified program improvement areas, educational needs, and best practices
- Assist principals with the selection of highly-qualified GT teachers via interviewing and recommend individuals for the GT program in consultation with Human Resources
- Monitor FTE's to determine the appropriate number of teachers needed to provide adequate services to formally identified students K-12
- Serve as a member of the Curriculum and Instruction department in providing support to administrators and campuses
- Assist in maintaining district curriculum catalogues to assure vertical alignment accessibility to higher level courses
- Maintain professional knowledge of recent research, trends, and pedagogy as related to supporting the needs of gifted learners and gifted education by attending workshops and meetings to stay informed about current ideas, practices, and assessments in gifted education
- Provide support for alternative/elective educational programs (e.g. Destination Imagination, Spelling Bee, History Day, National Honor Society, summer programs, etc.)
- Coordinate and direct summer programming offered for gifted and talented and advanced students
- Oversee the approval of high school AP courses so as to meet College Board standards
- Oversee training requirements and record keeping for secondary teachers related to Pre-Advanced Placement and Advanced Placement to assure program compliance to state standards. (Training records, ATP's)
- Utilize input from all stakeholders to steer the improvement of programming at each campus to meet student needs
- Advocate for gifted education on the local, state, and national levels

### **Duties: Secondary Coordinator/Assistant to the Director**

- 6-12 Responsibilities:
- Provide assistance and support to GT Seminar teachers, AP Coordinators, and GT facilitators at the secondary level with regard to program standards
- Assist with providing support to campuses and GT personnel in holding annual Community Meetings and bi-annual Advisory Council meetings to support gifted programming and activities
- Assist with the preparation of reports required of district, state, and federal agencies (i.e. Annual Program Approval, AP Expenditure Reports, Materials and Equipment Grant Reimbursements, and tuition re-imburement)
- Assist with the collection of evidence that ADE GT and AP Standards are met
- Oversee the GT identification process for grades 6-12
- Oversee and monitor the annual review process for all identified GT students in grades 6-12
- Track/provide training for Pre-AP and AP teachers (every 5 years as per ACT 102)
- Maintain records of all PAP/AP teacher training to assure ADE compliance
- Assist in the revision of policies, forms, letters, brochures, and handbooks as needed
- Maintain professional knowledge of recent research, trends, and pedagogy as related to supporting the needs of gifted learners and gifted education
- Advise AP Coordinators and GT facilitators on matters related to Advanced Placement including course audits, exam ordering, exam administration and reporting
- Monitor the quality of GT Seminar classes in grades 6-8 and work collaboratively to adjust curriculum as needed to meet the needs of students
- Work with principals to monitor and provide support to PAP and GT teachers to assure the quality and rigor of instruction
- Work with secondary GT staff and principals to collect proof of differentiation documentation in PAP courses for all middle and high school campuses
- Oversee/manage Advanced Placement Summer Institute registration, attendance, and cancellations to assure that PAP and AP teachers are fully accredited to teach courses
- Utilize test results to improve program effectiveness to address individual areas of need
- Provide meaningful and relevant professional development support for GT staff
- Serve as a committee member in consideration of subject- or grade acceleration requests
- Promote participation in extra-curricular educational programs including LRSD Chess, Destination Imagination, National History Day, Quiz Bowl, Y.E.S. and other programs as they are made available.
- Assist with searching for highly-qualified GT seminar teachers
- Monitor and maintain monitoring records for secondary schools
- Maintain and disseminate regularly the list of job responsibilities for secondary GT facilitators, GT Seminar teachers, and AP Coordinators
- Assist in preparing accurate budgets and effectively monitor expenditures related to secondary GT Programs

- Ensure the accurate and efficient preparation of required district reports related to secondary expenses
- Serve as a member of the Curriculum and Instruction department in providing support to administrators and campuses
- Assist in reviewing district curriculum catalogues to assure vertical alignment accessibility to higher level courses
- Perform other duties as assigned by the GT Director

#### **Duties: GT Specialist**

- Design, develop, differentiate, coordinate, and evaluate curriculum to meet the needs of GT students as related to Common Core state standards; GT skills listed in the GT scope and sequence
- Maintain a classroom environment conducive to learning; employ research-based instructional strategies appropriate to the characteristics, needs, interests and abilities of identified gifted students
- Prepare all instructional materials for teaching
- Establish and maintain effective relationships with regular classroom teachers, students, classified staff, parents, and community stakeholders- serving as an advocate and liaison for gifted students and programming
- Assist in all activities related to the GT program
- Encourage group discussion, independent thinking, and self-directed learning techniques; provide opportunities for critical and creative thinking and for growth in students' interpersonal relationships
- Assist in all stages of the identification process, evaluation process, and program expansion and/or modification
- Organize and host an informational program meeting each fall for stakeholders that outlines the LRSD Gifted Programs philosophy, goals, identification processes, programming, curriculum, and other pertinent details for those participating or interested in program participation
- Present program information/PD support to staff sharing general information about the gifted program, characteristics of gifted students, differentiation strategies, and the identification process for program selection
- Organize and chair a building Advisory Council to support gifted programming at assigned campus by holding at least one meeting annually to discuss the GT program's goals, outreach, and to garner community support of program activities
- Chair building level program placement committee meetings as needed throughout the year
- Continue to increase personal knowledge, learn new skills, and develop new areas of interest; Participate in required PD hours as required by the state and district.
- Complete all records in a timely manner (student reviews, test results, student profiles, annual reviews, electronic ADE documentation to meet state standards, etc.)
- Keep classroom neat and clean, providing an atmosphere conducive to the learning process

- Utilize program resources and technology appropriately to actively engage students in learning
- Attend parent meetings and school events to serve as a GT liaison in promoting the GT program and its services
- Assist the GT Director in disseminating annual surveys and questionnaires for program evaluation purposes and utilize campus responses to compile a school level summary of the results. The school level summary should be submitted to the LRSD Gifted office at the conclusion of the spring semester
- Assist with alternative programs i.e. Chess, Quiz Bowl, Destination Imagination, Spelling Bee, National History Day, National Honor Society, etc.
- Other duties as assigned by the building-level principal

**6.06** Administrators and teachers of the gifted document duties assigned that are in addition to direct services provided to formally identified students. A copy of all schedules is kept on file by the director.

**7.00 Identification** Aligned with ADE Program Approval Standards and the state definition of gifted and talented learners (3.01), LRSD has a comprehensive identification plan that is utilized for the purpose of finding and supporting students who need special programs to develop their exceptional abilities.

### **7.01 Identification Process**

**NOMINATION\***- **Anyone** wishing to nominate a student for gifted program support may do so by making a referral to the GT Specialist at the student’s school. A referral form is completed for EACH student referred.

**ASSESSMENT\*\***- **Once** nominated for service and permission to assess is received, objective and subjective data is collected for each student referred. Data is compiled for each student via a student data profile and shared with a placement committee comprised of school personnel.

**SELECTION- Phase I:** The Placement Committee reviews each student profile and makes a placement recommendation based upon the data collected. (Students are recommended for program placement based upon evidence of a need for service beyond what is offered by the regular instructional setting.)

**Phase II:** The LRSD District level Standards Review Committee reviews and verifies the recommendations of the School-Based Committee. The Standards Committee may approve, deny, or request more data before a placement decision is approved.

**Phase III:** A written notification is sent regarding the final placement decision. If the parent/guardian disagrees with the placement decision, an appeal may be submitted to the

school-based committee.

\* LRSD Program options for formally identified gifted and talented students begin in the 3<sup>rd</sup> grade with the pull-out program that is provided to support students in grades 3-5. Prior to 3<sup>rd</sup> Grade, ALL K-2 students are provided support through whole group enrichment sessions led by certified GT Specialists. For the pull-out program option, students may be referred for services in the spring of second grade, but are not identified and placed into the program until third grade. Students third grade and above may be referred at any time.

**Anyone** may nominate students for gifted program support. Students may even self-nominate themselves. Nominations should be based upon evidence that the student shows potential in one or more of the 3 areas of giftedness outlined in Arkansas' definition of gifted and talented students. Once a student is referred for the program, a referral form is completed for that student by the nominator. After permission to test is granted by the parent/guardian, objective and subjective data is collected for each student referred.

\*\*Assessment Data- There are three main areas of data collected for each nominated student (aligned with the definition of gifted and talented students):

1. **Academic Ability: (Standardized Test Scores)** State Norm-Referenced Tests and gifted and talented academic ability measures.
2. **Task-Commitment/Motivation:** Referral form that details student strengths through a behavioral Scale that is based on observations and interactions; and learning styles and preferences surveys.
3. **Creativity:** Creativity Exams aligned with student age/grade.

**Additional data that may be submitted in the assessment of all students:** Products of learning, parent, teachers, or student interviews (in a language they understand), narratives, biographical data, additional test scores, grades, observation inventories, interviews, level of English proficiency for ESL students to ensure that a student is not tested above his/her level of English proficiency, and other data as applicable

**7.02 Staff Communication Plan-**The Gifted and Talented identification process is communicated in a variety of ways to students, parents, teachers, principals, counselors, specialists, facilitators, school board members, all school personnel, and community members. These may include: GT brochure, parent handbook, GT handbook, parent meetings, open-house sessions, parent/teacher conferences, Web sites, and/or staff development meetings. No matter what form of communication is being utilized, the message of the identification process is delivered in a clear and uniform manner.

**7.03 Placement Committee-** A committee chaired by a trained specialist in gifted education, which also may include administrators, traditional classroom teachers, resource teachers, coaches, media specialists, and/or counselors, collects and analyzes data for each student being

considered for GT placement. A school-based GT Placement committee must consist of at least five members. GT Identification Committees exist at each school site. Lists of committee members are kept on file. A district level Standards Review Committee consisting of 5 members also reviews and verifies the work of each school-based GT Placement Committee.

**7.04 7.04 Variety of Procedures-** A minimum of two objective and two subjective measures will be utilized in the data collection process for each student referred. Additional data may be collected to demonstrate student abilities. Information about students is obtained from multiple sources which may include teachers, counselors, parents, community members, peers and the students themselves.

**7.05 Multiple Criteria-** The placement committee uses a blind-screening process. Student placement decisions are based on multiple criteria. No single criterion or cut-off score is used to include or exclude a student.

**7.06 Non-Discriminatory-** It is the objective of the Little Rock School District to ensure that the gifted and talented identification procedures are non-discriminatory with respect to race, culture, economic background, religion, national origin, sex, or handicapping condition.

**7.07 Instructionally Useful Information-** GT Specialists will maintain appropriate records in regard to the decision made and will be responsible for effectively communicating the placement decision to all other interested parties, i.e. the person who nominated the child, the parents, the teacher, etc. Any instructionally useful information gained through the testing process is communicated to the instructional staff, regardless of final placement decisions.

**7.08 Parental Involvement-** Parental involvement is an important part of the identification process. To provide further information about LRSD Gifted Programs, its identification processes, programming options, and benefits; program information is made available each year through community meetings held at each school campus. The LRSD Gifted Programs website also shares valuable information outlining the mission, goals, identification processes, and support services provided. Program brochures, a program PowerPoint, and additional resources are all made available through the website and copies of brochures are available at each campus. If testing an individual, parent permission is required. A permission to test letter is sent home and the signature of a parent or legal guardian is required before testing can take place. Parents or legal guardians will be notified, in writing, of the placement decision. A parent or legal guardian must also provide a signature, providing permission for a child to begin participating in the GT program.

**7.09- Ongoing Process-** Program identification and placement processes are on-going throughout the school year. **Anyone** may nominate a student for program support at any point during the school year.

**7.09- Annual Review-** An annual review is conducted for each student receiving program support each spring. The annual review process involves the review of Annual Placement



Reviews that are generated through LRSD's Crystal Reporting system. The Annual reviews include each student's grades and most recent standardized achievement exam scores. GT Specialists consult with classroom teachers and school-based placement committee members to review each student's progress. Students identified through this process as needing additional support are placed on a Student Support Plan.

**7.09- Maintenance of Files-** All identification records are kept on file by the LRSD Gifted Programs office regardless of placement decisions. A GT Documents database archives student records and is accessible to all GT staff in the district.



**LITTLE ROCK**  
SCHOOL DISTRICT

**Little Rock School District  
Gifted and Talented Program  
Nomination/Referral Form**

Student \_\_\_\_\_ Birthdate \_\_\_\_\_ ID# \_\_\_\_\_

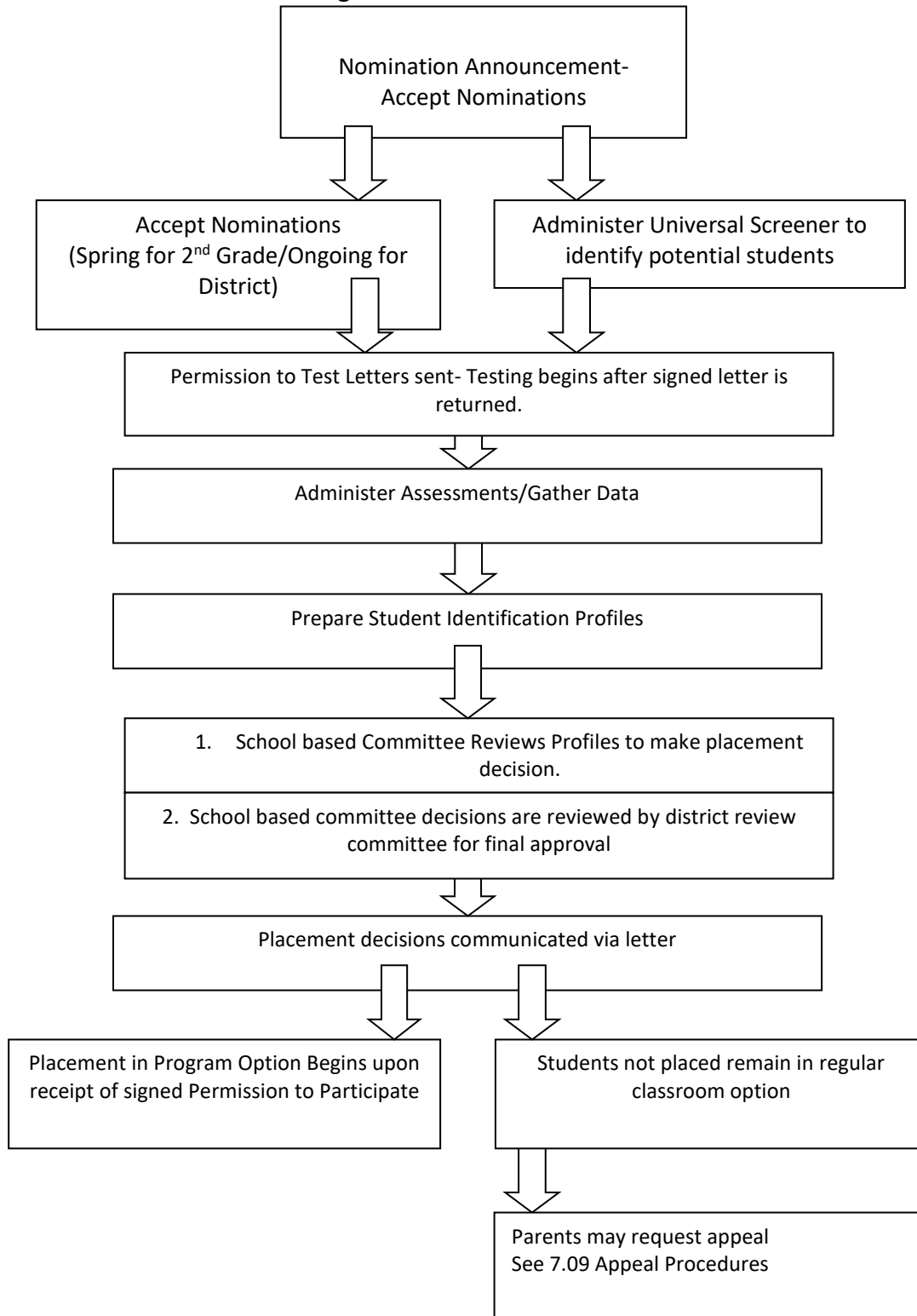
School \_\_\_\_\_ Grade \_\_\_\_\_ Gender \_\_\_\_\_ Race (C AA H As NA PI 2/M)

Person Making Nomination/Referral \_\_\_ School Staff \_\_\_ Parent \_\_\_ Student \_\_\_ Other

Completed by \_\_\_\_\_

*Please describe why the student (referenced above) needs educational programming that goes beyond the traditional classroom.*

## LRSD Gifted Programs Referral and Identification Process



### **7.09 Appeal Procedures**

Parents/legal guardians may ask for reconsideration of a GT placement decision and should adhere to the following protocol:

1. Contact the GT Specialist(s) at the school site. The parent should be prepared to explain why they think their child needs services outside of the regular classroom and provide any additional information they have to support their case. An Appeal Form should be completed outlining additional data and needs to consider.
2. The GT Specialist will chair a meeting of the school based placement committee and the Director of Gifted Programming to review the additional information, data, and needs presented by the parent and or guardian. The placement committee in conjunction with the GT Director will make a decision and inform parents in writing.
3. The decision of the placement committee is final.

**Little Rock School District**  
**Gifted and Talented Programs**  
**APPEAL FORM**

Please complete all items on this form and return completed form to the Gifted and Talented Office, 3001 S. Pulaski St., Little Rock, AR, 72206.

1. Student's Name \_\_\_\_\_ Grade \_\_\_\_\_

2. Person making appeal \_\_\_\_\_  
Relationship to student \_\_\_\_\_

3. Address \_\_\_\_\_ Phone \_\_\_\_\_

4. When was the student nominated for the GT program? \_\_\_\_\_

5. Who nominated the student? \_\_\_\_\_

6. Has the student ever been in the LRSD Gifted Program? If yes, when?

7. Has the student been in a gifted / talented program in another district or school? If yes, where?

8. Why do you feel that the student's educational needs can best be met in the GT program?

9. *List specific data that supports your belief that the student should be placed in the gifted program at this time.*

\_\_\_\_\_  
**Signature of Person Appealing**

\_\_\_\_\_  
**Date**

This appeal is being filed due to: \_\_\_\_\_ initial program placement  
\_\_\_\_\_ student being exited from program

**7.09** The identification of gifted and talented students is an opportunity that is available at any time and is extended through grade 12. Review of student placement and student progress takes place each year through annual GT reviews.

### **7.09 Support Plans**

***The LRSD Gifted Program strives to support students who have special learning characteristics and academic needs that can best be met through qualitatively differentiated curriculum and/or services. However, if the option for which the student currently receives support becomes inappropriate in meeting a student's current educational needs, a support plan may be implemented to assist the student.*** The support plan will pinpoint specific challenges or difficulties the student is having and outline specific supports to improve student deficits. The plan may also include the support of the school's Response to Intervention (RTI) team. As part of the support plan process, a conference will be held with the parent and/or guardian, and student to identify causes of the problem faced by the student, set goals, identify support strategies, and outline expected outcomes. A timeline of support will be developed using a Student Support Plan form. The timeline will outline specific strategies to be utilized in aiding the student as well as checkpoints to check progress toward set goals.

Upon completion of the support plan, a final review will be held. The final review will consist of a conference involving the parent, student, and all members of the support plan committee (May include the school's RTI Team). If the student's status has not improved, the district's exit procedure may be followed as outlined in 7.09 Exit Policy Procedures.

Students voluntarily exiting the program may re-enter within a two-year time period. After two years, the student must go through formal identification procedures again. Records of placement decisions are kept on file at the GT office for a minimum of five years. Details of testing, student demographic information, and student products are kept on file at each school site.

## GT Student Support Document

Student Name \_\_\_\_\_ School \_\_\_\_\_

Support Team: GT Specialist: \_\_\_\_\_ Classroom Teacher \_\_\_\_\_ Other \_\_\_\_\_

Concern: \_\_\_\_\_

**Create a plan of support with follow-ups (include actions, beginning and ending dates, next steps of support...) Please check the following options selected by the school based committee:**

- Have a conference with his/her parents to inform and create a line of communication
- Specific interventions such as time on Moby Max
- Counselor or social worker will check if affective needs are being met (social, emotional)
- Classroom observations
- After-school tutoring
- Speak to literacy and math coaches, intervention specialists
- Talk to Parents/Guardians
- One-on-one conferencing with the student
- Homework specific to deficits
- Collaborate with the classroom teacher to provide support, document efforts established
- Refer the student to SBIT to ensure that the student is receiving any accommodations needed ( especially for behavior)
- If twice exceptional, consult all teachers involved to gain maximum support and create a relationship with the special education teacher involved (SBIT Referral)
- Speak to an interventionist for additional tutoring opportunities
- Speak with the student about goal setting and create a vision board for the year
- Have the student track his scores/grades and provide guidance
- Provide extended time
- Model desired outcomes, don't assume they will do everything perfect
- Use rubrics to make your expectations clear
- Make sure to differentiate according to your learning inventories
- Utilize learning styles and interest in your units to gain more success
- Collaborate with the classroom teacher on how to differentiate in the classroom
- Collaborate with the classroom teacher to incorporate higher level learning techniques so that the student feels challenged in the classroom
- Reflect on lessons to ensure engagement is high ( Not having high engagement could result in a student not trying his/her best, or increased behavior issues)
- Provide daily opportunities to enhance the students problem solving, creative thinking, and critical thinking skills – some students need more exposure in order to reach their highest potential! (Ex. logic puzzles, SCAMPER, brain teasers, etc.)
- Other:

<p>_____ Support Plan Start Date</p> <p>_____ Check Point 1</p> <p>_____ Check Point 2</p> <p>_____ Date of Completion</p> <p>Outcome:</p>	<p>Support Plan Committee Members:</p>
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## 7.09 GRADE Acceleration

The following LRSD Board policy is included in this handbook to serve as a framework of support for the acceleration process provided by LRSD Gifted Programs:

### **4.54 -STUDENT ACCELERATION**

*The Board believes that acceleration is an effective and research-based intervention for the academic growth of students who are ready for an advanced or faster-paced curriculum. It can allow a student to move through the traditional educational setting more rapidly, based on assessed readiness, capability and motivation. At the same time, the Board understands that acceleration is not a replacement for gifted education services or programs.*

*Generally, acceleration can occur through one of two broad categories: content based and grade based. Grade based acceleration shortens the number of years a student would otherwise spend in K-12 education, while content based acceleration occurs within the normal K-12-time span. Either form of acceleration can be triggered by either a parent/guardian, student, or community member's request or by the referral of school personnel. In either case, the process of determining the appropriateness of the request shall be under the direction of the district/school Gifted and Talented Program Coordinator who shall convene the individuals necessary to make an informed decision which shall include the student's parents or guardians.*

*While the needs of the student should dictate when acceleration decisions are considered, the Board believes the optimal time for referrals is in the spring which gives adequate time for working through the determination process and for preparing those concerned for a smooth transition to the acceleration beginning in the following school-year.*

*The District's Gifted and Talented (GT) Program Coordinator will create a written format to govern the referral and determination process which shall be made available to any parent or staff member upon request.*

*The parents/guardians of any student whose request for acceleration has been denied may appeal the decision, in writing to the District's GT Coordinator. The District's GT Coordinator and the Acceleration Placement Committee will again thoroughly review the case study that was completed on the student. Upon completion of the review, the Committee will either request additional new testing be conducted to help the Committee make its determination or it will uphold the initial decision. The Committee's decision may not be further appealed.*

*Legal Reference: ADE Gifted and Talented Rules Date Adopted: August 27, 2017*

### **Procedures for Considering Acceleration**

As aligned with LRSD Board Policy **4.54 Student Acceleration** shared above, the following guidelines are provided to assist students, parents, schools, and community members in requesting student support in the form of grade and/or subject acceleration.

1. Either the school (teacher/staff) or parents can make a request to the school for their child's consideration for acceleration.
2. Once a formal request is received by the school's principal, the school should begin the formal data collection process to determine if acceleration is needed and appropriate for the student. As part of the data collection process, the school should begin an Acceleration Consideration Form from the CIS portal. A school based committee should



be formed including the principal, classroom teacher(s), counselor, math/literacy coaches, and GT staff to consider the student's overall possibility for promotion. A meeting should be held to review the student's current level of performance, how the student's actual classroom work compares to an average student in the higher grade, maturation and how they may fit within higher grade expectations for independence, stamina, content knowledge, and social requirements. Items considered by the committee should be reported through the CIS Acceleration Consideration Form.

**Outcome:**

- a. Once current performance data is reviewed, the school team may opt to proceed no further as the student is not a candidate for the next grade. If this is the case, the family is notified and no further action is taken. This outcome is reported on the Acceleration Consideration form through CIS.
- b. If the team considers the student to be a candidate for possible acceleration, the following steps are taken.
  - a. The school notifies district curriculum personnel to assist in completing formal assessments of the student's achievement. GT staff will complete assessments along with the literacy and math department. A range of instruments are used based on the age and level of the student.
  - b. The student is assessed and the district and school team meet to discuss the results and make a final decision about promotion. A formal response is developed with the overall findings and final decision of the team.
  - c. Data from all assessments considered by the district team should be reported via the student's Acceleration Consideration Form along with the committee's final determination.
3. The decision is shared with the family.
4. There is no appeal process.

**Background:** LRSD places incoming students in school based on their age/birthdate/prior grade. State law established August 1 as the cut off for age determination. Students who have successfully completed a grade in an accredited (public) school in another state can be placed in the next grade with proper documentation.

### **Unique Kindergarten/First Grade Consideration**

Arkansas Statute § 6-18-201 provides a provision for families who sent their child to a private/non-accredited kindergarten when the child was not old enough to attend public kindergarten in Arkansas. This statute requires that *“A child who will be 6 on or before October 1 who has not completed a state-accredited kindergarten program ‘shall be evaluated by the district and may be placed in the 1st grade if the results of the evaluation justify placement in the 1st grade and the child’s parent agrees with placement in the 1st grade. Otherwise, the child shall be placed in kindergarten.’”* Per the law, the child will be initially assigned to kindergarten until the assessment can be completed. Only students who will perform *at or above the average of the higher class* will be considered for placement in first grade. If the family requests this consideration, the district must accommodate the request.

\*Traditional aged pre-kindergarten students are not allowed to skip Pre-K per state-law age limitations.

### **Acceleration Considerations**

*Will the student perform at or above the higher grade if promoted?* (This should be both considering “average” at the current school as well as “district expectations.”)

This includes the social, academic, emotional preparedness to perform at the higher level. There are long term implications for this decision and we take this very seriously. Further questions to consider as the child ages:

- ✓ How will she/he do when they are the youngest in their class?
- ✓ How will he/she do during transitions to middle/high school?
- ✓ How will being the last to drive, youngest to go to college impact her/him?
- ✓ Does the child want to go to a higher grade?
- ✓ Could the student’s needs be met through differentiated instruction in the regular classroom setting and/or gifted and talented program support?
- ✓ When considering promotion based upon accelerated reading skills, how does the student perform in other core subject areas?

### **7.09 EXIT PROCEDURES**

***The LRSD Gifted Program strives to service students who have special learning characteristics and academic needs that can best be met through qualitatively differentiated curriculum and/or services. However, if the option for which the student currently receives support becomes inappropriate, the following procedures should be adhered to for a student to exit the program:***

1. **If a parent/guardian requests that a student exits the GT program** they must complete an Exit Form requesting an end to services, no conference is required.
2. **If the specialist for the gifted program requests that a student exits the program, (After a student support plan has proven unsuccessful)** the GT Specialist must complete an exit form and submit it to the School-based Placement Committee

alongside a completed support plan and supporting evidence. The School-based Placement Committee must schedule a conference. Those present at the conference must include a minimum of five people in the following roles: GT Specialist who will chair the conference, classroom teacher(s), an administrator, and a counselor (no parent is there). At the conference, a decision will be made to determine if the GT program is able to meet the unique educational needs of the student. If the program can't meet the needs of the student, then the student will be exited from the program. The decision of the placement committee will be sent to the parents/guardians in writing and may be appealed.

3. **If a student requests to exit from the GT program** a conference will be held to include: the student, a parent or guardian, and the GT Specialist(s). Discussions will occur in an effort to determine what adjustments or special provisions (if any) might be made to encourage the student to continue in the GT program. The student's placement will not be affected. The parent may request an end GT services. (Students cannot exit themselves). Once an exit conference has been held and the parent has consented to the student being exited, all GT tags will be removed from the student's records and they will no longer be scheduled for support services. The Exit conference form must be submitted to the LRSD Gifted Programs office to finalize the exit process. The form will be added to the student's identification file on the district's placement database. Students voluntarily exiting the program may re-enter within a two-year time period. After two years, the student must go through formal identification procedures again.

***All decisions to exit a student must be based on multiple criteria (2 subjective measures; 2 Objective Measures, and must include a measure of creativity), just as multiple criteria were used to determine the original placement in GT. Data considered might include, but is not limited to: state test scores, interim assessment results, student products, portfolios, end of unit assessments, GT assessments, grades, grade point average, etc. It MUST be determined that the decision to exit a child from GT is in the best interest of the child. The school-based identification committee should include at least five members and be chaired by a trained specialist in gifted education. Members should include the GT Specialist to serve as the chairperson, an administrator, classroom teachers, and the school counselor. The committee should meet, analyze multiple forms of data, arrive at a decision that is in the best interest of the child, complete required documentation, communicate effectively and timely with parents and/or guardians, communicate with other staff as needed, and work collaboratively to assimilate the child back into a regular classroom routine as smoothly as possible.***

**Little Rock School District**  
**Gifted Programs**  
**Exit Conference Form**

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_  
School \_\_\_\_\_ ID # \_\_\_\_\_  
Exit recommended by \_\_\_\_\_  
Conference letter sent \_\_\_\_\_ Conference date \_\_\_\_\_

The school-based GT committee met and a decision was made that the student should be exited from the \_\_\_\_\_ program option. This decision was made based upon a review of multiple data sources that indicate the current placement is not appropriate to support the student's needs.

Student Support Plan Completion Date: \_\_\_\_\_  
(Attach copies showing support provided to student and reasoning for exiting the student from GT programming)

The student is being exited from the following program:  
\_\_\_\_\_ Elementary Gifted Program  
\_\_\_\_\_ Secondary Gifted Program

\_\_\_\_\_  
Principal Date

\_\_\_\_\_  
Classroom teacher Date

\_\_\_\_\_  
GT Specialist Date

Other Members of the School-based Placement Committee:

\_\_\_\_\_  
\_\_\_\_\_

## 8.00 Program Options

Gifted students have differing needs in regard to appropriate educational settings. ***No single program option can ever meet all of the needs of all gifted children.*** Approved GT programs must meet for a total of 150 minutes each week during the regular school day. LRSD pull-out programs at grades 3-5 meet this requirement in a number of ways. Suggested combinations may include:

- Meeting twice a week for 75 minutes
- Meeting once for 90 minutes and once for 60 minutes each week
- Meeting twice a week for 60 minutes and once for 30 minutes
- Meeting three times for 50 minute sessions each week

The LRSD currently meets the needs of the gifted population through the following program options:

### **ELEMENTARY (Grades K-5):**

**Grades K-2:** The GT programming option for grades K-2 includes **observation and enrichment**. The K-2 program emphasizes enrichment for all students and GT Specialists are trained to observe students in the classroom, document observed GT characteristics, individual student responses, collect student work samples, and assure that student data is kept over multiple years. An approved teacher of the gifted delivers enrichment lessons for thirty minutes each week.

**Grades 3-5:** The GT programming option for **grades 3-5** is that of **pull-out/resource**. Identified students engage in advanced learning activities for a portion of the school day, in a resource room, for a minimum of 150 minutes each week. Instruction for these grades has a research emphasis connected to the core curriculum, including language arts, math, science, social studies, creativity, technology, current events, and the arts. Students are exposed to critical and creative thinking skills which are presented in the form of thematic units, real-world problems, or issues. State standards, district curriculum maps, and student assessment data are analyzed to give GT Specialists an idea of what students' strengths and weaknesses are in order to help them advance academically. Alternative GT programming options, such as Math Olympiad, Geography Bee, Quiz Bowl, Youth Entrepreneur Showcase (Y.E.S.), Chess, Science Fair, and Destination Imagination, allow students to be a part of a group, exercise creativity, improve higher-level thinking skills, and delve deeper into their areas of study.

When evidence and data indicate that a student has the need for grade-skipping, subject-skipping, acceleration, or curriculum compacting as an appropriate programming option; a committee gathers data, considers all evidence, and works in consultation with school administration and other personnel to develop a plan, ensuring that the student's academic needs are met. LRSD's Acceleration Policy and protocol outlining the acceleration process are included in section 7.09 on page 22 of this handbook.

**MIDDLE/JUNIOR HIGH (Grades 6-8):**

Identified students are placed in special classes (GT, Pre-AP, or GT Seminar) according to their abilities and interests. In addition to these courses, monthly meetings are hosted by GT for the purpose of guiding and supporting affective needs. Designated subject area Pre-AP, GT, or GT Seminar classes in the areas of math, science, English, and social studies, are provided to accommodate the needs of students. Instruction is differentiated for a minimum of 150 minutes per week and is designed to challenge students and also allow them to focus on areas of interests. Documentation of differentiation is submitted quarterly. Students engage in various projects that enhance creativity and allow them to show what they have learned. Alternate programming options available to students at the middle school level are: National History Day, DUKE TIP Program, Destination Imagination, Science Fair, Geography Bee, Quiz Bowl, Chess, and Youth Entrepreneur Showcase (Y.E.S.), etc.

The following chart shares the key differences in PAP, GT, and Accelerated Content offerings for middle school students.

<b><u>Pre-AP Classes</u></b>	<b><u>GT Content Classes</u></b>	<b><u>Accelerated Classes</u></b>
<p><i>Led by a Teacher who has met state requirements for teaching PAP.</i></p> <p><b>No GT Certification needed</b></p> <p>Preparation for Advanced Placement Coursework... Helps build, strengthen, and reinforce students' content knowledge and skills to better prepare for college-level coursework.</p> <p>Challenging coursework</p> <p>Dwells in all levels of DOK, More emphasis on levels 2 and 3.</p> <p>Math:</p> <ul style="list-style-type: none"> <li>• Building conceptual understanding</li> <li>• Building procedural</li> </ul>	<p><b><u>Taught by a GT Certified Teacher</u></b></p> <p>Extends the regular PAP curriculum</p> <p>Differentiated by content, process, product</p> <p>Challenging coursework</p> <p>Allows students to integrate their interest</p> <p>Allows students to extend content into projects, recreation, and evaluative tasks</p> <p>More complex –dwells in DOK levels 3/4</p> <p>Provides additional rigor and challenge</p> <p>Engage students in advanced-</p>	<p><b>No GT Certification Needed</b></p> <p>Teaches Pre-AP coursework at a faster pace.</p> <p>Partial or full acceleration of content</p> <p>Curriculum is compacted</p> <p>More content is covered in a shorter amount of time</p> <p>More independent</p> <p>Self-regulation needed</p> <p>Advanced learning</p> <p>High Ability</p> <p>Currently, 7<sup>th</sup> grade Accelerated Math and 8<sup>th</sup> grade Accelerated Physical Science are the only subjects</p>

<p>fluency</p> <ul style="list-style-type: none"> <li>• Creating, analyzing, and using mathematical models</li> <li>• Crafting mathematical arguments</li> </ul> <p>English:</p> <p>Supports and strengthens students' foundational reading and writing skills by providing regular practice in close examination of texts and evidence-based writing and speaking.</p> <ul style="list-style-type: none"> <li>• Close reading</li> <li>• Evidence-based writing</li> <li>• Vocabulary in context</li> <li>• Precise language</li> <li>• Collaborative communication</li> <li>• <b>Reading closely:</b> Students read closely and analyze a range of complex literary and informational texts.</li> <li>• <b>Valuing evidence:</b> Students value textual evidence and incorporate it effectively in writing and speaking.</li> <li>• <b>Noticing language choices:</b> Students understand how writers and speakers use specific words and sentences to move the thoughts, emotions, and actions of readers</li> </ul>	<p>level thinking, questioning, and research</p> <p>individuals or small groups of students discover and document real-world problems</p> <p>Attends to unique affective needs that gifted students experience</p> <p>create original solutions</p> <p>formulate problems/prove problems</p> <p>uses research tools and methodologies and presenting the results to an authentic audience</p>	<p>that we have approved course content codes listed in our Middle Schools Curriculum and Course Selection guide</p> <p><b>When offering these classes consider...</b></p> <ul style="list-style-type: none"> <li>• What is the purpose for accelerating?</li> <li>• What is the goal?</li> <li>• What are we enabling students to do or move to?</li> </ul>
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<p>and listeners.</p> <p>Social Studies:</p> <ul style="list-style-type: none"> <li>• <b>Evaluating evidence:</b> Students acquire knowledge by evaluating evidence from a wide range of primary and secondary sources.</li> <li>• <b>Incorporating evidence:</b> Students demonstrate command of quantitative, qualitative, and spatial data by effectively incorporating them into written and oral arguments.</li> <li>• <b>Explaining historical and geographic relationships:</b> Students explain relationships among events and people by marshaling evidence for causality, correlation, continuity, and change over time</li> </ul>		
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**GT Seminar-** GT Seminar is a course created by the Arkansas Department of Education as an additional elective to support gifted learners. It is based on four core process areas considered fundamental to the development of a differentiated curriculum.

- 1.) critical thinking
- 2.) creative thinking
- 3.) independent and group investigation
- 4.) personal growth.

GT Seminar is an open- ended, student-oriented class. The learning is hands on, project-based, and connected to real-world learning. Consideration is also given to student interest surveys, inventories, and learning profile indicators to assist in designing the curriculum.



### **HIGH SCHOOL (Grades 9-12):**

Identified students are placed in various upper level courses according to their interests and abilities. The options include: Pre-Advanced Placement and Advanced Placement coursework. Other academic options available to students include: acceleration, independent study, concurrent credit, distance learning, and mentorships. High school students may participate in alternative learning activities, such as Governor's School, Governor's Quiz Bowl, Destination Imagination, Project Citizen, Mock Trial, Model U.N., Science Fair, National History Day, Chess, and Debate Teams.

**8.01** The LRSD GT Program has a mission statement and goals that are coordinated to guide the development of gifted students from the time they are identified to the time they graduate from high school.

#### **Mission Statement**

The mission of the Gifted and Talented Program is to provide an educational environment for identified G/T students that will allow them to develop intellectually, socially, and emotionally. The goal of the Gifted and Talented Program is to identify the unique potential of each student and to provide the educational environment conducive to develop that potential.

Outstanding achievement or the potential for outstanding achievement of each student will be evidenced through an interaction of above average intellectual ability, task commitment, and creative ability. This will be determined by several different variables including objective and subjective tests with input from specialists, facilitators, teachers, parents, counselors, and administrators when and where permissible. The goal for the identification procedures is to include all types of gifted students from all cultures and economic backgrounds. Students who have evidenced a need for specialized programs are served regardless of their race, economic background, religion, sex, creed, or handicapping condition.

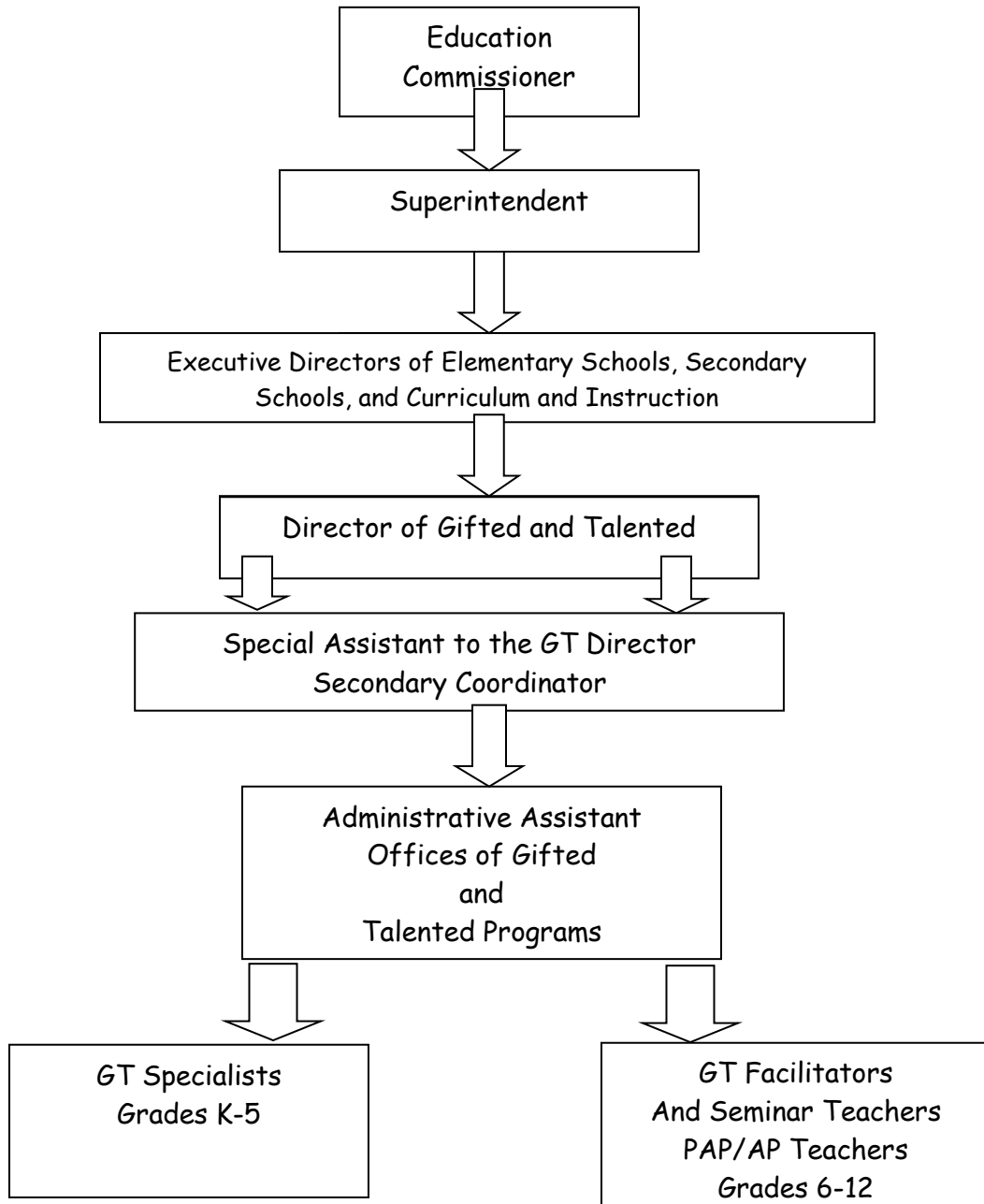
Appropriate educational opportunities for the identified students will be provided by specialists or facilitators who have met state requirements. These instructors have mastered a variety of educational methodologies to assure maximum growth in both the cognitive and affective domains of the GT student. The goal of the program is to provide a quality GT Program for those students whose learning characteristics and educational needs require a differentiated educational experience.

#### **GOALS:**

- Provide opportunities and experiences particularly suited to the needs of the gifted learners through which they can continue developing potential
- Establish an environment that values and enhances intelligence, talent, and affective growth
- Allow active and cooperative participation by the gifted students and their parents
- Provide time, space, and encouragement for gifted students to discover themselves and their abilities, and to become all that they can be

- Provide opportunities for gifted students to interact with children and adults of various abilities, including the bright and talented, to be challenged to know and revere humanity for its connectedness
- Encourage faculty and staff involvement in the GT program

**8.02 LRSD Table of Organization – Gifted and Talented Programs**



**8.03** Identified students are placed in program options based on their abilities, needs, interests, and available resources of the district. Student assessments are kept on file at each school site.

**8.04** Schedules and class arrangements are designed in such a way as to promote interaction among gifted students with both their intellectual and chronological peers. A copy of class schedules is kept on file.

**8.05** A MINIMUM of 150 minutes a week direct instruction must be provided during the regular school day. A copy of class schedules is kept on file.

### **9.00 Curriculum**

As outlined by the Arkansas Gifted and Talented Program approval standards, “curriculum for the gifted must differ not only in degree, but in kind. It is important to avoid ‘more of the same.’” It should be coordinated with the district’s basic curriculum objectives but **“MUST BE IN PLACE OF, RATHER THAN IN ADDITION TO”** required classroom work. **Students should not be penalized for being identified as gifted by being given extra work.** Teachers should be sensitive to student interests and talents in planning both cognitive and affective activities. (Page 26 of the ADE GT Rules and Regulations)

Curriculum should be differentiated in the areas of content, process, and/or product. Differentiation may be in level of complexity, pace of learning, or degree of abstractness. Another means of differentiating may be by studying topics not ordinarily taught as a part of the regular curriculum. Process skills for GT students should include: critical thinking, creative thinking, independent learning skills, research skills, problem-solving, and logic. Development of a scope and sequence ensures continuity of curriculum objectives.

**9.01** LRSD GT lessons extend or replace the regular curriculum based on what is appropriate. K-2 teachers use specific lessons, to “talent spot,” looking for students who may need something that goes beyond what the regular classroom can offer, beginning in the third grade. Specialists at grades 3-5 may allow students to select a topic of study. GT Specialists may meet in collaboration with classroom teachers through professional learning communities (PLC’s) to develop lessons that will “enrich” skills mastered in the traditional classroom setting. GT Facilitators and/or teachers of grades 6-10 offer advanced curriculum through Pre-Advanced Placement or GT Seminar classes. GT Facilitators and/or teachers of grades 11-12 offer a rigorous and challenging curriculum through Advanced Placement (AP) or GT Seminar classes.

**9.02** Curriculum is differentiated in content, process, and/or product. Evidence is furnished in the written curriculum, documentation of differentiation for Pre-AP, approved syllabi for Advanced Placement (AP), and student products.

**Little Rock School District’s Gifted and Talented Program will offer qualitatively differentiate programming which will modify or adjust in one or more ways the following:**

**CONTENT (WHAT WE TEACH)**

- Accelerated or advanced content
- Higher degree of complexity
- Beyond the prescribed curriculum
- Student Selected
- Abstract concepts
- Broad-based issues, themes, problems
- Integration of multiple disciplines

**PROCESS (THE WAY WE TEACH AND THE WAY STUDENTS INTERACT WITH MATERIAL)**

- Vary critical/creative thinking skills
- Use discovery method
- Vary pacing
- Allow for open-endedness
- Allow for in-depth learning of a self-selected topic

**PRODUCTS (THE OUTCOME OR RESULTS OF LEARNING)**

- Use “new” or different materials, forms
- Encourage products that challenge existing ideas
- Encourage products for real audiences
- Encourage written, visual and/or tactile/kinesthetic products
- Encourage self-evaluation of products

**9.03** The LRSD Gifted Program has designed a scope and sequence to assure continuity of curriculum objectives.

## Little Rock School District Gifted and Talented Scope and Sequence

Strand 1: Critical Thinking - CT - Students will use higher order thinking skills of analysis, synthesis, and evaluation. Students will use problem solving skills.

E = Expand,  
Elaborate

Key: I = Introduce, Instruct    R = Review, Reinforce

OBJECTIVES:		K	1	2	3	4	5	6	7	8	9	10	11	12
1.1	Metacognition - become aware of the thinking process	I	I	I	R	R	R	E	E	E	E	E	E	E
1.2	Deduce information and draw conclusions.	I	I	I	R	R	R	E	E	E	E	E	E	E
1.3	Make inferences	I	I	I	R	R	R	E	E	E	E	E	E	E
1.4	Differentiate between fact and opinion	I	I	I	R	R	R	E	E	E	E	E	E	E
1.5	Sequence information to make a point or verify information	I	I	I	R	R	R	E	E	E	E	E	E	E
1.6	Recognize cause and effect	I	I	I	R	R	R	E	E	E	E	E	E	E
1.7	Make valid predictions based on information	I	I	I	R	R	R	E	E	E	E	E	E	E
1.8	Identify main idea in oral, written, or nonverbal form	I	I	I	R	R	R	E	E	E	E	E	E	E
1.9	Identify fallacies in reasoning	*	*	*	I	I	I	R	R	R	E	E	E	E
1.10	Comprehend analogies	I	I	I	R	R	R	E	E	E	E	E	E	E
1.11	Solve spatial problems	I	I	I	R	R	R	E	E	E	E	E	E	E

1.12	Use logical thinking to solve a problem	I	I	I	R	R	R	E	E	E	E	E	E	E
1.13	Classify information into logical categories	I	I	I	R	R	R	E	E	E	E	E	E	E
1.14	Identify/list attributes of a person, thing, or idea	I	I	I	R	R	R	E	E	E	E	E	E	E
1.15	Develop and utilize appropriate questioning techniques ( mystery box, Stories with a Hole)	I	I	I	R	R	R	E	E	E	E	E	E	E
1.16	Modify/Adapt information to be used in a different manner	I	I	I	R	R	R	E	E	E	E	E	E	E

## Little Rock School District Gifted and Talented Scope and Sequence

Strand 1: Critical Thinking - CT - Students will use higher order thinking skills of analysis, synthesis, and evaluation. Students will use problem solving skills.

Key: I = Introduce, Instruct                      R = Review, Reinforce                      E = Expand, Elaborate

OBJECTIVES:		K	1	2	3	4	5	6	7	8	9	10	11	12
1.17	Formulate alternatives to a problem or issue	I	I	I	R	R	R	E	E	E	E	E	E	E
1.18	Infer, test, or verify data	I	I	I	R	R	R	E	E	E	E	E	E	E
1.19	Learn to prove or disprove ideas by presenting evidence	*	*	*	I	I	I	R	R	R	E	E	E	E
1.20	Recognize a problem (understand the given situation)	I	I	I	R	R	R	R	R	R	E	E	E	E
1.21	Define a problem	I	I	I	R	R	R	E	E	E	E	E	E	E
1.22	Gather ideas and data related to the problem	I	I	I	R	R	R	E	E	E	E	E	E	E
1.23	Brainstorm solutions to the problem	I	I	I	R	R	R	E	E	E	E	E	E	E
1.24	Identify any underlying problems or sub problems	I	I	I	R	R	R	E	E	E	E	E	E	E
1.25	Develop criteria for judging the solutions	I	I	I	R	R	R	E	E	E	E	E	E	E
1.26	Evaluate the possible solutions	I	I	I	R	R	R	E	E	E	E	E	E	E
1.27	Use a variety of problem solving skills ( guess and check, draw a table, work backwards, ...)	*	*	*	I	I	I	R	R	R	E	E	E	E





2.9	Explore unknown or unexplained concepts	I	I	I	R	R	R	E	E	E	E	E	E	E
2.10	Create unique products/ideas by combining, organizing, or redesigning concepts or materials	I	I	I	R	R	R	E	E	E	E	E	E	E
2.11	Generate unusual solutions to problems	I	I	I	R	R	R	E	E	E	E	E	E	E
2.12	Generate unusual answers to problems	I	I	I	R	R	R	E	E	E	E	E	E	E
2.13	Create alternate outcomes for reality through imagination	I	I	I	R	R	R	E	E	E	E	E	E	E

## Little Rock School District Gifted and Talented Scope and Sequence

Strand 2: Creative Thinking - CR - Students will exhibit creative thinking by using fluency, flexibility, elaboration, and originality in a variety of ways.

Key: I = Introduce, Instruct    R = Review, Reinforce    E = Expand, Elaborate

OBJECTIVES:		K	1	2	3	4	5	6	7	8	9	10	11	12
2.14	Overcome the restraints of time, environment, logic, and responsibility	I	I	I	R	R	R	E	E	E	E	E	E	E
2.15	Recognize the need for detail	I	I	I	R	R	R	E	E	E	E	E	E	E
2.16	Use detail to embellish or enhance ideas	I	I	I	R	R	R	E	E	E	E	E	E	E
2.17	Distinguish between necessary and extension components of concepts or products	I	I	I	R	R	R	E	E	E	E	E	E	E
2.18	Provide detail that is accurate and complete to enhance meaning and understanding	I	I	I	R	R	R	R	R	R	E	E	E	E

## Little Rock School District Gifted and Talented Scope and Sequence

**Strand 3: Research - R - Students will select a topic, research, analyze information, present, and evaluate a product**

E = Expand,  
Elaborate

Key: I = Introduce, Instruct    R = Review, Reinforce

OBJECTIVES:		K	1	2	3	4	5	6	7	8	9	10	11	12
3.1	Brainstorm for a topic	*	*	*	I	I	I	R	R	R	E	E	E	E
3.2	Web for subtopics	*	*	*	I	I	I	R	R	R	E	E	E	E
3.3	Formulate questions to guide research	*	*	*	I	I	I	R	R	R	E	E	E	E
3.4	Develop a hypothesis when appropriate	*	*	*	I	I	I	R	R	R	E	E	E	E
3.5	Determine material and technical resources needed	*	*	*	I	I	I	R	R	R	E	E	E	E
3.6	Determine which individuals and community resources may be of assistance with topic	*	*	*	I	I	I	R	R	R	E	E	E	E
3.7	Develop a plan/timeline for gathering information	*	*	*	I	I	I	R	R	R	E	E	E	E
3.8	Develop a research outline	*	*	*	I	I	I	R	R	R	E	E	E	E
3.9	Acquire resources from a variety of sources	*	*	*	I	I	I	R	R	R	E	E	E	E
3.10	Use appropriate research method (case studies, historical studies, interviews, surveys, polls)	*	*	*	I	I	I	R	R	R	E	E	E	E

3.11	Use, organize, or create graphs, tables, or statistics to represent data	*	*	*	I	I	I	R	R	R	E	E	E	E
2.12	Collect data using different methods such as note cards, paraphrasing written material, interviews, and observation	*	*	*	I	I	I	R	R	R	E	E	E	E
3.13	Distinguish between primary and secondary sources and utilize in research	*	*	*	I	I	I	R	R	R	E	E	E	E

## Little Rock School District Gifted and Talented Scope and Sequence

Strand 3: Research - R - Students will select a topic, research, analyze information, present, and evaluate a product

Key: I = Introduce, Instruct    R = Review, Reinforce    E = Expand, Elaborate

OBJECTIVES:		K	1	2	3	4	5	6	7	8	9	10	11	12
3.14	Discriminate between relevant and irrelevant information	*	*	*	I	I	I	R	R	R	E	E	E	E
3.15	Discriminate between reliable and unreliable sources	*	*	*	I	I	I	R	R	R	E	E	E	E
3.16	Document the authenticity of sources (bibliography)	*	*	*	I	I	I	R	R	R	E	E	E	E
3.17	Modify hypothesis when needed	*	*	*	I	I	I	R	R	R	E	E	E	E
3.18	Synthesis the data	*	*	*	I	I	I	R	R	R	E	E	E	E
3.19	Develop original product for presentation	*	*	*	I	I	I	R	R	R	E	E	E	E
3.20	Develop criteria to evaluate the product	*	*	*	I	I	I	R	R	R	E	E	E	E
3.21	Apply criteria to evaluate the product	*	*	*	I	I	I	R	R	R	E	E	E	E
3.22	Present information to an appropriate audience	*	*	*	I	I	I	R	R	R	E	E	E	E

## Little Rock School District Gifted and Talented Scope and Sequence

**Strand 4: Communication -C - Students will express ideas effectively through nonverbal, verbal, written and listening forms of communication**

E = Expand,  
Elaborate

Key: I = Introduce, Instruct    R = Review, Reinforce

OBJECTIVES:		K	1	2	3	4	5	6	7	8	9	10	11	12
4.1	Verbally or in writing express ideas, opinions, explanations, and feelings clearly and appropriately	I	I	I	R	R	R	E	E	E	E	E	E	E
4.2	Recognize and demonstrate nonverbal methods that influence thinking and emotions (pausing, facial expressions, body language, eye contact)	*	*	*	I	I	I	R	R	R	E	E	E	E
4.3	Enhance a presentation by incorporating non-verbal forms of expression	*	*	*	I	I	I	R	R	R	E	E	E	E
4.4	Plan, prepare, and present orally	*	*	*	I	I	I	R	R	R	E	E	E	E
4.5	Produce written products using the writing process (pre-writing, editing, revising publishing)	*	*	*	I	I	I	R	R	R	E	E	E	E
4.6	Recognize and use various written styles (narrative, persuasive, expository...)	*	*	*	I	I	I	R	R	R	E	E	E	E

4.7	Recognize and/or use various forms of expressions (metaphors, similes, irony, hyperbole personification)	*	*	*	I	I	I	R	R	R	E	E	E	E
4.8	Increase and utilize vocabulary	I	I	I	R	R	R	E	E	E	E	E	E	E
4.9	Identify and evaluate the benefits of good listening skills	I	I	I	R	R	R	E	E	E	E	E	E	E
4.10	Demonstrate appropriate listening skills	I	I	I	R	R	R	E	E	E	E	E	E	E
4.11	Follow oral directions	I	I	I	R	R	R	E	E	E	E	E	E	E

## Little Rock School District Gifted and Talented Scope and Sequence

Strand 5: Technology - T - Students will understand basic computer operations and use technology to enhance the learning experience. Students will understand the social and ethical issues related to technology.

E = Expand,  
Elaborate

Key: I = Introduce, Instruct    R = Review, Reinforce

OBJECTIVES:		K	1	2	3	4	5	6	7	8	9	10	11	12
5.1	Understand and use technology concepts, terminology, and operations	*	*	*	I	I	I	R	R	R	E	E	E	E
5.2	Apply technology to gather and use information	*	*	*	I	I	R	R	R	R	E	E	E	E
5.3	Evaluate the accuracy, relevance, and appropriateness of electronic information sources	*	*	*	I	I	I	R	R	R	E	E	E	E
5.4	Use developmentally appropriate multimedia resources to support learning (interactive books, educational software, multimedia encyclopedias...)	I	I	I	R	R	R	R	R	R	E	E	E	E
5.5	Design, develop, and present creative products using technology	*	*	*	R	R	R	R	R	R	E	E	E	E
5.6	Work cooperatively and collaboratively with peers when using	*	*	*	R	R	R	R	R	R	E	E	E	E



	technology													
5.7	Exhibit and practice safe, legal, ethical, and responsible use of information and technology	*	*	*	R	R	R	R	R	R	E	E	E	E

## Little Rock School District Gifted and Talented Scope and Sequence

Strand 6: Affective Development- AD - Students will recognize their own strengths and limitations and develop an awareness of self through activities designed to foster their unique abilities.

Key: I = Introduce, Instruct    R = Review, Reinforce    E = Expand, Elaborate

OBJECTIVES:		K	1	2	3	4	5	6	7	8	9	10	11	12
6.1	Set goals and standards appropriate to ability level	*	*	*	I	I	I	R	R	R	E	E	E	E
6.2	Develop a belief in the ability to succeed	I	I	I	R	R	R	R	R	R	E	E	E	E
6.3	Develop self direction in learning	*	*	*	I	I	I	E	E	E	E	E	E	E
6.4	Learn to offer and accept constructive criticism in the proper perspective	I	I	I	R	R	R	R	R	R	E	E	E	E
6.5	Discover and respect the uniqueness in others	I	I	I	R	R	R	R	R	R	E	E	E	E
6.6	Develop sensitivity to the feelings of others	I	I	I	R	R	R	R	R	R	E	E	E	E
6.7	Develop a sense of collaboration and cooperation with others	I	I	I	R	R	R	R	R	E	E	E	E	E
6.8	Recognize the benefits of competition	I	I	I	R	R	R	R	R	E	E	E	E	E
6.9	Define/Assess characteristics of leaders	*	*	*	I	I	I	R	R	R	E	E	E	E

6.10	Discriminate positive and negative attributes of leaders	*	*	*	I	I	I	R	R	R	E	E	E	E
6.11	Participate in activities that develop leadership goals	*	*	*	I	I	I	R	R	R	E	E	E	E
6.12	Understand when to lead and when to follow	*	*	*	I	I	I	R	R	R	E	E	E	E
6.13	Risk a mistake or failure	*	*	*	I	I	I	R	R	R	E	E	E	E
6.14	Explore new experiences/difficult tasks	I	I	I	R	R	R	R	R	R	E	E	E	E

## Little Rock School District Gifted and Talented Scope and Sequence

Strand 6: Affective Development- AD - Students will recognize their own strengths and limitations and develop an awareness of self through activities designed to foster their unique abilities.

E = Expand,  
Elaborate

Key: I = Introduce, Instruct    R = Review, Reinforce

OBJECTIVES:		K	1	2	3	4	5	6	7	8	9	10	11	12
6.15	Accept that all individuals experience failure and recognize that failure is a constructive part of development	*	*	*	I	I	I	R	R	R	E	E	E	E
6.16	Differentiate between goals that can or can not be achieved	*	*	*	I	I	I	R	R	R	E	E	E	E
6.17	Analyze the cause of failure	*	*	*	I	I	I	R	R	R	E	E	E	E
6.18	Establish priorities/set realistic goals	*	*	*	I	I	I	R	R	R	E	E	E	E
6.19	Identify obstacles that might prevent the goal form being obtained	*	*	*	I	I	I	R	R	R	E	E	E	E
6.20	Review all possible outcomes	*	*	*	I	I	I	R	R	R	E	E	E	E
6.21	Choose the best alternative	*	*	*	I	I	I	R	R	R	E	E	E	E
6.22	Evaluate the alternative/support the decision	*	*	*	I	I	I	R	R	R	E	E	E	E

6.23	Investigate varied career options	*	*	*	I	I	I	R	R	R	E	E	E	E
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**10.00 EVALUATION**

The LRSD GT Program has procedures in place to aid in evaluating the effectiveness of the educational opportunities provided to gifted and talented students. The plan for evaluation is based on program objectives, is aligned with state guidelines and is reviewed annually. The evaluation process includes the collection of data from program survey links posted to the LRSD webpage, informal interviews and focus group sessions. Individual schools review the feedback gathered for their campus program from various stakeholder groups to generate a program evaluation summary that includes program goals each year. Evaluation data may also take the form of charts, graphs, and statistical analysis of student achievement. Data gathered as a result of evaluations is used to make program modifications or adjustments as necessary to tailor programming to the needs of students. Evaluation results are disseminated to stakeholders via program materials and stakeholder meetings.

**10.01 Evaluation Overview-**The LRSD evaluation process provides accurate, timely, and relevant information to decision-makers for improving program options that are offered to gifted students.

**10.02 Evaluation Alignment** LRSD’s GT evaluation plan is based on program objectives.

**10.03 Evaluation Components-** The following components of the gifted and talented program are evaluated: identification, staff development, program options, curriculum, community involvement, program expenditures, and the evaluation process or plan.

**10.04- Evaluation Instruments-** The following evaluation instruments may be used in the evaluation process: focus group questions, questionnaires, surveys, and/or interviews. Additional sources of data may include student Annual Reviews, Academic assessments, and informal data including comments and suggestions from a variety of sources. Instruments selected may vary from year to year.

**10.05 Evaluation Process/Plan-** Evaluation findings are compiled by GT staff at each school reflecting the findings of each school level program. Each school’s summary report is submitted to the GT Director for inclusion in the districts overall program evaluation summary report. Findings from the program evaluation process are communicated to stakeholders annually. A narrative of the findings is included in the annual program approval application. Modifications and adjustments are made to better the program. New goals and objectives are made annually to ensure modifications and adjustments take place, as necessary. Data may be collected from a variety of stakeholder audiences through program questionnaires, focus group sessions, informal feedback, student achievement data, and observation findings.

**10.06 Student Progress-** Opportunities for self-reflection and feedback are frequently provided for students as they complete projects, studies, and activities. Self-evaluation surveys show perceived growth skills, such as research, independent learning, creativity, critical thinking, and personal growth (affective domain).

**10.07 Participation Documented-** Participation in the gifted program is noted on permanent record folders, report cards, and transcripts.

## EXECUTIVE SUMMARY

**Topic:** ESSA School Index and NWEA Data

### Short Summary:

On October 4<sup>th</sup> the Arkansas Division of Elementary and Secondary Education publicly released the 2019 ESSA School Index Scores and School Letter Grades. On October 1, 2019 the LRSD Fall NWEA testing window closed. This report will provide the CAB with an overview of both sets of data.

### Background:

In response to the federally mandated Every Student Succeeds Act and state legislation (A.C.A. § 6-15-210), the Arkansas Division of Elementary and Secondary Education must yearly assign an ESSA School Index Score and School Letter Grade to each Arkansas school. ACT Aspire and other data are utilized to calculate these scores. LRSD has administered the ACT Aspire assessment as our state summative assessment since the 2014-2015 school year. The letter grades assigned to schools provide an indication of overall school performance based on multiple measures of student success including achievement and growth on ACT Aspire, graduation rate and several other School Quality and Student Success indicators. In 2018-2019 LRSD implemented the use of NWEA MAP as the district interim assessment program. The MAP assessment is given in grade K-10 three times per year – fall, winter and spring – in reading, math and science (grades 3-10 only). The data from these assessments is used to drive the work of the school improvement plans, differentiate instruction for students and monitor progress toward grade level expectations. For students in grades k-2, the NWEA MAP meets the state assessment requirements.

### Evaluation:

On October 3, 2019 principals met with the Executive Leadership Team to discuss how the ESSA School Index is calculated and start to uncover areas of needed growth within their data. School Improvement Plan teams will meet with the Executive Leadership Team on **October 23 or 24** to discuss NWEA data and revise School Improvement Plans based on both sets of data. Teams will also meet on January 23 or 24, 2020 and April 22 or 23, 2020 to make revisions to their plans based on data available at that time. The goal of the leadership team is to inform and guide principals about how to use their data to drive decisions in their buildings and their School Improvement Plans.

### Action Steps to be taken:

Implement and monitor School Improvement Plans

1. School teams will work with Executive Leadership Team on October 23 or 24, January 23 or 25, and April 22 or 23.
2. Executive Leadership Team to conduct weekly classroom walkthroughs to provide feedback to principals about progress toward school established goals as outlined in the School Improvement Plan.

The district will provide targeted support to buildings receiving a D or F school rating.

### Key Points:

Letter grades will be used to identify the levels of support provided from the district and state to each school. 7 LRSD schools had increased letter grades in 2019 while 5 others had a decrease in letter grade. The winter administration of the NWEA MAP assessment show slight increases from fall 2018 data, and also indicate the need for continued rigor and scaffolding in our classrooms.

### Key Players:

Randy Rutherford, Darian Smith, Hope Worsham

### Fiscal Impact

Support within buildings.

### Critical questions for Board to consider:

Systemic change takes time, how quickly do we expect to see results?  
What supports will teachers and principals need to improve letter grades and student performance?

Date submitted October 8, 2019, 2019

Submitted by Hope Worsham

# LRSD ESSA School Index and NWEA Fall MAP Growth Reports



CAB October 2019

Randy Rutherford, Darian Smith and Hope Worsham



The Arkansas Department of Education released the 2019 Every Student Succeeds Act (ESSA) Index Scores and Letter Grade reports on October 4, 2019. Arkansas' ESSA School Index contains five indicators for success:

- Weighted Achievement;
- Growth;
- Progress to English Language Proficiency;
- Graduation rate; and
- School quality and student success.

Weighted Achievement and academic growth make up 85% of the school index score for elementary and middle schools. For high schools, these two indicators make up 70% of the school index score. Weighted Achievement scores range from 0 to 125. A number closer to 0 indicates student are in the lowest readiness level and in need of support. When the number is closer to 125, this demonstrates high levels of readiness for achievement. As part of determining the overall ESSA score, schools earn points based on students' value-added growth scores in the content areas of math and English language arts. Growth in English language proficiency is also added to the growth score, when schools have English language learners enrolled. It is important to note that the academic growth indicator is less correlated with school poverty rates than weighted achievement and helps to determine how well a school is challenging each student to meet their individual academic potential each year. Growth scores usually range from 55-95. A value of 80 or above indicates that students meet or exceed expected growth in achievement based on the student's previous performance on statewide-standardized exams. If the value falls below 80, this indicates students are losing ground in comparison to expected growth in achievement. When considering student achievement, student growth can be seen as a vehicle towards consistent and enduring improvement.

The schools below earned changes in overall letter grade and individual components of the Index score as outlined in the chart and in the attached spreadsheet.

	# of Buildings	Buildings
Increased Letter Grade	7	Bale, Cloverdale, Fulbright, Gibbs, Pinnacle View, Romine, and Stephens
Increased ESSA School Index	26	Bale, Central, Chicot, Cloverdale, Forest Heights Stem, Forest Park, Fulbright, Gibbs, Hall, J.A. Fair, Jefferson, King, Mabelvale ES, McClellan, McDermott, Otter Creek, Parkview, Pinnacle View, Pulaski Heights ES, Rockefeller, Romine, Stephens, Terry, Wakefield, Washington, Williams
Increased Weighted Achievement	24	Bale, Central, Chicot, Forest Heights Stem, Forest Park, Fulbright, Gibbs, Hall, Jefferson, King, Mabelvale ES, McClellan, McDermott, Otter Creek, Parkview, Pinnacle View, Pulaski Heights ES, Rockefeller, Romine, Stephens, Terry Wakefield, Washington, Williams
Increased Growth Score	30	Bale, Booker, Central, Chicot, Cloverdale, Dunbar, Forest Heights Stem, Forest Park, Fulbright, Gibbs, Hall, J.A. Fair, Jefferson, King, Mabelvale ES, McDermott, Meadowcliff, Otter Creek, Parkview, Pinnacle View, Pulaski Heights ES, Pulaski Heights MS, Rockefeller, Romine, Stephens, Terry, Wakefield, Washington, Western Hills, Williams
Increased 4 year grad rate	4	Central, Hall, J.A. Fair, Parkview
Increased 5 year grad rate	4	Central, Hall, J.A. Fair, McClellan
Increased SQSS	20	Bale, Central, Chicot, Cloverdale, Dodd, Roberts, Forest Heights Stem, Forest Park, Fulbright, Gibbs, Hall, J.A. Fair, Jefferson, King, Mabelvale ES, McClellan, Otter Creek, Parkview, Romine, Terry

LRSD has used the NWEA MAP Growth assessment for two years as an interim assessment program. The assessment is given in the Fall, Winter and Spring to provide data on student achievement and growth. For the first time in Fall of 2019 LRSD administered the NWEA Reading Fluency assessment as part of the universal screening for dyslexia. On On October 1, 2019 the LRSD Fall NWEA testing window closed. The following pages include the district Student Growth Summary on NWEA MAP and the Projected Proficiency Summary data for ACT Aspire performance. An interpretive guide has also been included.





GROWTH

# Reports Portfolio





# Student Growth Summary



## Student Growth Summary Report

Aggregate by School

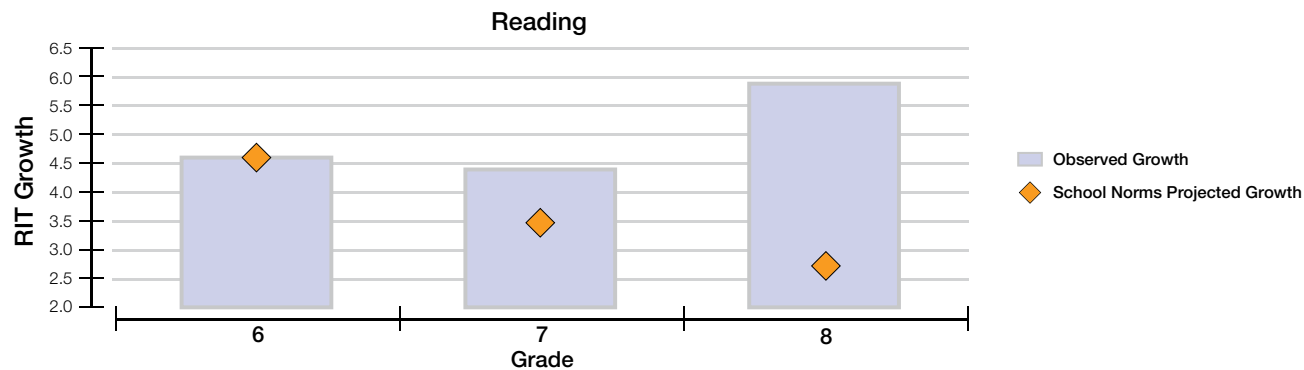
Term: Spring 2015–2016  
District: NWEA Sample District 3

- 1 Norms Reference Data: 2015 Norms
- 2 Growth Comparison Period: Fall 2015 – Spring 2016
- 3 Weeks of Instruction: Start – 4 (Fall 2015)  
End – 32 (Spring 2016)
- 4 Grouping: None
- 5 Small Group Display: No

### Mt. Bachelor Middle School

#### Reading

Grade (Spring 2016)	Growth Count <sup>‡</sup>	Comparison Periods						Growth Evaluated Against								
		Fall 2015			Spring 2016			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count met Projection	Percent met Projection	Student Median Conditional Growth Percentile
6	116	211.9	11.0	56	216.5	13.0	55	4.6	0.7	4.7	-0.07	47	116	71	61	62
7	132	219.1	12.5	76	223.5	11.0	79	4.4	0.7	3.6	0.43	67	132	91	69	60
8	101	219.6	11.8	62	225.5	12.0	77	5.9	0.9	2.7	1.42	92	101	68	67	61



#### Explanatory Notes

\*\* Calculations not provided because students have no MAP Growth results in at least one of the terms. The Growth Count is zero.  
‡ Growth Count provided reflects students with MAP Growth results in both the Start and End terms. Observed Growth calculation is based on that student data.

- 6 Mean RIT: The group's average score for the subject in the given term.
- 8 Standard deviation: The variability of scores within a group. A larger standard deviation reflects a wider range of scores.
- 14 Percentile: The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT range (see entry 13, RIT range).
- 18 Count with projection: The number of students in the growth count population with available growth projections.
- 26 Projected growth, growth projection, or typical growth: The change in RIT score that about half of US students will make over time, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The Student Growth Summary Report shows grade-level growth projections, which are based on school growth norms.
- 27 Observed growth or RIT growth: The change in a student's RIT score during the growth comparison period. On the Student Growth Summary Report, observed growth is the end-term mean RIT minus the start-term mean RIT.
- 28 Observed growth standard error: Amount of measurement error associated with observed term-to-term growth. If the student could be tested again over the same period with comparable tests, there would be about a 68% chance that growth would fall within a range defined by the term-to-term growth, plus or minus the standard error.
- 33 Percent met projection: The percentage of students whose end-term RIT scores met or exceeded their individual growth projections.
- 35 Growth count: The number of students with valid test events for both terms.
- 36 Count met projection: The number of students whose end-term RIT scores met or exceeded their individual growth projections.
- 37 Median conditional growth percentile: The middle value of this student group's conditional growth percentiles if the individuals' percentiles were ordered from smallest to largest.
- 38 School conditional growth index: This index allows for growth comparisons between grades within schools. It incorporates conditions that affect school growth, including weeks of instruction before testing and starting grade-level mean RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.
- 39 School conditional growth percentile: The school conditional growth index (see entry 38) translated into national percentile rankings for growth.



# Student Growth Summary Report

Aggregate by District

Term: Fall 2019-2020  
 District: LITTLE ROCK SCHOOL DISTRICT

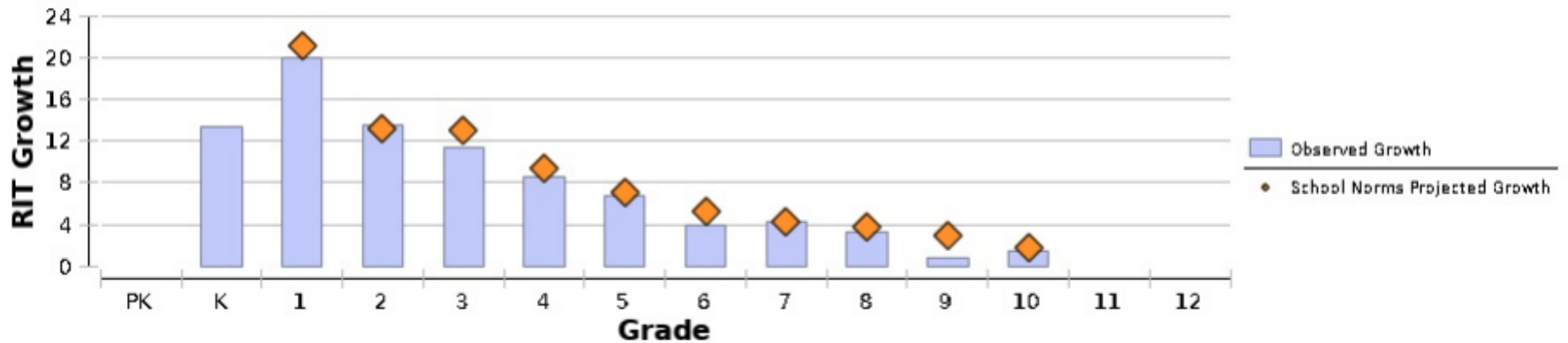
Norms Reference Data: 2015 Norms  
 Growth Comparison Period: Fall 2018 - Fall 2019  
 Weeks of Instruction: Start - 4 (Fall 2018) ^  
 End - 3 (Fall 2019) ^

Grouping: None  
 Small Group Display: No

## Reading

Grade (Fall 2019)	Growth Count	Comparison Periods						Growth Evaluated Against									
		Fall 2018			Fall 2019			Growth		School Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
PK	0	**			**			**						**			
K	28	130.4	6.2		143.8	9.2	72	13.4	1.3				0				
1	1478	140.1	9.9	44	159.9	14.8	50	19.9	0.3	21.1	-0.36	36	1,478	688	47	42	
2	1445	159.4	14.2	41	172.9	15.8	43	13.5	0.3	13.2	0.08	53	1,445	777	54	52	
3	1480	173.6	16.8	43	185.0	18.0	34	11.3	0.3	13.0	-0.67	25	1,480	666	45	42	
4	1442	185.5	17.6	34	194.0	17.1	28	8.5	0.2	9.4	-0.44	33	1,442	661	46	43	
5	1450	194.0	18.2	26	200.6	17.5	22	6.7	0.2	7.0	-0.27	39	1,450	700	48	46	
6	1299	200.5	17.2	20	204.5	17.5	16	4.0	0.3	5.3	-0.79	21	1,299	591	45	44	
7	1154	205.3	18.2	18	209.4	17.6	23	4.2	0.3	4.3	-0.12	45	1,154	583	51	48	
8	1007	208.7	18.0	19	211.8	17.6	24	3.2	0.3	3.7	-0.37	36	1,007	500	50	47	
9	854	213.5	17.0	31	214.3	18.0	21	0.8	0.3	2.9	-1.04	15	854	371	43	41	
10	838	217.8	18.9	37	219.1	18.8	44	1.4	0.3	1.8	-0.22	41	838	434	52	50	
11	8	*			*			*					*				
12	1	*			*			*					*				

## Reading





# Student Growth Summary Report

## Aggregate by District

Term: Fall 2019-2020  
 District: LITTLE ROCK SCHOOL DISTRICT

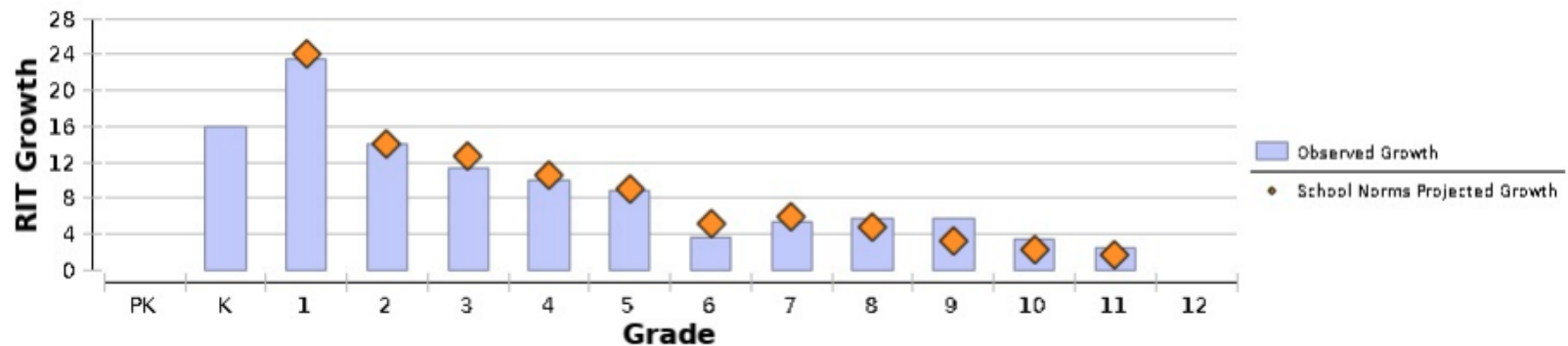
Norms Reference Data: 2015 Norms  
 Growth Comparison Period: Fall 2018 - Fall 2019  
 Weeks of Instruction: Start - 4 (Fall 2018) ^  
 End - 3 (Fall 2019) ^

Grouping: None  
 Small Group Display: No

### Mathematics

Grade (Fall 2019)	Growth Count†	Comparison Periods						Growth Evaluated Against									
		Fall 2018			Fall 2019			Growth		School Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
PK	0	**			**			**					**				
K	28	128.1	8.4		143.9	13.0	74	15.9	1.7				0				
1	1468	137.2	12.3	34	160.7	15.7	44	23.5	0.3	24.1	-0.16	43	1,468	758	52	50	
2	1445	160.1	15.1	34	174.2	14.1	36	14.1	0.2	14.1	0.01	50	1,445	754	52	49	
3	1486	174.8	14.1	36	186.1	14.4	26	11.3	0.2	12.7	-0.58	28	1,486	692	47	44	
4	1453	186.2	13.7	24	196.1	14.8	19	9.9	0.2	10.6	-0.37	36	1,453	666	46	43	
5	1462	195.8	15.0	16	204.6	16.3	18	8.8	0.2	9.0	-0.09	46	1,462	706	48	45	
6	1356	204.3	16.5	15	208.0	16.9	10	3.7	0.2	5.1	-0.66	26	1,356	574	42	39	
7	1238	208.5	16.8	10	213.9	18.2	13	5.4	0.2	5.9	-0.23	41	1,238	601	49	43	
8	1067	212.7	18.5	10	218.4	19.9	19	5.7	0.2	4.7	0.55	71	1,067	604	57	55	
9	979	218.1	19.6	18	223.8	20.7	24	5.7	0.3	3.2	1.27	90	979	640	65	64	
10	960	226.8	21.6	35	230.3	22.7	51	3.5	0.3	2.2	0.56	71	960	573	60	55	
11	20	223.1	19.6	24	225.5	18.8	23	2.4	1.8	1.7	0.31	62	20	10	50	56	
12	0	**			**			**					**				

### Mathematics



# Projected Proficiency Summary



## Projected Proficiency Summary Report

Aggregate by District by Grade

Term Tested: Fall 2015–2016  
 District: NWEA Sample District 4  
 4 Grouping: None

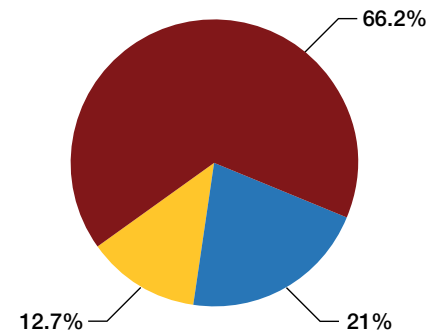
### Mathematics

Projected to: ACT College Readiness taken in spring.

View Linking Study: [nwea.org/resources/map-college-readiness-benchmarks](http://nwea.org/resources/map-college-readiness-benchmarks)

24

Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
5	37	29	78.4%	0	0.0%	8	21.6%
6	116	67	57.8%	14	12.1%	35	30.2%
7	132	79	59.8%	15	11.4%	38	28.8%
8	101	59	58.4%	25	24.8%	17	16.8%
9	33	31	93.9%	2	6.1%	0	0.0%
10	52	47	90.4%	4	7.7%	1	1.9%
<b>Total</b>	<b>471</b>	<b>312</b>	<b>66.2%</b>	<b>60</b>	<b>12.7%</b>	<b>99</b>	<b>21.0%</b>

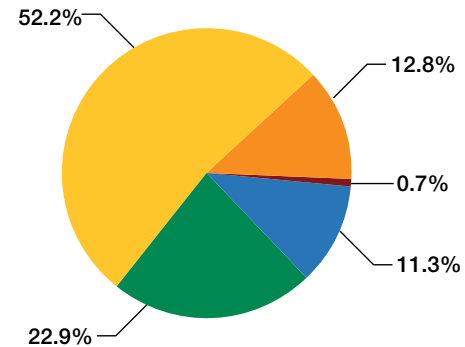


Projected to: Ohio Achievement Assessment taken in spring.

View Linking Study: [nwea.org/resources/ohio-linking-study](http://nwea.org/resources/ohio-linking-study)

24

Grade	Student Count	Limited		Basic		Proficient		Accelerated		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	41	0	0.0%	10	24.4%	19	46.3%	6	14.6%	6	14.6%
4	59	1	1.7%	9	15.3%	41	69.5%	7	11.9%	1	1.7%
5	37	3	8.1%	3	8.1%	23	62.2%	6	16.2%	2	5.4%
6	116	0	0.0%	15	12.9%	41	35.3%	24	20.7%	36	31.0%
7	132	0	0.0%	18	13.6%	70	53.0%	34	25.8%	10	7.6%
8	101	0	0.0%	10	9.9%	48	47.5%	42	41.6%	1	1.0%
10	52	0	0.0%	4	7.7%	39	75.0%	4	7.7%	5	9.6%
<b>Total</b>	<b>538</b>	<b>4</b>	<b>0.7%</b>	<b>69</b>	<b>12.8%</b>	<b>281</b>	<b>52.2%</b>	<b>123</b>	<b>22.9%</b>	<b>61</b>	<b>11.3%</b>



#### Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test, the NWEA generic linking study is provided.

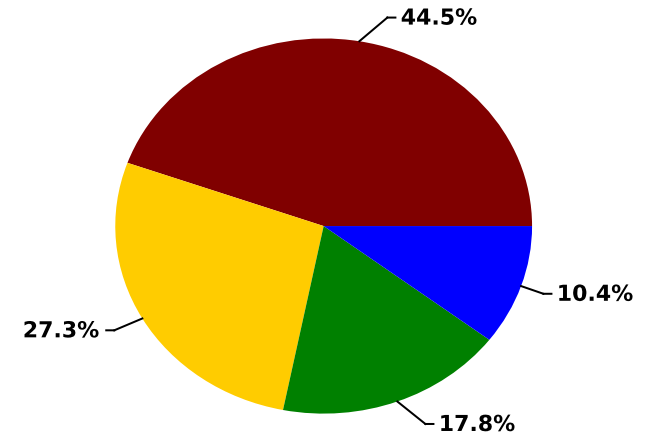
- 4 **Optional grouping:** You may choose to view results by gender or ethnicity. If your district submitted a program file, you may also view summary results by special program.
- 24 **Projected proficiency category:** Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP Growth RIT scale to state assessments and college and career readiness measures.

### Reading

Projected to: **ACT Aspire** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/arkansas-linking-study/>

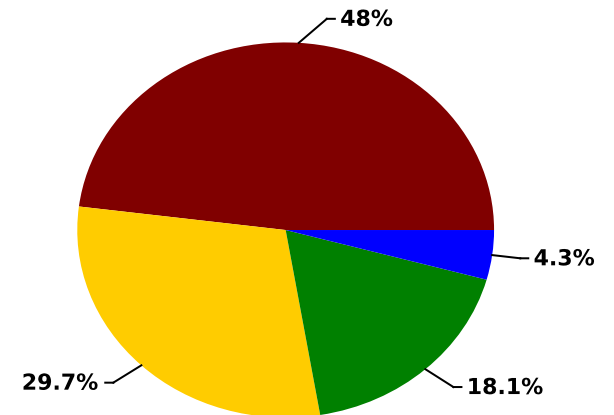
Grade	Student Count	In Need of Support		Close		Ready		Exceeding	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	1726	721	41.8%	442	25.6%	309	17.9%	254	14.7%
4	1682	535	31.8%	533	31.7%	386	22.9%	228	13.6%
5	1698	776	45.7%	426	25.1%	327	19.3%	169	10.0%
6	1612	716	44.4%	448	27.8%	277	17.2%	171	10.6%
7	1532	695	45.4%	499	32.6%	245	16.0%	93	6.1%
8	1384	614	44.4%	436	31.5%	227	16.4%	107	7.7%
9	1361	708	52.0%	307	22.6%	210	15.4%	136	10.0%
10	1211	670	55.3%	247	20.4%	186	15.4%	108	8.9%
<b>Total</b>	<b>12206</b>	<b>5435</b>	<b>44.5%</b>	<b>3338</b>	<b>27.3%</b>	<b>2167</b>	<b>17.8%</b>	<b>1266</b>	<b>10.4%</b>



Projected to: **ACT Aspire** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/linking-the-act-aspire-assessments-to-nwea-map-assessments>

Grade	Student Count	In Need of Support		Close		Ready		Exceeding	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	1726	941	54.5%	339	19.6%	342	19.8%	104	6.0%
4	1682	739	43.9%	513	30.5%	354	21.0%	76	4.5%
5	1698	820	48.3%	549	32.3%	270	15.9%	59	3.5%
6	1612	746	46.3%	495	30.7%	262	16.3%	109	6.8%
7	1532	735	48.0%	510	33.3%	259	16.9%	28	1.8%
8	1384	643	46.5%	451	32.6%	255	18.4%	35	2.5%
<b>Total</b>	<b>9634</b>	<b>4624</b>	<b>48.0%</b>	<b>2857</b>	<b>29.7%</b>	<b>1742</b>	<b>18.1%</b>	<b>411</b>	<b>4.3%</b>



#### Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

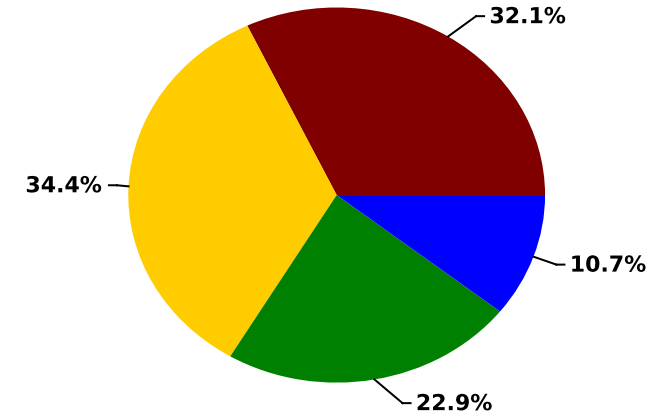


### Mathematics

Projected to: **ACT Aspire** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/arkansas-linking-study/>

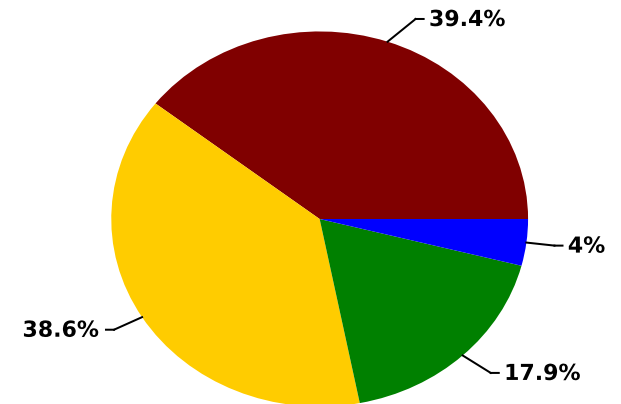
Grade	Student Count	In Need of Support		Close		Ready		Exceeding	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	1731	301	17.4%	549	31.7%	565	32.6%	316	18.3%
4	1685	242	14.4%	726	43.1%	546	32.4%	171	10.1%
5	1704	236	13.8%	855	50.2%	461	27.1%	152	8.9%
6	1569	312	19.9%	728	46.4%	398	25.4%	131	8.3%
7	1557	592	38.0%	501	32.2%	302	19.4%	162	10.4%
8	1382	635	45.9%	371	26.8%	233	16.9%	143	10.3%
9	1437	825	57.4%	295	20.5%	190	13.2%	127	8.8%
10	1288	817	63.4%	226	17.5%	130	10.1%	115	8.9%
<b>Total</b>	<b>12353</b>	<b>3960</b>	<b>32.1%</b>	<b>4251</b>	<b>34.4%</b>	<b>2825</b>	<b>22.9%</b>	<b>1317</b>	<b>10.7%</b>



Projected to: **ACT Aspire** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/linking-the-act-aspire-assessments-to-nwea-map-assessments>

Grade	Student Count	In Need of Support		Close		Ready		Exceeding	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	1731	531	30.7%	642	37.1%	445	25.7%	113	6.5%
4	1685	450	26.7%	838	49.7%	366	21.7%	31	1.8%
5	1704	449	26.3%	897	52.6%	305	17.9%	53	3.1%
6	1569	607	38.7%	671	42.8%	253	16.1%	38	2.4%
7	1557	928	59.6%	389	25.0%	182	11.7%	58	3.7%
8	1382	832	60.2%	284	20.5%	173	12.5%	93	6.7%
<b>Total</b>	<b>9628</b>	<b>3797</b>	<b>39.4%</b>	<b>3721</b>	<b>38.6%</b>	<b>1724</b>	<b>17.9%</b>	<b>386</b>	<b>4.0%</b>



#### Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

School Name	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	Change from 18 to 19	2016-17	2017-18	2018-19	Change from 18 to 19	2016-17	2017-18	2018-19	Change from 18 to 19	2016-17
	School	School	School	ESSA School	ESSA School	ESSA School		Final Weighted Achievemen t Adjusted for 95% Tested	Final Weighted Achievemen t Adjusted for 95% Tested	Final Weighted Achievemen t Adjusted for 95% Tested		Final Content with ELP Growth Score	Final Content with ELP Growth Score	Final Content with ELP Growth Score		Final Four Year Graduation Rate
Bale Elementary School	F	F	D	57.74	57.17	59.33	2.16	35.36	35.64	38.25	2.61	77.23	76.74	78.04	1.3	N/A
Baseline Elementary School	D	D	F	63.35	59.61	56.85	-2.76	43.44	35.29	28.73	-6.56	81.94	80.98	80.62	-0.36	N/A
Booker Arts Magnet Elem. Sch.	C	C	D	68.2	65.36	64.3	-1.06	58.65	52.97	50	-2.97	79.23	77.71	78.32	0.61	N/A
Brady Elementary School	D	D	D	62.57	61.34	59.54	-1.8	44.73	42.11	40.03	-2.08	79.83	79.84	78.53	-1.31	N/A
Carver Magnet Elem. School	C	C	C	70.49	70.04	65.51	-4.53	59.16	58.33	51.7	-6.63	82.89	82.4	79.87	-2.53	N/A
Central High School	C	C	C	67.38	65.84	67.69	1.85	53.2	50.6	51.84	1.24	78.41	76.79	77.51	0.72	86.04
Chicot Elementary School	D	D	D	59.92	62.23	62.95	0.72	42.49	40.39	41.48	1.09	75.62	82.67	83.04	0.37	N/A
Cloverdale Middle School	D	F	D	58.63	52.96	53.97	1.01	39.47	26.75	25.91	-0.84	79.07	76.81	78.84	2.03	N/A
David O. Dodd Elementary School	D	D	D	65.37	64.57	63.45	-1.12	49.17	47.07	43.81	-3.26	81.54	80.81	80.78	-0.03	N/A
Don Roberts Elementary School	A	A	A	89.36	87.61	86.5	-1.11	98.43	94.84	93.07	-1.77	88.05	87.1	85.22	-1.88	N/A
Dunbar Magnet Middle School	C	D	D	66.99	58.35	57.18	-1.17	55.04	39.82	37.51	-2.31	80.02	77.13	77.21	0.08	N/A
Forest Heights Stem Academy	A	A	A	80.26	78.04	79.62	1.58	87.28	82.08	82.5	0.42	79.13	78.85	81.41	2.56	N/A
Forest Park Elementary School	A	A	A	89.39	85.1	88.58	3.48	100.5	93.93	99.07	5.14	84.05	82.15	84.96	2.81	N/A
Fulbright Elementary School	C	C	B	72.15	71.63	74.12	2.49	65.55	64.57	68.28	3.71	79.46	80.49	81.72	1.23	N/A
Gibbs Magnet Elementary School	B	B	A	79.43	75.29	80.49	5.2	83.52	75.1	83.17	8.07	79.62	79.11	83.11	4	N/A
Hall High School	F	F	F	47.39	47.34	48.64	1.3	12.94	13.25	13.61	0.36	79.93	80.22	81.09	0.87	68.57
Henderson Middle School	D	D	F	58.71	55.87	52.51	-3.36	43.02	32.77	26.12	-6.65	77.6	79.02	77.45	-1.57	N/A
J.A. Fair High School	F	F	F	52.04	47.27	48.11	0.84	20.87	14.84	13.2	-1.64	77.12	75.11	76.88	1.77	78.44
Jefferson Elementary School	A	A	A	80.54	85.52	87.99	2.47	87.57	91.51	95.47	3.96	78.52	84.67	86.61	1.94	N/A
M.L. King Magnet Elem. School	D	D	D	65.05	58.8	59.43	0.63	51.08	42.35	43.35	1	78.17	75.24	75.45	0.21	N/A
Mabelvale Elementary School	D	D	D	62.24	58.6	59.86	1.26	44.3	38.27	38.98	0.71	80	77.4	79.38	1.98	N/A
Mabelvale Middle School	D	D	D	61.42	58.94	55.94	-3	46.61	38.88	33.27	-5.61	79.41	79.83	78.3	-1.53	N/A
Mann Magnet Middle School	C	C	C	70.43	68.3	65.92	-2.38	62.63	57.84	53.45	-4.39	80.57	81.02	80.28	-0.74	N/A
McClellan Magnet High School	F	F	F	48.85	48.18	48.49	0.31	17.03	13.92	13.96	0.04	78.03	77.58	77.58	0	74.25
McDermott Elementary School	C	D	D	67.52	62.72	63.61	0.89	52.79	45	45.22	0.22	83.39	79.8	82.02	2.22	N/A
Meadowcliff Elementary School	D	D	F	62.22	61.34	58.06	-3.28	43.63	42.96	34.87	-8.09	79.85	78.37	79.76	1.39	N/A
Otter Creek Elementary School	C	C	C	70.63	65.51	68.5	2.99	59.5	49.78	53.2	3.42	83.46	80.86	83.78	2.92	N/A
Parkview Magnet High School	B	C	C	70.72	65.9	67.49	1.59	54.62	47.34	48.74	1.4	82.24	79.29	80.72	1.43	95.47
Pinnacle View Middle School	B	B	A	77.83	74.32	75.69	1.37	84.36	73.65	75.63	1.98	78.49	78.59	80.13	1.54	N/A
Pulaski Heights Elem. School	B	B	B	79.47	74.11	74.47	0.36	78.54	69.66	70.65	0.99	84.17	80.56	80.75	0.19	N/A
Pulaski Heights Middle School	C	C	C	72.55	68.22	68.18	-0.04	68.85	60.53	60.31	-0.22	79.28	78.56	79.17	0.61	N/A
Rockefeller Incentive Elem.	D	D	D	65.82	62.89	64.44	1.55	48.25	48.68	49.68	1	80.32	78.18	80.94	2.76	N/A
Romine Interdist. Elem. School	D	F	D	60.06	55.51	60.37	4.86	40	35.16	40.97	5.81	78.19	74.98	79.51	4.53	N/A
Stephens Elementary	F	F	D	57.82	56.18	58.46	2.28	38.46	34.92	39.67	4.75	76.88	75.84	78.22	2.38	N/A
Terry Elementary School	C	C	C	72.22	67.74	71.82	4.08	64.44	56.41	63.78	7.37	82.76	79.13	81.94	2.81	N/A
Wakefield Elementary School	C	C	C	69.19	66.9	68.84	1.94	54.34	49.9	54.2	4.3	85.17	85.13	86.13	1	N/A
Washington Magnet Elem. School	D	F	F	61.9	54.09	55.97	1.88	40.85	29.29	33.28	3.99	80.86	75.06	76.82	1.76	N/A
Watson Elementary School	D	D	F	59.7	58.7	52.84	-5.86	37.4	34.54	26.34	-8.2	79.11	79.8	75.79	-4.01	N/A
Western Hills Elem. School	D	D	D	64.79	64.05	63.14	-0.91	51.92	48.98	47	-1.98	80.38	79.45	80.25	0.8	N/A
Williams Magnet Elem. School	A	B	B	82.06	78.41	78.83	0.42	84.75	77.61	78.68	1.07	83.96	82.29	82.56	0.27	N/A

School Name	2017-18	2018-19	Change from 18 to 19	2016-17	2017-18	2018-19	Change from 18 to 19	2016-17	2017-18	2018-19	Change from 18 to 19
	Final Four Year Graduation Rate	Final Four Year Graduation Rate		Final Five Year Graduation Rate	Final Five Year Graduation Rate	Final Five Year Graduation Rate		Final SQSS Score	Final SQSS Score	Final SQSS Score	
Bale Elementary School	N/A	N/A		N/A	N/A	N/A		44.99	42.19	46.14	3.95
Baseline Elementary School	N/A	N/A		N/A	N/A	N/A		47.83	45.12	43.24	-1.88
Booker Arts Magnet Elem. Sch.	N/A	N/A		N/A	N/A	N/A		53.72	53.07	50.91	-2.16
Brady Elementary School	N/A	N/A		N/A	N/A	N/A		46.69	44.54	41.78	-2.76
Carver Magnet Elem. School	N/A	N/A		N/A	N/A	N/A		55.6	56.13	49.84	-6.29
Central High School	88.84	92.52	3.68	88.6850153	85.15	99.36	14.21	55.2	54.11	54.63	0.52
Chicot Elementary School	N/A	N/A		N/A	N/A	N/A		48.23	45.08	46.05	0.97
Cloverdale Middle School	N/A	N/A		N/A	N/A	N/A		35.18	34.59	36.52	1.93
David O. Dodd Elementary School	N/A	N/A		N/A	N/A	N/A		49.26	51.25	51.53	0.28
Don Roberts Elementary School	N/A	N/A		N/A	N/A	N/A		72.54	72.43	75.41	2.98
Dunbar Magnet Middle School	N/A	N/A		N/A	N/A	N/A		51.43	39	36.34	-2.66
Forest Heights Stem Academy	N/A	N/A		N/A	N/A	N/A		67.65	65.94	66.92	0.98
Forest Park Elementary School	N/A	N/A		N/A	N/A	N/A		81.26	74.36	76.18	1.82
Fulbright Elementary School	N/A	N/A		N/A	N/A	N/A		63.17	58.57	62.38	3.81
Gibbs Magnet Elementary School	N/A	N/A		N/A	N/A	N/A		69.25	63	65.49	2.49
Hall High School	64.91	65.1	0.19	57.6271186	64.29	72.26	7.97	34.31	32.79	35.83	3.04
Henderson Middle School	N/A	N/A		N/A	N/A	N/A		32.37	32.63	30.94	-1.69
J.A. Fair High School	71.76	74.89	3.13	80.2030457	74.67	80.81	6.14	39.25	32.51	33.7	1.19
Jefferson Elementary School	N/A	N/A		N/A	N/A	N/A		70.87	74.35	75.13	0.78
M.L. King Magnet Elem. School	N/A	N/A		N/A	N/A	N/A		53.88	42.36	43.55	1.19
Mabelvale Elementary School	N/A	N/A		N/A	N/A	N/A		44.91	43.39	43.48	0.09
Mabelvale Middle School	N/A	N/A		N/A	N/A	N/A		36	36.13	34.28	-1.85
Mann Magnet Middle School	N/A	N/A		N/A	N/A	N/A		54.82	50.33	47.12	-3.21
McClellan Magnet High School	76.38	73.02	-3.36	62.3376623	73.25	78.97	5.72	33.6	32.39	34.65	2.26
McDermott Elementary School	N/A	N/A		N/A	N/A	N/A		48.97	47.11	45.12	-1.99
Meadowcliff Elementary School	N/A	N/A		N/A	N/A	N/A		46.82	47.46	39.82	-7.64
Otter Creek Elementary School	N/A	N/A		N/A	N/A	N/A		53.8	51.04	53.26	2.22
Parkview Magnet High School	89.11	92.61	3.5	93.5622318	95.58	91.3	-4.28	57.31	52.59	55.7	3.11
Pinnacle View Middle School	N/A	N/A		N/A	N/A	N/A		60.37	61.68	61	-0.68
Pulaski Heights Elem. School	N/A	N/A		N/A	N/A	N/A		65.99	63.02	62.46	-0.56
Pulaski Heights Middle School	N/A	N/A		N/A	N/A	N/A		58.78	51.72	49.91	-1.81
Rockefeller Incentive Elem.	N/A	N/A		N/A	N/A	N/A		58.46	45.07	43.85	-1.22
Romine Interdist. Elem. School	N/A	N/A		N/A	N/A	N/A		46.4	38.12	41.85	3.73
Stephens Elementary	N/A	N/A		N/A	N/A	N/A		39.47	40.25	36.46	-3.79
Terry Elementary School	N/A	N/A		N/A	N/A	N/A		55.25	56.19	56.84	0.65
Wakefield Elementary School	N/A	N/A		N/A	N/A	N/A		50.57	45.78	45.34	-0.44
Washington Magnet Elem. School	N/A	N/A		N/A	N/A	N/A		47.8	42.04	39.41	-2.63
Watson Elementary School	N/A	N/A		N/A	N/A	N/A		47.04	44.74	38.15	-6.59
Western Hills Elem. School	N/A	N/A		N/A	N/A	N/A		42.83	47.88	43.79	-4.09
Williams Magnet Elem. School	N/A	N/A		N/A	N/A	N/A		69.46	67.31	66.75	-0.56

**ELEMENTARY RATING SCALE**

A = 79.26 and Above  
 B = 72.17 - 79.25  
 C = 64.98 - 72.16  
 D = 58.09 - 64.97  
 F = 0.00 - 58.08

**MIDDLE SCHOOL RATING SCALE**

A = 75.59 and Above  
 B = 69.94 - 75.58  
 C = 63.73 - 69.93  
 D = 53.58 - 63.72  
 F = 0.00 - 53.57

**HIGH SCHOOL RATING SCALE**

A = 73.22 and Above  
 B = 67.96 - 73.21  
 C = 61.10 - 67.95  
 D = 52.95 - 61.09  
 F = 0.00 - 52.94

6001000 - Little Rock School District

Summary of Planned Capital Projects			
Project Number	School Number, Name, and Type	Project Name	Status
1920-6001-001	6001 - Cloverdale	Cloverdale MS Replacement	Planned
1920-6001-004	6001 - Baseline Elementary School	Roof Replacement Baseline	Planned
1920-6001-008	6001 - Romine Interdist. Elem. School	Roof Replacement at Romine	Planned
1920-6001-009	--Multiple Schools--	PH Elementary and MS Roof Replacement	Planned
1920-6001-019	6001 - Dunbar Magnet Middle School	Elevator Replacement	Planned
1920-6001-025	--Multiple Schools--	HVAC Replacement and Addition at Pulaski Heights MS and ES	Planned
2021-6001-004	6001 - Jefferson Elementary School	Jefferson Fresh Air Replacement	Planned
2021-6001-008	6001 - Jefferson Elementary School	Roof Replacement Jefferson	Planned
2021-6001-010	6001 - Romine Interdist. Elem. School	Romine Fresh Air Replacement	Planned
2021-6001-013	6001 - Bale Elementary School	Bale Fresh Air Replacement	Planned
2021-6001-014	6001 - Administration	CN Warehouse Root Replacement	Planned
2021-6001-021	6001 - Dunbar Magnet Middle School	Dunbar HVAC Replacement	Planned
2021-6001-023	6001 - Mabelvale Middle School	HVAC Mabelvale Middle Fresh Air	Planned
2021-6001-027	6001 - Administration	First Student Parking Lot Renovations	Planned
2122-6001-002	6001 - Mann Magnet Middle School	Mann Restroom Renovations	Planned
2122-6001-003	6001 - Central High School	Central High School Chiller Replacement	Planned
2122-6001-010	6001 - Mabelvale Elementary School	HVAC Mabelvale ES-RTU Replacement	Planned
2122-6001-011	6001 - Rockefeller Incentive Elem.	Fire Alarm Replacement Rockefeller	Planned
2223-6001-001	6001 - Washington Magnet Elem. School	Washington Roof Replacement	Planned
2223-6001-002	6001 - Dunbar Magnet Middle School	Dunbar Window Replacement	Planned
2223-6001-003	6001 - Metro VoTech / Accel. Learning / Evening HS	Roof Replacement Metro A and B Buildings	Planned

6001000 - Little Rock School District

**Capital Project Detail**

**Project Number & Name:**

1920-6001-001 - Cloverdale MS Replacement

**Submit for 2019 - 2021 Partnership Program**

**Funding Year:** Year 1 - 2019-20

**Schools and Buildings to be Replaced or Renovated**

- 6001077 - 6001 - Cloverdale
- 600106101 - Middle School
- 600106102 - P89
- 600106103 - Cafeteria

**Funding Type** Partnership

**Primary Type** Warm/Safe/Dry Space Replacement

**Secondary Type**

**Project Category** Building Replacement

**Project Scope:**

Construct new campus to replace Cloverdale MS to serve grades 6-8. The school will serve approximately 885 students. The district, being in Level 5 Support will work with the state Facilities Division to develop the specifics of this project after an evaluation of elementary schools within a reasonable geographic boundary (feeder pattern) to be considered for inclusion in this project. The new campus is being built on a site with an existing gym space. The new addition will be approximately 129,778 sqft.

**Project Justification:**

Cloverdale MS will be closed. This campus is in poor shape and undersized. The district feels it is not the wisest decision to put an additional money into this campus. The students will move from Cloverdale to the new building when it becomes a 6-8. The Cloverdale campus has a building value of -24% and is one of the worst campuses for the LRSD. It would cost the district a large amount of money to update this campus to bring to a like new status and the district feels it will be a better choice to build a new campus.

The possible inclusion of one or more elementary schools in this project is being considered to provide a more adequate and suitable educational environment and to allow all students within a given attendance one to attend the same school. This project will also improve operational efficiency and space utilization. The possible ES to be added to make this a K=8 school are Wakefield, Watson, Baseline, and Meadowcliff.

The district is considering consolidating one or more elementary schools into this project to create a K-8 school of approximately 1464 students. The district, being in Level 5 Support in distress will work with the state Facilities Division to develop the specifics of this project after an evaluation of elementary schools within a reasonable geographic boundary to be considered for inclusion in this project. The district is requesting an evaluation of each of the elementary schools in the potential feeder pattern for the new school.

**Does this Project include demolition of existing facility?**

**Does this Project include repurposing of existing facility?**

**Does this Project involve grade reconfiguration?**

**Does this Project result in any Abandoned/UnUsed Facilities?**  **SqFt Abandoned**

Cloverdale campus will be deemed nonacademic

6001000 - Little Rock School District

Does this Project result in any Underutilized Facilities?

No

Design Start Date	10/01/2017
Construction Start Date	04/01/2020
Completion Date	08/01/2021
Status	Planned
Area (GSF)	129,778
Funding Code	Partnership
Facility Type	Academic
Planning Year	
Created	2015
Changed	2020

Expected Annual Cost for this Project

Pre-2020	\$30,000,000
2020-2021	\$0
2021-2022	\$0
2022-2023	\$0
2023-2024	\$0
2024-2025	\$0
2025-2026	\$0
2026-2027	\$0
2027-2028	\$0
2028-2029	\$0
2029-2030	\$0
Total Cost	\$30,000,000

If total less than \$150,000, Number of Students:

0

\$300 per student cost:

6001000 - Little Rock School District

1920-6001-001 Continued - 2019 - 2021 Partnership Program Questions

**Green Incentive**

For New School or New Building, Green building incentive to be sought (Percentage of state financial participation)

None
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**C.2. Indicate how the school district intends to fund their share of the partnership program:**

Note: If more than one source of district funds is to be used, indicate what percentage of the district's share of each type of funds will support the project.

- A. District share to be funded through existing operational fund balances: 

No		%
----	--	---
- B. District share to be funded through any State or Federal grant: 

No		%
----	--	---
- C. District share to be funded through bond already secured: 

Yes	100	%
-----	-----	---
- D. District share to be funded through bonds to be secured in an election during the course of the project: 

No		%
----	--	---
- E. Indicate the FY in which you intend to apply for permission to sell bonds to support this project: 

--

- C.3. Does the new construction project include work that could be classified as maintenance, repair, and renovation (and does not qualify for state financial participation)?**

No
----
- Total Maintenance, Repair, Renovation Costs contained in Total Cost (These costs ARE NOT eligible for state financial participation) -----> 

0
---
- Total New Construction Costs contained in Total Cost (These costs ARE eligible for state financial participation) -----> 

0
---

**C.6. Discuss how this new construction project conforms with sound educational practices. Does the project improve practices of the entire district, several schools, or only one school?**

The proposed project will give the district appropriate space need to instruction students and meet the requirements of the ADE. This project will impact the Cloverdale campus. This project conforms to sound educational practices by providing a building that will meet the demands of all modern education requirements. It also gives the district a building that requires less maintenance.

**C.7. Discuss the new construction project's compliance with current academic facilities standards as contained in the Arkansas School Facility Manual, including, without limitation, appropriate space utilization of existing academic facilities in the district.**

The new proposed project will meet all facility manual standards. It will bring all class sizes up to facility standards. All construction methods used during construction will meet/exceed the manual requirements. This will help the district meet the amount of square footage required by the POR.

**C.8. Discuss how the new construction project supports the prudent and resourceful expenditure of state funds and improves the school district's ability to deliver an adequate and equitable education to the public school students in the district.**

This is a prudent and resourceful use of funds by allowing the district to provide a new facility that will require less maintenance. It will give the students an adequate space for instruction for grades 6-8. The building will provide modern amenities to the students that the old building could not support.

**Partnership Project Documents** (Files located in directory Documents\6001000\Projects\1920-6001-001\)

File Name	Type	Upload Date
Baseline POR.xls	xls	2/23/2018 3:56:00 PM
Cloverdale Replacement.pdf	pdf	3/1/2018 2:25:08 PM
MeadowcliffPOR.xls	xls	2/23/2018 3:55:52 PM
New K-8 McClellan.pdf	pdf	3/1/2018 2:23:13 PM

6001000 - Little Rock School District

POR McClellan 6-8 v2.xls	xls	3/1/2018 2:08:20 PM
Tab 2-LRSD Resolution.pdf	pdf	12/12/2017 1:37:41 PM
Wakefield POR.xls	xls	2/23/2018 3:55:46 PM
Watson POR.xls	xls	2/23/2018 3:56:17 PM

**Capital Project Detail**

**Project Number & Name:**

1920-6001-004 - Roof Replacement Baseline

**Submit for 2019 - 2021 Partnership Program**

**Funding Year:** Year 1 - 2019-20

**Schools and Buildings included in Project**

6001052 - 6001 - Baseline ES  
600105201 - Elementary or Primary

**Funding Type:** Partnership

**Primary Type:** Warm/Safe/Dry System Replacement

**Secondary Type:**

**Project Category:**

**Project Scope:**

Replace the current roof that is a built up modified roof with a 2 ply built up roof system. This will be a total of 50,455 sqft. This will also include replacing the insulation. The new roof system will comply with all requirements of the facility manual.

Building Systems

Roofing

**Project Justification:**

The current roof is 22 years old. It has been leaking and locating the leaks is very difficult. The district does not feel it is a prudent use of funds to continue to patch an old roof system that is constantly leaking.

Does this Project include demolition of existing facility?

Does this Project include repurposing of existing facility?

Does this Project involve grade reconfiguration?

Does this Project result in any Abandoned/UnUsed Facilities?

Does this Project result in any Underutilized Facilities?

**Design Start Date:**

**Expected Annual Cost for this Project**

**Construction Start Date:**

**Completion Date:**

**Status:**

**If total less than \$150,000, Number of Students:**

**Area (GSF):**

**\$300 per student cost:**

**Funding Code:**



# Capital Projects - Planned

October 14, 2019

## 6001000 - Little Rock School District

<b>Facility Type</b>	Academic	Pre-2020	\$1,750,000
<b>Planning Year</b>		2020-2021	\$0
<b>Created</b>	2017	2021-2022	\$0
<b>Changed</b>	2018	2022-2023	\$0
		2023-2024	\$0
		2024-2025	\$0
		2025-2026	\$0
		2026-2027	\$0
		2027-2028	\$0
		2028-2029	\$0
		2029-2030	\$0
		<b>Total Cost</b>	<b>\$1,750,000</b>

6001000 - Little Rock School District

1920-6001-004 Continued - 2019 - 2021 Partnership Program Questions

**Green Incentive**

For New School or New Building, Green building incentive to be sought (Percentage of state financial participation)

None
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**C.2. Indicate how the school district intends to fund their share of the partnership program:**

Note: If more than one source of district funds is to be used, indicate what percentage of the district's share of each type of funds will support the project.

- A. District share to be funded through existing operational fund balances:
 

No	%
----	---
- B. District share to be funded through any State or Federal grant:
 

No	%
----	---
- C. District share to be funded through bond already secured:
 

Yes	100 %
-----	-------
- D. District share to be funded through bonds to be secured in an election during the course of the project:
 

No	%
----	---
- E. Indicate the FY in which you intend to apply for permission to sell bonds to support this project:
 

--

- C.3. Does the new construction project include work that could be classified as maintenance, repair, and renovation (and does not qualify for state financial participation)?**
- Total Maintenance, Repair, Renovation Costs contained in Total Cost -----> 

0
---

  
 (These costs ARE NOT eligible for state financial participation)
- Total New Construction Costs contained in Total Cost -----> 

0
---

  
 (These costs ARE eligible for state financial participation)

**C.6. Discuss how this new construction project conforms with sound educational practices. Does the project improve practices of the entire district, several schools, or only one school?**

This project has no direct effect on sound educational practices. It does help to provide an environment that is conducive to a warm safe dry educational environment. It helps by eliminating interruptions that happen during leaks, which does not conform to sound educational practices. This project only affects the Baseline campus.

**C.7. Discuss the new construction project's compliance with current academic facilities standards as contained in the Arkansas School Facility Manual, including, without limitation, appropriate space utilization of existing academic facilities in the district.**

The new project complies with the facility manual, it is an approved roofing system that will meet all the required specifications. There is no space in this project.

**C.8. Discuss how the new construction project supports the prudent and resourceful expenditure of state funds and improves the school district's ability to deliver an adequate and equitable education to the public school students in the district.**

This project is a prudent and resourceful use of funds by prolonging the use of the building. If the project is not complete the building will continue to deteriorate costing the district more money in repairs on other systems. It improves the ability to provide an adequate and equitable education by eliminating interruptions caused by the leaks.

**Partnership Project Documents** (Files located in directory Documents\6001000\Projects\1920-6001-004)

File Name	Type	Upload Date
baseline Schematic Roof.pdf	pdf	2/27/2018 3:02:27 PM
Tab 2.pdf	pdf	2/22/2018 11:10:10 AM

6001000 - Little Rock School District

Capital Project Detail

**Project Number & Name:**

1920-6001-008 - Roof Replacement at Romine

**Schools and Buildings included in Project**

6001040 - 6001 - Romine Interdist. ES  
600104001 - Elementary or Primary

**Funding Type**

Local

**Primary Type**

Warm/Safe/Dry System Replacement

**Secondary Type**

**Project Category**

**Project Scope:**

Roof replacement at Romine.

**Building Systems**

Roofing

Does this Project include demolition of existing facility?

No

Does this Project include repurposing of existing facility?

No

Does this Project involve grade reconfiguration?

No

Does this Project result in any Abandoned/UnUsed Facilities?

No

Does this Project result in any Underutilized Facilities?

No

**Design Start Date**

01/01/2020

**Construction Start Date**

06/01/2020

**Completion Date**

09/01/2019

**Status**

Planned

**Area (GSF)**

49,769

**Funding Code**

Local

**Facility Type**

Academic

**Planning Year**

**Created**

2017

**Changed**

2019

**Expected Annual Cost for this Project**

Pre-2020	\$900,000
2020-2021	\$0
2021-2022	\$0
2022-2023	\$0
2023-2024	\$0
2024-2025	\$0
2025-2026	\$0
2026-2027	\$0
2027-2028	\$0
2028-2029	\$0
2029-2030	\$0
<b>Total Cost</b>	<b>\$900,000</b>

**If total less than \$150,000, Number of Students:**

0

**\$300 per student cost:**

6001000 - Little Rock School District

Capital Project Detail

**Project Number & Name:**

1920-6001-009 - PH Elementary and MS Roof Replacement

**Schools and Buildings included in Project**

- 
- 600101001 - Middle School
- 6001038 - 6001 - Pulaski Heights ES and MS
- 600103801 - Elementary or Primary

**Funding Type**

Local

**Primary Type**

Warm/Safe/Dry System Replacement

**Secondary Type**

**Project Category**

**Project Scope:**

The current roof on both the elementary and middle school buildings is built up roof with gravel. The new roof system will be a 2 ply bitumen built up system. It will be a total of 155,155 sqft of roof.

**Building Systems**

Roofing

Does this Project include demolition of existing facility?

No

Does this Project include repurposing of existing facility?

No

Does this Project involve grade reconfiguration?

No

Does this Project result in any Abandoned/UnUsed Facilities?

No

Does this Project result in any Underutilized Facilities?

No

**Design Start Date**

11/01/2017

**Construction Start Date**

06/01/2019

**Completion Date**

09/01/2019

**Status**

Planned

**Area (GSF)**

155,155

**Funding Code**

Local

**Facility Type**

Academic

**Planning Year**

**Created**

2018

**Changed**

2019

**Expected Annual Cost for this Project**

Pre-2020	\$1,500,000
2020-2021	\$0
2021-2022	\$0
2022-2023	\$0
2023-2024	\$0
2024-2025	\$0
2025-2026	\$0
2026-2027	\$0
2027-2028	\$0
2028-2029	\$0
2029-2030	\$0
<b>Total Cost</b>	<b>\$1,500,000</b>

**If total less than \$150,000, Number of Students:**

0

**\$300 per student cost:**

6001000 - Little Rock School District

Capital Project Detail

Project Number & Name:

1920-6001-019 - Elevator Replacement

Schools and Buildings included in Project

6001007 - 6001 - Dunbar Magnet MS  
600100701 - Dunbar Middle School

Funding Type

Local

Primary Type

Warm/Safe/Dry System Replacement

Secondary Type

Project Category

Project Scope:

Replace the elevator on the Dunbar campus

Building Systems

Specialties

Does this Project include demolition of existing facility?

No

Does this Project include repurposing of existing facility?

No

Does this Project involve grade reconfiguration?

No

Does this Project result in any Abandoned/UnUsed Facilities?

No

Does this Project result in any Underutilized Facilities?

No

Design Start Date

12/01/2017

Construction Start Date

01/01/2020

Completion Date

02/01/2020

Status

Planned

Area (GSF)

121,309

Funding Code

Local

Facility Type

Academic

Planning Year

Created

2018

Changed

2020

Expected Annual Cost for this Project

Pre-2020	\$100,000
2020-2021	\$0
2021-2022	\$0
2022-2023	\$0
2023-2024	\$0
2024-2025	\$0
2025-2026	\$0
2026-2027	\$0
2027-2028	\$0
2028-2029	\$0
2029-2030	\$0
<b>Total Cost</b>	<b>\$100,000</b>

If total less than \$150,000, Number of Students:

0

\$300 per student cost:

6001000 - Little Rock School District

Capital Project Detail

**Project Number & Name:**

1920-6001-025 - HVAC Replacement and Addition at Pulaski Heights MS and ES

**Schools and Buildings included in Project**

- 600101001 - Middle School
- 6001038 - 6001 - Pulaski Heights ES and MS
- 600103801 - Elementary or Primary

**Funding Type**

Local

**Primary Type**

Warm/Safe/Dry System Replacement

**Secondary Type**

**Project Category**

**Project Scope:**

The current HVAC is window units and the kitchen lacks any type of HVAC system. The gym lacks an HVAC system as well. The project will consist of installing HVAC in the kitchen and gym and replacing all the window units with a fresh air system on the roof and a boiler 2-pipe system with VAV's AC and include an outside air system. This will be a total of 155,155 square footage.

**Building Systems**

HVAC

Does this Project include demolition of existing facility?

No

Does this Project include repurposing of existing facility?

No

Does this Project involve grade reconfiguration?

No

Does this Project result in any Abandoned/UnUsed Facilities?

No

Does this Project result in any Underutilized Facilities?

No

**Design Start Date**

01/01/2018

**Construction Start Date**

05/01/2020

**Completion Date**

07/01/2020

**Status**

Planned

**Area (GSF)**

155,155

**Funding Code**

Local

**Facility Type**

Academic

**Planning Year**

**Created**

2017

**Changed**

2018

**Expected Annual Cost for this Project**

Pre-2020		\$0
2020-2021		\$1,000,000
2021-2022		\$0
2022-2023		\$0
2023-2024		\$0
2024-2025		\$0
2025-2026		\$0
2026-2027		\$0
2027-2028		\$0
2028-2029		\$0
2029-2030		\$0
<b>Total Cost</b>		<b>\$1,000,000</b>

**If total less than \$150,000, Number of Students:**

0

**\$300 per student cost:**

6001000 - Little Rock School District

Capital Project Detail

**Project Number & Name:**

2021-6001-004 - Jefferson Fresh Air Replacement

**Schools and Buildings included in Project**

6001030 - 6001 - Jefferson ES  
600103001 - Elementary or Primary

**Funding Type**

Local

**Primary Type**

Warm/Safe/Dry System Replacement

**Secondary Type**

**Project Category**

**Project Scope:**

Fresh air replacement on the Jefferson campus

Building Systems

HVAC

Does this Project include demolition of existing facility?

No

Does this Project include repurposing of existing facility?

No

Does this Project involve grade reconfiguration?

No

Does this Project result in any Abandoned/UnUsed Facilities?

No

Does this Project result in any Underutilized Facilities?

No

**Design Start Date**

03/01/2020

**Construction Start Date**

06/01/2020

**Completion Date**

08/01/2020

**Status**

Planned

**Area (GSF)**

45,046

**Funding Code**

Local

**Facility Type**

Academic

**Planning Year**

**Created**

2018

**Changed**

2018

**Expected Annual Cost for this Project**

Pre-2020	\$0
2020-2021	\$0
2021-2022	\$0
2022-2023	\$0
2023-2024	\$0
2024-2025	\$0
2025-2026	\$0
2026-2027	\$0
2027-2028	\$0
2028-2029	\$0
2029-2030	\$0
<b>Total Cost</b>	<b>\$0</b>

**If total less than \$150,000, Number of Students:**

0

**\$300 per student cost:**

Capital Project Detail

**Project Number & Name:**

2021-6001-008 - Roof Replacement Jefferson

**Submit for 2019 - 2021 Partnership Program**

**Funding Year:**

Year 2 - 2020-21

**Schools and Buildings included in Project**

6001030 - 6001 - Jefferson ES  
600103001 - Elementary or Primary

**Funding Type**

Partnership

**Primary Type**

Warm/Safe/Dry System Replacement

6001000 - Little Rock School District

Secondary Type   
 Project Category

Project Scope:

Replace roof at Jefferson ES. The current roof is a built up modified roof and the new roof will be a 2 ply built up roof for a total of 45,046 sqft.

Building Systems

Project Justification:

The current roof is 32 years old and leaks constantly. The district has attempted to patch this roof several times but it is difficult to pinpoint the location of where the water is entering. Because of this, the district does not feel it is a prudent use of funds to continue to attempt to repair the 32 year roof. A new roof system will solve this and prevent further deterioration of the building.

Does this Project include demolition of existing facility?

---

Does this Project include repurposing of existing facility?

---

Does this Project involve grade reconfiguration?

---

Does this Project result in any Abandoned/UnUsed Facilities?

---

Does this Project result in any Underutilized Facilities?

---

Design Start Date

Construction Start Date

Completion Date

Status

Area (GSF)

Funding Code

Facility Type

Planning Year

Created

Changed

Expected Annual Cost for this Project	
Pre-2020	\$0
2020-2021	\$900,000
2021-2022	\$0
2022-2023	\$0
2023-2024	\$0
2024-2025	\$0
2025-2026	\$0
2026-2027	\$0
2027-2028	\$0
2028-2029	\$0
2029-2030	\$0
<b>Total Cost</b>	<b>\$900,000</b>

**If total less than \$150,000, Number of Students:**

**\$300 per student cost:**



6001000 - Little Rock School District

2021-6001-008 Continued - 2019 - 2021 Partnership Program Questions

**Green Incentive**

For New School or New Building, Green building incentive to be sought (Percentage of state financial participation)

None
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**C.2. Indicate how the school district intends to fund their share of the partnership program:**

Note: If more than one source of district funds is to be used, indicate what percentage of the district's share of each type of funds will support the project.

- A. District share to be funded through existing operational fund balances: 

No		%
----	--	---
- B. District share to be funded through any State or Federal grant: 

No		%
----	--	---
- C. District share to be funded through bond already secured: 

Yes	100	%
-----	-----	---
- D. District share to be funded through bonds to be secured in an election during the course of the project: 

No		%
----	--	---
- E. Indicate the FY in which you intend to apply for permission to sell bonds to support this project: 

--

- C.3. Does the new construction project include work that could be classified as maintenance, repair, and renovation (and does not qualify for state financial participation)?**

No
----
- Total Maintenance, Repair, Renovation Costs contained in Total Cost -----> 

0
---

  
(These costs ARE NOT eligible for state financial participation)
- Total New Construction Costs contained in Total Cost -----> 

0
---

  
(These costs ARE eligible for state financial participation)

**C.6. Discuss how this new construction project conforms with sound educational practices. Does the project improve practices of the entire district, several schools, or only one school?**

This project has no direct effect on sound educational practices. It does help to provide an environment that is conducive to a warm safe dry educational environment. It helps by eliminating interruptions that happen during leaks, which does not conform to sound educational practices. This project only affects the Jefferson campus.

**C.7. Discuss the new construction project's compliance with current academic facilities standards as contained in the Arkansas School Facility Manual, including, without limitation, appropriate space utilization of existing academic facilities in the district.**

The new project complies with the facility manual, it is an approved roofing system that will meet all the required specifications. There is no space in this project.

**C.8. Discuss how the new construction project supports the prudent and resourceful expenditure of state funds and improves the school district's ability to deliver an adequate and equitable education to the public school students in the district.**

This project is a prudent and resourceful use of funds by prolonging the use of the building. If the project is not complete the building will continue to deteriorate costing the district more money in repairs on other systems. It improves the ability to provide an adequate and equitable education by eliminating interruptions caused by the leaks.

**Partnership Project Documents** (Files located in directory Documents\6001000\Projects\2021-6001-008\)

File Name	Type	Upload Date
Jefferson Schematic.pdf	pdf	3/1/2018 3:57:47 PM
Tab 2.pdf	pdf	2/22/2018 11:13:44 AM

6001000 - Little Rock School District

Capital Project Detail

Project Number & Name:

2021-6001-010 - Romine Fresh Air Replacement

Schools and Buildings included in Project

6001040 - 6001 - Romine Interdist. ES  
 600104001 - Elementary or Primary

Funding Type

Local

Primary Type

Warm/Safe/Dry System Replacement

Secondary Type

Project Category

Project Scope:

Replace the fresh air system in the Romine main building.

Building Systems

HVAC

Does this Project include demolition of existing facility?

No

Does this Project include repurposing of existing facility?

No

Does this Project involve grade reconfiguration?

No

Does this Project result in any Abandoned/UnUsed Facilities?

No

Does this Project result in any Underutilized Facilities?

No

Design Start Date

03/01/2020

Construction Start Date

06/01/2020

Completion Date

08/01/2020

Status

Planned

Area (GSF)

49,769

Funding Code

Local

Facility Type

Academic

Planning Year

Created

2018

Changed

2018

Expected Annual Cost for this Project

Pre-2020	\$0
2020-2021	\$0
2021-2022	\$0
2022-2023	\$0
2023-2024	\$0
2024-2025	\$0
2025-2026	\$0
2026-2027	\$0
2027-2028	\$0
2028-2029	\$0
2029-2030	\$0
<b>Total Cost</b>	<b>\$0</b>

If total less than \$150,000, Number of Students:

0

\$300 per student cost:

6001000 - Little Rock School District

Capital Project Detail

**Project Number & Name:**

2021-6001-013 - Bale Fresh Air Replacement

**Schools and Buildings included in Project**

6001017 - 6001 - Bale ES  
600101701 - Elementary or Primary

**Funding Type**

Local

**Primary Type**

Warm/Safe/Dry System Replacement

**Secondary Type**

**Project Category**

**Project Scope:**

Replace fresh air system at Bale main building.

**Building Systems**

HVAC

Does this Project include demolition of existing facility?

No

Does this Project include repurposing of existing facility?

No

Does this Project involve grade reconfiguration?

No

Does this Project result in any Abandoned/UnUsed Facilities?

No

Does this Project result in any Underutilized Facilities?

No

**Design Start Date**

03/01/2020

**Expected Annual Cost for this Project**

**Construction Start Date**

06/01/2020

**Completion Date**

08/01/2020

**Status**

Planned

**If total less than \$150,000, Number of Students:**

**Area (GSF)**

41,226

**\$300 per student cost:**

**Funding Code**

Local

**Facility Type**

Academic

**Planning Year**

**Created**

2018

**Changed**

2018

6001000 - Little Rock School District

Capital Project Detail

**Project Number & Name:**

2021-6001-014 - CN Warehouse Root Replacement

**Schools and Buildings included in Project**

6001000 - 6001 - Administration  
600100016 - Child Nutrition

**Funding Type**

Local

**Primary Type**

Warm/Safe/Dry System Replacement

**Secondary Type**

**Project Category**

**Project Scope:**

Replacement of existing roof with a built up 2-ply roof system.  
Total of 43,404 sqft

Building Systems

Roofing

Does this Project include demolition of existing facility?

No

Does this Project include repurposing of existing facility?

No

Does this Project involve grade reconfiguration?

No

Does this Project result in any Abandoned/UnUsed Facilities?

No

Does this Project result in any Underutilized Facilities?

No

**Design Start Date**

03/01/2020

**Construction Start Date**

06/01/2020

**Completion Date**

09/01/2020

**Status**

Planned

**Area (GSF)**

43,404

**Funding Code**

Local

**Facility Type**

Non-Academic

**Planning Year**

**Created**

2018

**Changed**

2018

**Expected Annual Cost for this Project**

Pre-2020	\$0
2020-2021	\$400,000
2021-2022	\$0
2022-2023	\$0
2023-2024	\$0
2024-2025	\$0
2025-2026	\$0
2026-2027	\$0
2027-2028	\$0
2028-2029	\$0
2029-2030	\$0
<b>Total Cost</b>	<b>\$400,000</b>

**If total less than \$150,000, Number of Students:**

0

**\$300 per student cost:**

6001000 - Little Rock School District

Capital Project Detail

**Project Number & Name:**

2021-6001-021 - Dunbar HVAC Replacement

**Schools and Buildings included in Project**

- 6001007 - 6001 - Dunbar Magnet MS
- 600100701 - Dunbar Middle School
- 600100702 - Gymnasium

**Funding Type**

Local

**Primary Type**

Warm/Save/Dry System Replacement

**Secondary Type**

**Project Category**

**Project Scope:**

Replace the HVAC system and install a fresh air system to the Dunbar campus. The system will be boiler and 2-pipe system with VAV's A/C included with dedicated outside air.

This will be a total of 126,506 square feet. To include the main building, media center, addition to Dunbar.

Building Systems

HVAC

Does this Project include demolition of existing facility?

No

Does this Project include repurposing of existing facility?

No

Does this Project involve grade reconfiguration?

No

Does this Project result in any Abandoned/UnUsed Facilities?

No

Does this Project result in any Underutilized Facilities?

No

**Design Start Date**

01/01/2017

**Construction Start Date**

06/01/2020

**Completion Date**

09/01/2020

**Status**

Planned

**Area (GSF)**

126,506

**Funding Code**

Local

**Facility Type**

Academic

**Planning Year**

**Created**

2018

**Changed**

2018

**Expected Annual Cost for this Project**

Pre-2020					\$0
2020-2021					\$0
2021-2022					\$0
2022-2023					\$0
2023-2024					\$0
2024-2025					\$0
2025-2026					\$0
2026-2027					\$0
2027-2028					\$0
2028-2029					\$0
2029-2030					\$0
<b>Total Cost</b>					<b>\$0</b>

**If total less than \$150,000, Number of Students:**

0

**\$300 per student cost:**

6001000 - Little Rock School District

Capital Project Detail

**Project Number & Name:**

2021-6001-023 - HVAC Mabelvale Middle Fresh Air

**Schools and Buildings included in Project**

6001062 - 6001 - Mabelvale MS  
600106201 - Middle School

**Funding Type**

Local

**Primary Type**

Warm/Safe/Dry System Replacement

**Secondary Type**

**Project Category**

**Project Scope:**

Replace the fresh air system

Building Systems

HVAC

Does this Project include demolition of existing facility?

No

Does this Project include repurposing of existing facility?

No

Does this Project involve grade reconfiguration?

No

Does this Project result in any Abandoned/UnUsed Facilities?

No

Does this Project result in any Underutilized Facilities?

No

**Design Start Date**

03/01/2020

**Construction Start Date**

06/01/2020

**Completion Date**

09/01/2020

**Status**

Planned

**Area (GSF)**

90,180

**Funding Code**

Local

**Facility Type**

Academic

**Planning Year**

**Created**

2017

**Changed**

2020

**Expected Annual Cost for this Project**

Pre-2020	\$250,000
2020-2021	\$0
2021-2022	\$0
2022-2023	\$0
2023-2024	\$0
2024-2025	\$0
2025-2026	\$0
2026-2027	\$0
2027-2028	\$0
2028-2029	\$0
2029-2030	\$0
<b>Total Cost</b>	<b>\$250,000</b>

**If total less than \$150,000, Number of Students:**

0

**\$300 per student cost:**

6001000 - Little Rock School District

Capital Project Detail

**Project Number & Name:**

2021-6001-027 - First Student Parking Lot Renovations

**Schools and Buildings included in Project**

6001000 - 6001 - Administration  
600100010 - Laidlaw Transportation Fac

**Funding Type**

Local

**Primary Type**

Warm/Safe/Dry System Replacement

**Secondary Type**

**Project Category**

**Project Scope:**

Repair of drives and parking areas.

Site Systems

Parking Lot / Drives

Does this Project include demolition of existing facility?

No

Does this Project include repurposing of existing facility?

No

Does this Project involve grade reconfiguration?

No

Does this Project result in any Abandoned/UnUsed Facilities?

No

Does this Project result in any Underutilized Facilities?

No

**Design Start Date**

01/01/2018

**Construction Start Date**

06/01/2020

**Completion Date**

08/01/2020

**Status**

Planned

**Area (GSF)**

0

**Funding Code**

Local

**Facility Type**

Non-Academic

**Planning Year**

**Created**

2008

**Changed**

2020

**Expected Annual Cost for this Project**

Pre-2020	\$250,000
2020-2021	\$0
2021-2022	\$0
2022-2023	\$0
2023-2024	\$0
2024-2025	\$0
2025-2026	\$0
2026-2027	\$0
2027-2028	\$0
2028-2029	\$0
2029-2030	\$0
<b>Total Cost</b>	<b>\$250,000</b>

**If total less than \$150,000, Number of Students:**

0

**\$300 per student cost:**

6001000 - Little Rock School District

Capital Project Detail

**Project Number & Name:**

2122-6001-002 - Mann Restroom Renovations

**Schools and Buildings included in Project**

- 6001003 - 6001 - Mann Magnet MS
- 600100301 - K-12 Comprehensive
- 600100302 - Middle School
- 600100303 - Auditorium
- 600100327 - Middle School

**Funding Type**

Local

**Primary Type**

Warm/Safe/Dry System Replacement

**Secondary Type**

**Project Category**

**Project Scope:**

Renovation of restrooms on the Mann campus

Building Systems

Specialties

Does this Project include demolition of existing facility?

No

Does this Project include repurposing of existing facility?

No

Does this Project involve grade reconfiguration?

No

Does this Project result in any Abandoned/UnUsed Facilities?

No

Does this Project result in any Underutilized Facilities?

No

**Design Start Date**

05/01/2021

**Construction Start Date**

06/01/2021

**Completion Date**

08/01/2021

**Status**

Planned

**Area (GSF)**

125,014

**Funding Code**

Local

**Facility Type**

Academic

**Planning Year**

**Created**

2020

**Changed**

2020

**Expected Annual Cost for this Project**

Pre-2020	\$0
2020-2021	\$0
2021-2022	\$0
2022-2023	\$0
2023-2024	\$0
2024-2025	\$0
2025-2026	\$0
2026-2027	\$0
2027-2028	\$0
2028-2029	\$0
2029-2030	\$0
<b>Total Cost</b>	<b>\$0</b>

**If total less than \$150,000, Number of Students:**

0

**\$300 per student cost:**

Capital Project Detail

**Project Number & Name:**

2122-6001-003 - Central High School Chiller Replacement

Submit for 2021 - 2023 Partnership Program

**Funding Year:**

Year 1 - 2021-22

**Funding Type**

Partnership



# Capital Projects - Planned

October 14, 2019

## 6001000 - Little Rock School District

### Schools and Buildings included in Project

6001001 - 6001 - Central HS

600100101 - Senior High School

### Primary Type

Warm/Safe/Dry System Replacement

### Secondary Type

### Project Category

### Project Scope:

Replace the original chiller on the central high campus

Building Systems

HVAC

### Project Justification:

Does this Project include demolition of existing facility?

No

Does this Project include repurposing of existing facility?

No

Does this Project involve grade reconfiguration?

No

Does this Project result in any Abandoned/UnUsed Facilities?

No

Does this Project result in any Underutilized Facilities?

No

### Design Start Date

11/01/2019

### Construction Start Date

06/01/2021

### Completion Date

10/01/2019

### Status

Planned

### Area (GSF)

262,626

### Funding Code

Partnership

### Facility Type

Academic

### Planning Year

#### Created

2020

#### Changed

2020

### Expected Annual Cost for this Project

Pre-2020	\$0
2020-2021	\$0
2021-2022	\$0
2022-2023	\$0
2023-2024	\$0
2024-2025	\$0
2025-2026	\$0
2026-2027	\$0
2027-2028	\$0
2028-2029	\$0
2029-2030	\$0
<b>Total Cost</b>	<b>\$0</b>

If total less than \$150,000, Number of Students:

0

\$300 per student cost:

6001000 - Little Rock School District

2122-6001-003 Continued - 2021 - 2023 Partnership Program Questions

Green Incentive

For New School or New Building, Green building incentive to be sought (Percentage of state financial participation)

C.2. Indicate how the school district intends to fund their share of the partnership program:

Note: If more than one source of district funds is to be used, indicate what percentage of the district's share of each type of funds will support the project.

- A. District share to be funded through existing operational fund balances:   %
- B. District share to be funded through any State or Federal grant:   %
- C. District share to be funded through bond already secured:   %
- D. District share to be funded through bonds to be secured in an election during the course of the project:   %
- E. Indicate the FY in which you intend to apply for permission to sell bonds to support this project:

C.3. Does the new construction project include work that could be classified as maintenance, repair, and renovation (and does not qualify for state financial participation)?

Total Maintenance, Repair, Renovation Costs contained in Total Cost (These costs ARE NOT eligible for state financial participation) ----->

Total New Construction Costs contained in Total Cost (These costs ARE eligible for state financial participation) ----->

C.6. Discuss how this new construction project conforms with sound educational practices. Does the project improve practices of the entire district, several schools, or only one school?

C.7. Discuss the new construction project's compliance with current academic facilities standards as contained in the Arkansas School Facility Manual, including, without limitation, appropriate space utilization of existing academic facilities in the district.

C.8. Discuss how the new construction project supports the prudent and resourceful expenditure of state funds and improves the school district's ability to deliver an adequate and equitable education to the public school students in the district.

Partnership Project Documents (Files located in directory Documents\6001000\Projects\2122-6001-003\)

File Name	Type	Upload Date
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Capital Project Detail

Project Number & Name:

**Submit for 2021 - 2023 Partnership Program**

# Capital Projects - Planned

October 14, 2019

## 6001000 - Little Rock School District

2122-6001-010 - HVAC Mabelvale ES-RTU Replacement

Funding Year: Year 1 - 2021-22

**Schools and Buildings included in Project**

6001057 - 6001 - Mabelvale ES  
600105701 - Elementary or Primary

Funding Type: Partnership

Primary Type: Warm/Safe/Dry System Replacement

Secondary Type:

Project Category:

**Project Scope:**

Replace all RTU's on the entire Mabelvale elementary campus

Building Systems

HVAC

**Project Justification:**

Does this Project include demolition of existing facility?

Does this Project include repurposing of existing facility?

Does this Project involve grade reconfiguration?

Does this Project result in any Abandoned/UnUsed Facilities?

Does this Project result in any Underutilized Facilities?

Design Start Date: 11/01/2019  
Construction Start Date: 06/01/2021  
Completion Date: 09/01/2021  
Status: Planned  
Area (GSF): 55,568  
Funding Code: Partnership  
Facility Type: Academic  
Planning Year:  
Created: 2017  
Changed: 2020

**Expected Annual Cost for this Project**

Pre-2020	\$0
2020-2021	\$0
2021-2022	\$200,000
2022-2023	\$0
2023-2024	\$0
2024-2025	\$0
2025-2026	\$0
2026-2027	\$0
2027-2028	\$0
2028-2029	\$0
2029-2030	\$0
<b>Total Cost</b>	<b>\$200,000</b>

If total less than \$150,000, Number of Students:

\$300 per student cost:

6001000 - Little Rock School District

2122-6001-010 Continued - 2021 - 2023 Partnership Program Questions

**Green Incentive**

For New School or New Building, Green building incentive to be sought (Percentage of state financial participation)

None
------

**C.2. Indicate how the school district intends to fund their share of the partnership program:**

Note: If more than one source of district funds is to be used, indicate what percentage of the district's share of each type of funds will support the project.

- A. District share to be funded through existing operational fund balances: 

Yes		%
-----	--	---
- B. District share to be funded through any State or Federal grant: 

No		%
----	--	---
- C. District share to be funded through bond already secured: 

No		%
----	--	---
- D. District share to be funded through bonds to be secured in an election during the course of the project: 

No		%
----	--	---
- E. Indicate the FY in which you intend to apply for permission to sell bonds to support this project: 

--

- C.3. Does the new construction project include work that could be classified as maintenance, repair, and renovation (and does not qualify for state financial participation)? 

No
----
- Total Maintenance, Repair, Renovation Costs contained in Total Cost (These costs ARE NOT eligible for state financial participation) -----> 

0
---
- Total New Construction Costs contained in Total Cost (These costs ARE eligible for state financial participation) -----> 

0
---

**C.6. Discuss how this new construction project conforms with sound educational practices. Does the project improve practices of the entire district, several schools, or only one school?**

**C.7. Discuss the new construction project's compliance with current academic facilities standards as contained in the Arkansas School Facility Manual, including, without limitation, appropriate space utilization of existing academic facilities in the district.**

**C.8. Discuss how the new construction project supports the prudent and resourceful expenditure of state funds and improves the school district's ability to deliver an adequate and equitable education to the public school students in the district.**

**Partnership Project Documents** (Files located in directory Documents\6001000\Projects\2122-6001-010\)

File Name	Type	Upload Date
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Capital Project Detail

Project Number & Name:

**Submit for 2021 - 2023 Partnership Program**

**6001000 - Little Rock School District**

2122-6001-011 - Fire Alarm Replacement Rockefeller

**Funding Year:** Year 1 - 2021-22

**Schools and Buildings included in Project**

6001050 - 6001 - Rockefeller Incentive ES  
600105001 - Elementary or Primary

**Funding Type** Partnership

**Primary Type** Warm/Safe/Dry System Replacement

**Secondary Type**

**Project Category**

**Project Scope:**

Fire Alarm replacements with addressable system at Rockefeller

Building Systems

Fire and Safety

**Project Justification:**

Does this Project include demolition of existing facility?

Does this Project include repurposing of existing facility?

Does this Project involve grade reconfiguration?

Does this Project result in any Abandoned/UnUsed Facilities?

Does this Project result in any Underutilized Facilities?

**Design Start Date**   
**Construction Start Date**   
**Completion Date**   
**Status**   
**Area (GSF)**   
**Funding Code**   
**Facility Type**   
**Planning Year**  
**Created**   
**Changed**

**Expected Annual Cost for this Project**

Pre-2020	\$0
2020-2021	\$0
2021-2022	\$150,000
2022-2023	\$0
2023-2024	\$0
2024-2025	\$0
2025-2026	\$0
2026-2027	\$0
2027-2028	\$0
2028-2029	\$0
2029-2030	\$0
<b>Total Cost</b>	<b>\$150,000</b>

**If total less than \$150,000, Number of Students:**

**\$300 per student cost:**

6001000 - Little Rock School District

2122-6001-011 Continued - 2021 - 2023 Partnership Program Questions

Green Incentive

For New School or New Building, Green building incentive to be sought (Percentage of state financial participation)

C.2. Indicate how the school district intends to fund their share of the partnership program:

Note: If more than one source of district funds is to be used, indicate what percentage of the district's share of each type of funds will support the project.

- A. District share to be funded through existing operational fund balances:   %
- B. District share to be funded through any State or Federal grant:   %
- C. District share to be funded through bond already secured:   %
- D. District share to be funded through bonds to be secured in an election during the course of the project:   %
- E. Indicate the FY in which you intend to apply for permission to sell bonds to support this project:

C.3. Does the new construction project include work that could be classified as maintenance, repair, and renovation (and does not qualify for state financial participation)?

Total Maintenance, Repair, Renovation Costs contained in Total Cost (These costs ARE NOT eligible for state financial participation) ----->

Total New Construction Costs contained in Total Cost (These costs ARE eligible for state financial participation) ----->

C.6. Discuss how this new construction project conforms with sound educational practices. Does the project improve practices of the entire district, several schools, or only one school?

C.7. Discuss the new construction project's compliance with current academic facilities standards as contained in the Arkansas School Facility Manual, including, without limitation, appropriate space utilization of existing academic facilities in the district.

C.8. Discuss how the new construction project supports the prudent and resourceful expenditure of state funds and improves the school district's ability to deliver an adequate and equitable education to the public school students in the district.

Partnership Project Documents (Files located in directory Documents\6001000\Projects\2122-6001-011)

File Name	Type	Upload Date
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Capital Project Detail

Project Number & Name:

**Submit for 2021 - 2023 Partnership Program**

**6001000 - Little Rock School District**

2223-6001-001 - Washington Roof Replacement

**Funding Year:** Year 2 - 2022-23

**Schools and Buildings included in Project**

6001042 - 6001 - Washington Magnet ES  
600104201 - Elementary or Primary

**Funding Type** Partnership

**Primary Type** Warm/Safe/Dry System Replacement

**Secondary Type**

**Project Category**

**Project Scope:**

Replace the existing roof at Washington ES.

Building Systems

Roofing

**Project Justification:**

Does this Project include demolition of existing facility?

Does this Project include repurposing of existing facility?

Does this Project involve grade reconfiguration?

Does this Project result in any Abandoned/UnUsed Facilities?

Does this Project result in any Underutilized Facilities?

<b>Design Start Date</b>	11/01/2019
<b>Construction Start Date</b>	06/01/2022
<b>Completion Date</b>	09/01/2022
<b>Status</b>	Planned
<b>Area (GSF)</b>	89,800
<b>Funding Code</b>	Partnership
<b>Facility Type</b>	Academic
<b>Planning Year</b>	
<b>Created</b>	2020
<b>Changed</b>	2020

**Expected Annual Cost for this Project**

Pre-2020	\$0
2020-2021	\$0
2021-2022	\$0
2022-2023	\$1,350,000
2023-2024	\$0
2024-2025	\$0
2025-2026	\$0
2026-2027	\$0
2027-2028	\$0
2028-2029	\$0
2029-2030	\$0
<b>Total Cost</b>	<b>\$1,350,000</b>

**If total less than \$150,000, Number of Students:**

**\$300 per student cost:**

6001000 - Little Rock School District

2223-6001-001 Continued - 2021 - 2023 Partnership Program Questions

**Green Incentive**

For New School or New Building, Green building incentive to be sought (Percentage of state financial participation)

None
------

**C.2. Indicate how the school district intends to fund their share of the partnership program:**

Note: If more than one source of district funds is to be used, indicate what percentage of the district's share of each type of funds will support the project.

- A. District share to be funded through existing operational fund balances: 

Yes		%
-----	--	---
- B. District share to be funded through any State or Federal grant: 

No		%
----	--	---
- C. District share to be funded through bond already secured: 

No		%
----	--	---
- D. District share to be funded through bonds to be secured in an election during the course of the project: 

No		%
----	--	---
- E. Indicate the FY in which you intend to apply for permission to sell bonds to support this project: 

--

- C.3. Does the new construction project include work that could be classified as maintenance, repair, and renovation (and does not qualify for state financial participation)? 

No
----
- Total Maintenance, Repair, Renovation Costs contained in Total Cost (These costs ARE NOT eligible for state financial participation) -----> 

0
---
- Total New Construction Costs contained in Total Cost (These costs ARE eligible for state financial participation) -----> 

0
---

**C.6. Discuss how this new construction project conforms with sound educational practices. Does the project improve practices of the entire district, several schools, or only one school?**

--

**C.7. Discuss the new construction project's compliance with current academic facilities standards as contained in the Arkansas School Facility Manual, including, without limitation, appropriate space utilization of existing academic facilities in the district.**

--

**C.8. Discuss how the new construction project supports the prudent and resourceful expenditure of state funds and improves the school district's ability to deliver an adequate and equitable education to the public school students in the district.**

--

**Partnership Project Documents** (Files located in directory Documents\6001000\Projects\2223-6001-001)

File Name	Type	Upload Date
-----------	------	-------------



6001000 - Little Rock School District

Capital Project Detail

**Project Number & Name:**

2223-6001-002 - Dunbar Window Replacement

**Schools and Buildings included in Project**

6001007 - 6001 - Dunbar Magnet MS  
600100701 - Dunbar Middle School

**Funding Type**

Local

**Primary Type**

Warm/Safe/Dry System Replacement

**Secondary Type**

**Project Category**

**Project Scope:**

Replace windows in the middle school

Building Systems

Specialties

Does this Project include demolition of existing facility?

No

Does this Project include repurposing of existing facility?

No

Does this Project involve grade reconfiguration?

No

Does this Project result in any Abandoned/UnUsed Facilities?

No

Does this Project result in any Underutilized Facilities?

No

**Design Start Date**

04/01/2022

**Construction Start Date**

06/01/2022

**Completion Date**

08/01/2022

**Status**

Planned

**Area (GSF)**

126,506

**Funding Code**

Local

**Facility Type**

Academic

**Planning Year**

**Created**

2020

**Changed**

2020

**Expected Annual Cost for this Project**

Pre-2020	\$0
2020-2021	\$0
2021-2022	\$0
2022-2023	\$0
2023-2024	\$0
2024-2025	\$0
2025-2026	\$0
2026-2027	\$0
2027-2028	\$0
2028-2029	\$0
2029-2030	\$0
<b>Total Cost</b>	<b>\$0</b>

**If total less than \$150,000, Number of Students:**

0

**\$300 per student cost:**

Capital Project Detail

**Project Number & Name:**

2223-6001-003 - Roof Replacement Metro A and B Buildings

**Submit for 2021 - 2023 Partnership Program**

**Funding Year:**

Year 2 - 2022-23

**Funding Type**

Partnership

**Primary Type**

Warm/Safe/Dry System Replacement

# Capital Projects - Planned

October 14, 2019

## 6001000 - Little Rock School District

### Schools and Buildings included in Project

6001068 - 6001 - Metro VoTech / Accel. Learning / Evening HS

600100401 - Vocational

600100402 - Vocational/Library

Secondary Type

Project Category

### Project Scope:

Roof replacement on Metro vocational buildings. The current roof is a built up roof system. The new roof will be a 2 ply built up roof system . It will be a total of 90,107 sqft

Building Systems

Roofing

### Project Justification:

Does this Project include demolition of existing facility?

No

Does this Project include repurposing of existing facility?

No

Does this Project involve grade reconfiguration?

No

Does this Project result in any Abandoned/UnUsed Facilities?

No

Does this Project result in any Underutilized Facilities?

No

Design Start Date

11/01/2019

Construction Start Date

06/01/2022

Completion Date

09/01/2022

Status

Planned

Area (GSF)

55,000

Funding Code

Partnership

Facility Type

Academic

Planning Year

Created

2017

Changed

2020

### Expected Annual Cost for this Project

Pre-2020

\$0

2020-2021

\$0

2021-2022

\$0

2022-2023

\$3,000,000

2023-2024

\$0

2024-2025

\$0

2025-2026

\$0

2026-2027

\$0

2027-2028

\$0

2028-2029

\$0

2029-2030

\$0

Total Cost

\$3,000,000

If total less than \$150,000, Number of Students:

0

\$300 per student cost:

6001000 - Little Rock School District

2223-6001-003 Continued - 2021 - 2023 Partnership Program Questions

**Green Incentive**

For New School or New Building, Green building incentive to be sought (Percentage of state financial participation)

None
------

**C.2. Indicate how the school district intends to fund their share of the partnership program:**

Note: If more than one source of district funds is to be used, indicate what percentage of the district's share of each type of funds will support the project.

- A. District share to be funded through existing operational fund balances: 

No		%
----	--	---
- B. District share to be funded through any State or Federal grant: 

No		%
----	--	---
- C. District share to be funded through bond already secured: 

No		%
----	--	---
- D. District share to be funded through bonds to be secured in an election during the course of the project: 

No		%
----	--	---
- E. Indicate the FY in which you intend to apply for permission to sell bonds to support this project: 

--

- C.3. Does the new construction project include work that could be classified as maintenance, repair, and renovation (and does not qualify for state financial participation)? 

No
----
- Total Maintenance, Repair, Renovation Costs contained in Total Cost (These costs ARE NOT eligible for state financial participation) -----> 

0
---
- Total New Construction Costs contained in Total Cost (These costs ARE eligible for state financial participation) -----> 

0
---

**C.6. Discuss how this new construction project conforms with sound educational practices. Does the project improve practices of the entire district, several schools, or only one school?**

--

**C.7. Discuss the new construction project's compliance with current academic facilities standards as contained in the Arkansas School Facility Manual, including, without limitation, appropriate space utilization of existing academic facilities in the district.**

--

**C.8. Discuss how the new construction project supports the prudent and resourceful expenditure of state funds and improves the school district's ability to deliver an adequate and equitable education to the public school students in the district.**

--

**Partnership Project Documents** (Files located in directory Documents\6001000\Projects\2223-6001-003\)

File Name	Type	Upload Date
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**RESOLUTION FOR LOCAL SUPPORT OF 2020 6-YEAR  
MASTER PLAN & PARTNERSHIP PROJECT  
APPLICATIONS 2021/2023 BIENNIUM**

WHEREAS the Little Rock School Board has reviewed and voted yes to fully support the School District's 2020, 6-Year Master Plan and 2021-2023 Partnership Project Applications; and

WHEREAS the Little Rock School Board understands that the Arkansas Division of Public School Academic Facilities & Transportation must approve said masterplans and project applications; and

WHEREAS the Little Rock School Board understands that when partnership applications and masterplans are approved the Academic Facilities Division through the legislative appropriations may participate in the construction of academic facilities at the state computed wealth index as funding permits,

BE IT RESOLVED that the Little Rock School Board has voted to dedicate local resources to meet the school district's share of financial participation in approved new construction projects listed on the 6-Year Master Plan and applied for within the 2021/2023 Partnership funding biennium.

Does the board intend to seek elector approval to fund the districts share of the proposed project(s)

YES (if yes, provide approximate date \_\_\_\_\_)  
 NO

Does the board intend to dedicate other local resources to fund the districts share of the proposed project(s)

YES (if yes, provide approximate date \_\_\_\_\_)  
 NO

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Commissioner of Education

\_\_\_\_\_  
School Board Secretary

\_\_\_\_\_  
Date



## EXECUTIVE SUMMARY

**Topic:** Personnel and Policy Committees for Certified/Classified Employees

### Short Summary:

Little Rock School District as all other Arkansas school districts is required to establish a Personnel and Policy Committee in compliance with Arkansas school laws. Once established, the PPC will meet to discuss personnel policies and may discuss other important topics such as compensation, benefits, and calendar.

### Background:

On October 11, 2019, the Arkansas State Board of Education granted a waiver and directed Little Rock School District to coordinate an election of Personnel and Policy Committees for both certified and classified employee groups respectively via a third party election supervision. LRSD herein recommends the American Arbitration Association (AAA) for contractual election services to this end: Nomination Round and Election of Officers via online voting.

Experienced AAA election experts provide impartial, accurate, cost-effective, and timely election administration to public and private organizations from ballot preparation to tabulation and results certification. The AAA oversees approximately 250 elections per year.

### Evaluation:

AAA results are difficult to overturn. In fact, numerous judges before whom the AAA has appeared in election-related matters have accepted the services of the AAA as evidence of fair and well-run elections. Because the AAA is not for profit and neutral, organizations can avoid any perception of conflict, bias, or personal interest. With a long tradition of 90 plus years of security, transparency, compliance, and accountability throughout the elections process, the AAA will not administer any election unless acceptable standards of fairness have been fully established.

### Recommendation:

- **Action Steps for Board of Education**
  - **Consider if community or staff needs to see this.**

Authorization to execute LRSD/AAA Contract is requested. The Superintendent of Schools will sign the contract upon Board approval.

### Action Steps to be taken:

LRSD's Administration will provide assistance with the election, but will not interfere with the implementation or election process. Note the following steps:

Stage One – Execute LRSD/AAA Contract, PPC Communication Plan to all employees, and Press Release via media networks.

Stage Two – Election Process and Results Announced including Administrative Appointees by the Superintendent Schools

Stage Three – PPC Initial Organizational Meeting, training, and next steps determined by each PPC via separate meetings: newly elected Certified PPC and Classified PPC respectively.

**Strategic Plan Alignment:**

This recommendation is in compliance with Arkansas school laws.

**Key Points:**

Certified PPC fully functioning by January 1, 2020  
Classified PPC fully functioning by January 1, 2020

**Key Players:**

Teachers employed under a teaching contract requiring a valid teacher’s license and classified employees.

**Fiscal Impact**

LRSD will assume cost of the PPC Election within procurement guidelines for professional services as determined by the State of Arkansas. The LRSD/AAA Contract will not violate bidding requirements or any other procurement procedural guidelines.

**Critical questions for Board to consider:**

There are no critical questions warranting Board’s attention. However, the PPC implementation framework is attached for certified and classified employee groups respectively including the contract referenced herein.

**REFERENCES: (AAA excellent track record for 90 plus years, dating back to approval of the United States’ Federal Arbitration Act of 1926.)**

**Date submitted:** October 16, 2019 **Submitted by:** Robert Robinson, Executive Director - HR



## LITTLE ROCK SCHOOL DISTRICT

Introducing

# **CERTIFIED PERSONNEL POLICY COMMITTEE**

## **Amplifying the Voice of Employees**

### **ELECTION FRAMEWORK**

October 16, 2019

#### **LRSD Employees**

As you may be aware, the Little Rock School District will soon amplify the voice of teachers in the personnel policy development process through the implementation of a Personnel and Policy Committee (PPC). We are now prepared to schedule the PPC Election: Certified PPC and Classified PPC respectively. Please review the information carefully in order to make sure that you can participate fully in this important process. The PPC will help shape employment policies and personnel practices. The goal of the employment policies and practices of the Little Rock School District is to promote the employment and retention of highly qualified personnel to effectively serve the education needs of all students.

The following procedures will guide the PPC implementation. The Little Rock School District (LRSD) Administration will not interfere with the implementation/election process.

#### **Background**

On October 11, 2019, the State Board of Education directed the LRSD to coordinate an election of Personnel and Policy Committee (PPC) teacher representatives. Once established, the PPC will meet to discuss personnel policies and may discuss other important topics such as compensation, benefits, and calendar. In the future, the PPC itself will assume the role of conducting the election.

Teachers may now nominate and elect fellow teachers from their own campuses to serve on the PPC. Consistent with the law and the goal of promoting greater representation, the definition of “teacher” will include all LRSD staff members who have teacher contracts requiring a teaching license issued by the Arkansas Department of Education at the time of the election. Teachers will now be able to nominate or be nominated as PPC candidates as well as directly vote for the PPC candidates of their choice at their campuses without having to pay membership fees to any group.

#### **The Election Process**

The first step to organize the PPC is to conduct the election. Little Rock School District will engage the American Arbitration Association (AAA) to manage the process and conduct the election. This is a non-profit and neutral group that oversees approximately 250 elections per year for a wide range of public and private organizations.

Teachers will elect representatives to represent them on the PPC. The Certified Personnel Policy Committee will be represented as follows:

The Certified Personnel Policy Committee will have eight (8) Certified members and three (3) administrator members appointed by the Superintendent, one of whom may be the Superintendent. There will be three



(3) elementary members, two (2) middle school members, two (2) high school members, and one (1) member from special services (Speech Language Pathologist or Psychological Examiner).

The Little Rock School District has asked the AAA to develop an aggressive election process timeline. Depending on final approval of the agreement with AAA, adjustments may need to be developed. The proposed contract and tentative timeline is attached for Board's review and authorization of contract execution.

---

Board Approval Signature

---

Date

EXHIBIT I

**CONTRACT AGREEMENT AND TENTATIVE TIMELINE**



AMERICAN ARBITRATION ASSOCIATION®

Scott Boswell  
DIRECTOR OF ELECTIONS

120 Broadway, Floor 21  
New York, NY 10271

T 212 484 4136

E Boswells@adr.org

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[adr.org](http://adr.org)

October 14, 2019  
REVISED AGREEMENT

Robert Robinson  
Executive Director of Human Resources  
Little Rock School District  
810 West Markham St.  
Little Rock, AR 72201

RE: Nomination Round and Election of Officers via online voting

Dear Mr. Robinson:

This letter shall constitute an agreement between the American Arbitration Association, hereinafter referred to as the "A.A.A.," and the Little Rock School District, hereinafter referred to as "LRSD," for the purpose of administering a Nomination Round and Election of Officers via online voting. The A.A.A. is hereby authorized to administer said election for LRSD in accordance with A.A.A. Election Rules.

The emailing of voting instructions and Personal Identification Numbers ("PINs") for the Nomination Round shall take place on **Monday, October 28, 2019**. The polling has been scheduled for **6:00 AM CT on Monday, October 28, 2019 – Monday, November 11, 2019 at 12:00 PM CT**. The results will be emailed to LRSD after the conclusion of the polls.

To execute this schedule, A.A.A. needs the following items from LRSD:

- Finalized Nomination language, including the list of offices up for election, on or before **Monday, October 21, 2019**;
- List of voters, in Excel Format, broken down by ballot type and including their email, on or before **Monday, October 21, 2019**;
- Final ballot approval on or before **Friday, October 25, 2019, at 2:00 PM CT**.

The emailing of voting instructions and PINs for the Election Round shall take place on **Tuesday, November 19, 2019**. The polling has been scheduled for **6:00 AM CT on Tuesday, November 19, 2019 – Monday, December 9, 2019 at 12:00 PM CT**. The results will be emailed to LRSD after the conclusion of the polls.

To execute this schedule, A.A.A. needs the following items from LRSD:

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- Final ballot approval on or before **Thursday, November 14, 2019, at 2:00 PM CT.**

It is understood and agreed that the A.A.A. shall furnish a final accounting of all expenses incurred in the conduct of the election. The estimated cost for this election will be approximately **\$3.25 per eligible voter per round. (2 rounds)** These costs and expenses shall be borne **LRSD** and paid in full after certification of the election results, upon presentation of an invoice.

**Voters that do not receive their PINs via email, or need technical assistance, will be directed to call our Duplicate Hotline 1-800-529-5218 Monday through Friday, 9:00 a.m. to 5:00 p.m. This number is to be utilized only for obtaining PINs and technical assistance.** Members may also make requests by **e-mailing** requests to Sacha Ulerio at [ulerios@adr.org](mailto:ulerios@adr.org).

Very truly yours,



Scott Boswell  
Director of Elections

The undersigned represents that he is an authorized representative of LRSD, D.C. 37 of AFSCME, AFL-CIO and that this agreement has been authorized by (Constitution, By-Laws, Resolution) of the organization.

DATED: \_\_\_\_\_

SIGNED: \_\_\_\_\_



## LITTLE ROCK SCHOOL DISTRICT

Introducing

# **CLASSIFIED PERSONNEL POLICY COMMITTEE**

## **Amplifying the Voice of Employees**

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October 16, 2019

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Classified employees may now nominate and elect fellow classified employees from their own campuses to serve on the PPC. Consistent with the law and the goal of promoting greater representation, the definition of “classified employee” will include all LRSD staff members who have classified employee contracts and is not required to have a teaching license issued by the Arkansas Department of Education at the time of the election. Classified employees will now be able to nominate or be nominated as PPC candidates as well as directly vote for the PPC candidates of their choice at their campuses without having to pay membership fees to any group.

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Classified employees will elect representatives to represent them on the PPC. The Classified Personnel Policy Committee will be represented as follows:

The Classified Personnel Policy Committee will have eight (8) classified members, one each from: Maintenance, Custodians, Transportation, Safety and Security, Secretaries, Nurse/OT/PT, Paraprofessionals, and Child Nutrition. There will be three (3) administrator members appointed by the Superintendent, one of whom may be the Superintendent.

The Little Rock School District has asked the AAA to develop an aggressive election process timeline. Depending on final approval of the agreement with AAA, adjustments may need to be developed. The proposed contract and tentative timeline is attached for Board's review and authorization of contract execution.

---

Board Approval Signature

---

Date

EXHIBIT I

**CONTRACT AGREEMENT AND TENTATIVE TIMELINE**



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Scott Boswell  
DIRECTOR OF ELECTIONS

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[adr.org](http://adr.org)

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**Voters that do not receive their PINs via email, or need technical assistance, will be directed to call our Duplicate Hotline 1-800-529-5218 Monday through Friday, 9:00 a.m. to 5:00 p.m. This number is to be utilized only for obtaining PINs and technical assistance.** Members may also make requests by **e-mailing** requests to Sacha Ulerio at [ulerios@adr.org](mailto:ulerios@adr.org).

Very truly yours,



Scott Boswell  
Director of Elections

The undersigned represents that he is an authorized representative of LRSD, D.C. 37 of AFSCME, AFL-CIO and that this agreement has been authorized by (Constitution, By-Laws, Resolution) of the organization.

DATED: \_\_\_\_\_

SIGNED: \_\_\_\_\_



September 26, 2019

Dear Board of Directors:

I am forwarding for your consideration a proposed budget that fully supports the mission of the Little Rock School District and our commitment to advancing student learning for each child and young person in every school.

This budget proposal adequately funds the educational priorities established by the LRSD Board of Directors and financially reinforces the strategies that will enable our District to continue making gains in student academic achievement while staying financially solvent. In addition, the budget supports our teachers' skills with the continued development of strategies and best practices which enhance our students' learning environments.

The 2019-2020 proposed budget funds a mandated step increase of approximately three (3) percent for all eligible employees and increases the starting teacher salary to \$36,000. The Administration will continue to review the budget throughout the year in an effort to achieve greater operational efficiency. Budget revisions required by policy will be forwarded to the Board for review and approval.

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Poore".

Mike Poore  
Superintendent of Schools

**LITTLE ROCK SCHOOL DISTRICT**  
**FY 2018-20 REVENUE AND EXPENDITURE ACTUALS & PROJECTIONS**  
 September 26, 2019

	<b>ACTUAL 2017-18</b>	<b>BUDGET 2018-19</b>	<b>ACTUAL 2018-19</b>	<b>BUDGET 2019-20</b>
<b>REVENUE - LOCAL SOURCES</b>				
CURRENT TAXES - 07/01-12/31	82,034,937	86,136,684	82,959,969	85,966,254
CURRENT TAXES - 01/01-06/30	62,074,694	62,695,441	64,272,267	66,618,241
DELINQUENT TAXES	9,443,089	9,537,520	9,339,457	9,681,754
EXCESS TREASURERS FEES	2,853,574	2,882,110	3,848,679	3,887,166
DEPOSITORY INTEREST	71,005	88,756	136,984	138,354
REVENUE IN LIEU OF TAXES	1,178,855	1,250,000	1,299,103	1,331,581
MISC. AND RENTS	2,518,568	1,786,755	2,146,011	2,224,661
INTEREST ON INVESTMENTS	113,584	115,000	74,113	75,966
<b>TOTAL</b>	<b>160,288,306</b>	<b>164,492,266</b>	<b>164,076,582</b>	<b>169,923,977</b>
<b>REVENUE - COUNTY SOURCES</b>				
COUNTY GENERAL	16,313	17,250	17,258	17,689
<b>TOTAL</b>	<b>16,313</b>	<b>17,250</b>	<b>17,258</b>	<b>17,689</b>
<b>REVENUE - STATE SOURCES</b>				
STATE FOUNDATION FUNDING AID	61,839,384	58,992,074	58,995,898	53,950,584
EDUCATOR COMPENSATION REFORM PROGRAM	0	0	0	2,651,040
ENHANCED TRANSPORTATION FUNDING	0	0	0	65,862
STATE GRANTS	699,298	528,589	570,586	215,000
98% OF UNIFORM RATE OF TAX	2,279,185	2,000,000	1,580,304	2,180,304
STUDENT GROWTH FUNDING	0	0	0	0
DECLINING ENROLLMENT	576,143	618,325	618,325	2,161,871
ALTERNATIVE LEARNING ENVIRONMENT	830,421	715,117	715,117	833,755
ENGLISH LANGUAGE LEARNERS	1,044,420	1,025,000	1,026,844	1,035,500
ENHANCED STUDENT ACHIEVEMENT	16,959,987	13,035,756	13,035,756	16,277,888
ENHANCED STUDENT ACHIEVEMENT MATCH	741,665	725,000	1,062,493	1,000,000
PROFESSIONAL DEVELOPMENT	590,867	605,743	605,743	588,571
VOCATIONAL	2,072,062	2,162,500	1,885,315	1,932,011
EXCEPTIONAL CHILDREN	4,633,953	4,488,967	4,771,104	4,690,771
EARLY CHILDHOOD	963,842	917,420	1,135,190	1,100,000
DESEGREGATION STATE SETTLEMENT	37,347,429	0	0	0
ADULT EDUCATION	611,548	663,395	680,709	661,469
<b>TOTAL</b>	<b>131,190,205</b>	<b>86,477,886</b>	<b>86,683,383</b>	<b>89,344,626</b>
<b>REVENUE - OTHER SOURCES</b>				
TRANSFER FROM OTHER FUNDS	270,280,426	310,003,002	304,382,552	303,620,370
TRANSFER FROM DEBT SVC FUND	20,893,205	21,553,341	21,552,490	20,078,240
<b>TOTAL</b>	<b>291,173,631</b>	<b>331,556,343</b>	<b>325,935,042</b>	<b>323,698,610</b>
<b>TOTAL REVENUE - OPERATING</b>	<b>582,668,455</b>	<b>582,543,745</b>	<b>576,712,266</b>	<b>582,984,902</b>
<b>REVENUE-OTHER FUNDS</b>				
FEDERAL GRANTS	30,128,824	35,705,580	30,935,814	36,655,962
DEDICATED MAINTENANCE & OPERATIONS	15,152,211	14,893,484	16,070,995	13,909,357
<b>TOTAL REVENUE - OTHER</b>	<b>45,281,035</b>	<b>50,599,064</b>	<b>47,006,809</b>	<b>50,565,319</b>
<b>TOTAL REVENUE - ALL SOURCES</b>	<b>627,949,490</b>	<b>633,142,809</b>	<b>623,719,074</b>	<b>633,550,221</b>

**LITTLE ROCK SCHOOL DISTRICT**  
**FY 2018-20 REVENUE AND EXPENDITURE ACTUALS & PROJECTIONS**  
September 26, 2019

	<b>ACTUAL 2017-18</b>	<b>BUDGET 2018-19</b>	<b>ACTUAL 2018-19</b>	<b>BUDGET 2019-20</b>
<b>EXPENSES</b>				
SALARIES	152,178,426	149,761,851	148,467,361	148,404,824
BENEFITS	42,177,984	42,148,702	41,184,754	41,794,762
PURCHASED SERVICES	30,122,414	29,580,753	30,828,930	31,036,317
MATERIALS & SUPPLIES	15,218,405	14,854,257	13,812,374	15,092,097
CAPITAL OUTLAY	754,237	673,224	453,634	443,367
OTHER OBJECTS	3,856,587	3,638,858	3,125,083	2,307,957
TRANSFERS	328,349,001	331,053,223	325,515,406	324,078,788
DEBT SERVICE	20,893,205	21,553,341	21,552,490	20,078,240
<b>TOTAL OPERATING EXPENSES</b>	<b>593,550,259</b>	<b>593,264,209</b>	<b>584,940,031</b>	<b>583,236,352</b>
<b>EXPENSES-FEDERAL GRANTS</b>	30,354,774	35,716,620	31,039,032	36,655,115
<b>EXPENSES-DEDICATED M &amp; O</b>	14,649,418	15,944,444	15,124,293	11,920,390
<b>TOTAL EXPENSES</b>	<b>638,554,450</b>	<b>644,925,273</b>	<b>631,103,357</b>	<b>631,811,857</b>
INCREASE (DECREASE) IN FUND BALANCE	(10,604,960)	-11,782,464	-7,384,282	1,738,364
<b>BEGINNING FUND BALANCE</b>				
FEDERAL GRANTS	396,645	170,696	170,696	67,477
DEDICATED MAINTENANCE & OPERATIONS	548,167	1,050,960	1,050,960	1,997,662
OPERATING	43,156,145	32,357,908	32,357,908	23,944,045
OPERATING - RESTRICTED	397,779	314,213	314,213	500,310
<b>TOTAL</b>	<b>44,498,737</b>	<b>33,893,777</b>	<b>33,893,777</b>	<b>26,509,494</b>
<b>ENDING FUND BALANCE</b>				
FEDERAL GRANTS	170,696	159,656	67,477	68,324
DEDICATED MAINTENANCE & OPERATIONS	1,050,960	0	1,997,662	3,986,629
OPERATING	32,357,908	21,727,444	23,944,045	23,967,595
OPERATING - RESTRICTED	314,213	224,213	500,310	225,310
<b>TOTAL</b>	<b>33,893,777</b>	<b>22,111,312</b>	<b>26,509,494</b>	<b>28,247,858</b>

SELECTION CRITERIA: ALL  
 ACCOUNTING PERIOD: 1/20

ACCOUNT	TITLE	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/BUD
11110	PROPERTY TAX CURRENT	88,183,449.00	4,820,295.72	.00	4,820,295.72	83,363,153.28	5.47
11120	PROPERTY TAX % PLBK 06-30	69,518,241.00	.00	.00	.00	69,518,241.00	.00
11140	PROPERTY TAX DELINQUENT	10,101,754.00	230,421.50	.00	230,421.50	9,871,332.50	2.28
11150	EXCESS COMMISSION	3,887,166.00	.00	.00	.00	3,887,166.00	.00
11160	LAND RDMPMT (STATE LAND)	1,547,805.00	74,472.24	.00	74,472.24	1,473,332.76	4.81
11500	INT UNAPPORTIONED TAX	138,354.00	.00	.00	.00	138,354.00	.00
12800	REVENUE IN LIEU OF TAXES	1,331,581.00	.00	.00	.00	1,331,581.00	.00
13140	TUITION FROM DAY CARE	.00	9,788.90	.00	9,788.90	-9,788.90	.00
13210	TUITION FROM REGULAR DAY	650,000.00	.00	.00	.00	650,000.00	.00
15100	INTEREST ON INVESTMENTS	273,891.00	20,018.64	.00	20,018.64	253,872.36	7.31
15110	INTEREST ON INVESTMENTS	65,000.00	.00	.00	.00	65,000.00	.00
15900	OTHER EARNINGS INVESTMENT	105,000.00	.00	.00	.00	105,000.00	.00
16110	DAILY SALES-ALL PROGRAMS	435,000.00	.00	.00	.00	435,000.00	.00
16210	STUDENT	.00	.00	.00	.00	.00	.00
16212	PROVISION 2 SCHOOLS MEALS	745,000.00	.00	.00	.00	745,000.00	.00
16213	REDUCED COPAY STUDENT REV	135,000.00	.00	.00	.00	135,000.00	.00
16215	A LA CARTE INCOME	130,000.00	.00	.00	.00	130,000.00	.00
16220	ADULT	100,000.00	.00	.00	.00	100,000.00	.00
16300	SPECL FUNC CONTRACT MEALS	650,000.00	.00	.00	.00	650,000.00	.00
16500	DAILY SALES - SUMMER FOOD	.00	.00	.00	.00	.00	.00
16900	OTHER FOOD SVS REVENUE	1,000.00	.00	.00	.00	1,000.00	.00
17110	ATHLETICS	236,898.00	190.61	.00	190.61	236,707.39	.08
17900	OTHER STUDENT ACTVY REVEN	2,716,650.00	36,599.15	.00	36,599.15	2,680,050.85	1.35
18900	OTHER COMMUNITY SVS ACT	1,475,000.00	5,001.50	.00	5,001.50	1,469,998.50	.34
19130	LEA BUILDING & FACILITES	110,000.00	4,844.96	.00	4,844.96	105,155.04	4.40
19200	CONTRB & DONATIONS PRIVAT	1,331,980.00	-5,026.80	.00	-5,026.80	1,337,006.80	-.38
19510	OTHER LEA WITHIN STATE	.00	.00	.00	.00	.00	.00
19800	REFUNDS OF PRIOR YEAR EXP	1,622,953.06	-150,084.00	.00	-150,084.00	1,773,037.06	-9.25
19900	MISCELLANEOUS REVENUE	50,000.00	1,387.70	.00	1,387.70	48,612.30	2.78
21100	COUNTY GENERAL APPORTION	17,689.00	4,322.97	.00	4,322.97	13,366.03	24.44
31101	STATE FOUNDATION FUNDING	53,950,584.00	4,495,882.00	.00	4,495,882.00	49,454,702.00	8.33
31103	98% OF URT	2,180,304.00	.00	.00	.00	2,180,304.00	.00
31400	TRANSPORTATION AID	65,862.00	.00	.00	.00	65,862.00	.00
31450	STUDEN GROWTH FUNDING	.00	.00	.00	.00	.00	.00
31460	DECLINING ENROLLMENT	2,161,871.00	.00	.00	.00	2,161,871.00	.00
32110	ADULT BASED EDUCATION	.00	-40,273.97	.00	-40,273.97	40,273.97	.00
32120	ADULT GENERAL EDUCATION	.00	-134,232.84	.00	-134,232.84	134,232.84	.00
32140	ADULT ED SPECIAL PROJECTS	.00	.00	.00	.00	.00	.00
32219	EDUCATOR COMPENSATION	2,651,040.44	.00	.00	.00	2,651,040.44	.00
32225	TECHNOLOGY GRANT	.00	.00	.00	.00	.00	.00
32227	COLLEGE & CAREER CCRPP	.00	.00	.00	.00	.00	.00
32229	NAT'L BOARD PROF TEACHING	.00	.00	.00	.00	.00	.00
32232	AR SCHOOL RECOG PROGRAM	.00	.00	.00	.00	.00	.00
32239	IMPACT FUNDING TECHNOLOGY	.00	.00	.00	.00	.00	.00
32250	PROFESSIONAL QUALITY ENHA	.00	.00	.00	.00	.00	.00
32256	PROFESSIONAL DEV ACT 59	588,571.00	.00	.00	.00	588,571.00	.00
32310	CWD-SUPERVISION FOSTER	96,000.00	.00	.00	.00	96,000.00	.00
32314	SPECIAL ED EXTENDED YEAR	.00	.00	.00	.00	.00	.00
32330	CWD-RESIDENTIAL TREATMEN	1,875,000.00	.00	.00	.00	1,875,000.00	.00
32340	CWD-RESIDENTIAL TREATMENT	1,250,000.00	.00	.00	.00	1,250,000.00	.00
32350	EARLY CHILDHOOD SPCL ED	.00	.00	.00	.00	.00	.00
32351	YOUTH CENTER	.00	.00	.00	.00	.00	.00
32355	SPECIAL ED CATASTROPHIC	375,000.00	.00	.00	.00	375,000.00	.00
32360	GIFTED & TALENTED - AEGIS	.00	.00	.00	.00	.00	.00

SELECTION CRITERIA: ALL  
 ACCOUNTING PERIOD: 1/20

ACCOUNT	TITLE	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
32361	G&T ADVANCE PLACEMENT	65,000.00	.00	.00	.00	65,000.00	.00
32370	ALTERNATIVE LEARNING ENVR	833,755.00	.00	.00	.00	833,755.00	.00
32371	LIMITED ENGLISH PROFICIEN	1,035,500.00	.00	.00	.00	1,035,500.00	.00
32372	RESIDENTIAL CENTERS/JUVE	.00	.00	.00	.00	.00	.00
32381	NATL SCHOOL LUNCH ACT FUN	16,277,888.00	.00	.00	.00	16,277,888.00	.00
32382	NSL MATCH GRANT	1,000,000.00	.00	.00	.00	1,000,000.00	.00
32415	SECONDARY WORKFORCE CTR	1,282,011.00	.00	.00	.00	1,282,011.00	.00
32480	WORKFORCE NEW PROGRAM STA	.00	.00	.00	.00	.00	.00
32520	STATE MATCHING	75,249.77	.00	.00	.00	75,249.77	.00
32612	ED COOP TECHNOLOGY CENTER	.00	.00	.00	.00	.00	.00
32710	ARKANSAS BETTER CHANCE	1,100,000.00	122,804.40	.00	122,804.40	977,195.60	11.16
32809	MAGNET REVENUE - PCSSD	.00	.00	.00	.00	.00	.00
32810	MAGNET REVENUE - NLRSD	.00	.00	.00	.00	.00	.00
32901	MITS-ADE WELLNESS CTRS	.00	.00	.00	.00	.00	.00
32902	CSH & WCI ACT 180 OF 2009	.00	.00	.00	.00	.00	.00
32904	DESEG SETTLEMENT	.00	.00	.00	.00	.00	.00
32940	BLOOMBOARD TRAININGS	.00	.00	.00	.00	.00	.00
32941	COMP SCIENCE INITIATIVE	.00	.00	.00	.00	.00	.00
43160	ROTC	.00	.00	.00	.00	.00	.00
43181	21ST CENTURY COMM LEARNIN	.00	-49,478.10	.00	-49,478.10	49,478.10	.00
43950	RESOUCE CONSERVATION & DE	.00	.00	.00	.00	.00	.00
43973	SCH-BASED HLTH CTR PGM	97,200.00	.00	.00	.00	97,200.00	.00
45110	ESEA TITLE I REGULAR	11,018,635.51	-1,421,880.96	.00	-1,421,880.96	12,440,516.47	-12.90
45113	ESEA TITLE I IMPROVEMENT	1,759,317.12	-144,056.86	.00	-144,056.86	1,903,373.98	-8.19
45114	TITLE 1 SCH IMPROV 1003A	.00	.00	.00	.00	.00	.00
45116	TITLE 1 SCH IMPROV PLAN	.00	-356,387.14	.00	-356,387.14	356,387.14	.00
45117	ESEA EVEN START FMLY LIT	.00	.00	.00	.00	.00	.00
45120	ESEA TITLE I, PART D, N&D	.00	.00	.00	.00	.00	.00
45140	S.B.MCKINNEY HMLSS ASSIST	74,670.04	-25,112.24	.00	-25,112.24	99,782.28	-33.63
45167	PRESCHOOL DEV - HQPP	.00	.00	.00	.00	.00	.00
45172	ARK DHS ECEG	.00	-32,726.09	.00	-32,726.09	32,726.09	.00
45173	ARK DHS CC EC EDUCATION	.00	.00	.00	.00	.00	.00
45176	TANF FUNDS	.00	482,220.81	.00	482,220.81	-482,220.81	.00
45310	BASIC GRANT-FORMULA GRANT	462,755.00	-35,415.54	.00	-35,415.54	498,170.54	-7.65
45318	SUPP GRANT IMPROVEMENT	.00	.00	.00	.00	.00	.00
45410	DIRECT & EQUITABLE	.00	-33,425.05	.00	-33,425.05	33,425.05	.00
45430	CORRECTIONAL ADULT ED	.00	-7,624.54	.00	-7,624.54	7,624.54	.00
45510	LUNCH REIMBURS THRGH ADE	7,000,000.00	130,962.24	.00	130,962.24	6,869,037.76	1.87
45511	DHS LUNCH REIMBURSEMENT	.00	.00	.00	.00	.00	.00
45512	PERFORMANCE BASED REIMBUR	135,000.00	2,359.68	.00	2,359.68	132,640.32	1.75
45520	BRKFST RMBRSE THRGH ADE	4,000,000.00	59,977.78	.00	59,977.78	3,940,022.22	1.50
45540	SNACK REIMBURSE ADE	70,000.00	.00	.00	.00	70,000.00	.00
45541	SNACK REIMBURSE DHS	.00	.00	.00	.00	.00	.00
45542	FRESH FRUITS & VEG GRANT	171,050.00	13,314.06	.00	13,314.06	157,735.94	7.78
45543	SUMMER F/S PROG COMM	.00	.00	.00	.00	.00	.00
45561	REGULAR COMMODITIES(DHS)	605,680.00	.00	.00	.00	605,680.00	.00
45562	FFV FRESH FRUIT & VEG COM	139,102.00	.00	.00	.00	139,102.00	.00
45587	NSLP EQUIPMENT	.00	.00	.00	.00	.00	.00
45612	IDEA VIB AREA SERVICES	.00	.00	.00	.00	.00	.00
45613	IDEA TITLE VI-B PASS THR	.00	-302,357.74	.00	-302,357.74	302,357.74	.00
45616	TITLE VI-B BSS GRANT	.00	.00	.00	.00	.00	.00
45630	IDEA EARLY CHILDHOOD 619	.00	.00	.00	.00	.00	.00
45650	MEDICAID	.00	-4,279.51	.00	-4,279.51	4,279.51	.00
45674	RTI FACILITATOR	.00	.00	.00	.00	.00	.00

SELECTION CRITERIA: ALL  
 ACCOUNTING PERIOD: 1/20

ACCOUNT	TITLE	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/BUD
45913	MEDICAID ADM CLAIM(ARMAC)	1,068,000.00	-236,042.72	.00	-236,042.72	1,304,042.72	-22.10
45917	MEDICAID - VISION/HEARING	.00	.00	.00	.00	.00	.00
45925	IMPROV TCH QUAL TITLE II	1,848,761.92	-203,568.86	.00	-203,568.86	2,052,330.78	-11.01
45935	ENGLISH LANG AC TITLE III	.00	-110,271.23	.00	-110,271.23	110,271.23	.00
45939	HURRICANE EDUC RECOV	.00	.00	.00	.00	.00	.00
45975	RSVR - OWL PROGRAM	.00	.00	.00	.00	.00	.00
45986	TITLE IV ST SUPPORT ACADE	1,137,175.89	-64,530.37	.00	-64,530.37	1,201,706.26	-5.67
45990	OTHER RESTRI FED GRANTS	.00	.00	.00	.00	.00	.00
45992	PERFORMANCE BASIS DATA	.00	.00	.00	.00	.00	.00
51100	BONDED INDEBTEDNESS	.00	.00	.00	.00	.00	.00
51500	INSTALLMNT/LEASE PURCHASE	1,362,565.00	.00	.00	.00	1,362,565.00	.00
51800	REFUNDING SAVINGS	.00	.00	.00	.00	.00	.00
51999	AUDIT ADJUSTMENT	.00	.00	.00	.00	.00	.00
52200	TRANSFER FROM OPERATING	133,980,308.30	.00	.00	.00	133,980,308.30	.00
52201	TRANSFER FROM 2001	148,195,349.30	.00	.00	.00	148,195,349.30	.00
52202	TRSF FROM 2001 TO 2000	58,438,212.54	.00	.00	.00	58,438,212.54	.00
52203	TRSF TO 1000 FROM 2001	2,651,040.44	.00	.00	.00	2,651,040.44	.00
52300	TRANS FROM BUILDING FUND	10,219,234.45	.00	.00	.00	10,219,234.45	.00
52400	TRANSFER DEBT SERV FUND	.00	.00	.00	.00	.00	.00
52500	TRANSFER CAPITAL OUTLAY	4,658,500.00	.00	.00	.00	4,658,500.00	.00
52600	TRANS FROM FEDERAL GRANTS	.00	.00	.00	.00	.00	.00
52700	TRANS FROM STUDENT ACTVTY	.00	.00	.00	.00	.00	.00
52900	INDIRECT COST REIMBURSE	511,939.36	.00	.00	.00	511,939.36	.00
53200	SALE OF BUILD & GROUNDS	.00	.00	.00	.00	.00	.00
53400	COMP FOR LOSS FIXED ASSET	.00	.00	.00	.00	.00	.00
TOTAL REPORT		662,027,544.14	7,158,090.30	.00	7,158,090.30	654,869,453.84	1.08

SELECTION CRITERIA: ALL  
 ACCOUNTING PERIOD: 1/20

ACCOUNT	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
61110	CERTIFIED	125,843,862.82	297,105.00	103,056,146.08	103,353,251.08	22,490,611.74	82.13
61117	STIPENDS - CERT	2,158,604.91	523,369.65	470,298.88	993,668.53	1,164,936.38	46.03
61120	CLASSIFIED	43,583,468.09	1,373,714.86	33,390,925.68	34,764,640.54	8,818,827.55	79.77
61127	STIPENDS - NON CERT	960,552.77	217,149.48	321,035.74	538,185.22	422,367.55	56.03
61220	TEMP-CLASSIFIED	.00	1,149.50	.00	1,149.50	-1,149.50	.00
61320	CLASSIFIED OVERTIME	635,400.00	5,076.52	.00	5,076.52	630,323.48	.80
61510	CERTIFIED - BONUS	.00	.00	.00	.00	.00	.00
61520	CLASSIFIED - BONUS	.00	.00	.00	.00	.00	.00
61610	WORKSHOPS CERTIFIED	294,679.44	30,349.54	.00	30,349.54	264,329.90	10.30
61620	WORKSHOPS CLASSIFIED	3,296.13	881.62	.00	881.62	2,414.51	26.75
61710	CERTIFIED SUBS-SHORT TERM	171,350.00	.00	.00	.00	171,350.00	.00
61720	NON-CERT SUBS-SHORT TERM	19,515.00	6,240.00	.00	6,240.00	13,275.00	31.98
61829	CLASS UNUSED SL SEPARATIN	.00	.00	.00	.00	.00	.00
61830	CRT UNUSED VAC LEAVE	.00	.00	.00	.00	.00	.00
61839	CERT UNUSED VAC SEPARATIN	.00	.00	.00	.00	.00	.00
61840	CLASSIFIED UNUSED VAC LEA	.00	.00	.00	.00	.00	.00
61849	CLASS UNUSED VAC SEPARATI	.00	12,423.60	.00	12,423.60	-12,423.60	.00
62100	HEADER GROUP INSURANCE	.00	.00	.00	.00	.00	.00
62110	GROUP INSURANCE	.00	.00	.00	.00	.00	.00
62112	LIFE INSURANCE CERTIFIED	2,239.29	37.70	2,454.14	2,491.84	-252.55	111.28
62114	DENTAL CERTIFIED	375,602.21	393.47	29,604.39	29,997.86	345,604.35	7.99
62120	GROUP INS - CLASSIFIED	.00	.00	.00	.00	.00	.00
62122	LIFE INSURANCE CLASSIFIED	20,907.73	420.55	16,675.10	17,095.65	3,812.08	81.77
62124	DENTAL CLASSIFIED	245,788.95	5,010.72	195,835.64	200,846.36	44,942.59	81.71
62200	SOCIAL SECURITY	.00	.00	.00	.00	.00	.00
62210	SOCIAL SECURITY - CERT	8,036,208.77	52,378.04	.00	52,378.04	7,983,830.73	.65
62220	SOCIAL SECURITY - CLASSIF	2,717,480.19	96,148.71	.00	96,148.71	2,621,331.48	3.54
62260	CERT MEDICARE	1,872,004.72	12,250.12	.00	12,250.12	1,859,754.60	.65
62270	CLS MEDICARE	634,626.44	22,486.62	.00	22,486.62	612,139.82	3.54
62310	TEACHER RETIRE - CERT	18,049,301.70	121,235.10	2,792,877.48	2,914,112.58	15,135,189.12	16.15
62311	SURCHARGE INSTRUCTIONAL	29,000.00	686.22	.00	686.22	28,313.78	2.37
62320	TEACHER RETIRE - CLASSIF	6,199,345.27	223,308.19	6,040,296.34	6,263,604.53	-64,259.26	101.04
62321	SURCHARGE NON-INSTRUCTION	72,000.00	442.20	.00	442.20	71,557.80	.61
62510	UNEMPLOYMENT-CERTIFIED	68,000.00	.00	.00	.00	68,000.00	.00
62520	UNEMPLOYMENT-CLASSIFIED	23,000.00	.00	.00	.00	23,000.00	.00
62610	WORKERS COMP CERT	417,068.23	2,778.57	101,488.98	104,267.55	312,800.68	25.00
62620	WORKERS COMP CLASS	252,707.31	9,766.89	110,184.99	119,951.88	132,755.43	47.47
62710	HEALTH - CERTIFIED	6,049,963.36	7,217.62	460,524.36	467,741.98	5,582,221.38	7.73
62711	FICA HEALTH SAVINGS CERT	15,242.54	436.62	20,971.81	21,408.43	-6,165.89	140.45
62720	HEALTH - CLASSIFIED	3,382,276.72	81,157.64	2,712,651.46	2,793,809.10	588,467.62	82.60
62721	FICA HEALTH SAVINGS CLASS	149,842.63	2,972.15	118,975.34	121,947.49	27,895.14	81.38
62820	PUBLIC RETIREMENT - CLASS	11,819.36	753.86	9,154.42	9,908.28	1,911.08	83.83
63120	MANAGEMENT SRV-CONSULTING	500.00	.00	.00	.00	500.00	.00
63130	BOARD OF EDUCATION SERVIC	.00	.00	.00	.00	.00	.00
63210	INSTRUCTION SERVICES	403,898.36	50,000.00	101,000.00	151,000.00	252,898.36	37.39
63220	SUB TEACHERS PURCH SVCS	3,522,000.00	4,588.00	.00	4,588.00	3,517,412.00	.13
63221	SUBSTITUTE CLS EMPLOY	.00	7,720.08	.00	7,720.08	-7,720.08	.00
63230	CONSULTING-EDUCATIONAL	797,587.76	.00	223,159.00	223,159.00	574,428.76	27.98
63240	STUDENT ASSESSMENT.	.00	.00	.00	.00	.00	.00
63310	PROF EMP TRAIN/DEV CERT	643,750.77	20,446.20	163,174.89	183,621.09	460,129.68	28.52
63320	PROF EMP TRAIN/DEV NONCRT	52,750.00	.00	1,329.00	1,329.00	51,421.00	2.52
63410	PUPIL SERVICES	13,050.00	.00	.00	.00	13,050.00	.00
63420	ENGINEERING / FACILITIES	224,460.88	14,412.38	62,336.59	76,748.97	147,711.91	34.19
63441	LEGAL-DEFENSE OF DISTRICT	.00	17,775.89	476,256.58	494,032.47	-494,032.47	.00



SELECTION CRITERIA: ALL  
 ACCOUNTING PERIOD: 1/20

ACCOUNT	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
63442	LEGAL-PLAINTIFF SUING STA	.00	.00	.00	.00	.00	.00
63443	LEGAL-PLAINTIFF NOT STATE	.00	.00	.00	.00	.00	.00
63444	LEGAL-CONTRACT PREP/REVIE	.00	8,970.00	.00	8,970.00	-8,970.00	.00
63445	LEGAL-RESEARCH/OPINIONS	.00	.00	.00	.00	.00	.00
63450	MEDICAL	53,417.00	.00	47,833.33	47,833.33	5,583.67	89.55
63470	PS PROF ARCHITECT	696,297.78	94,065.14	160,856.94	254,922.08	441,375.70	36.61
63480	SECURITY	773,500.00	61,824.95	693,334.01	755,158.96	18,341.04	97.63
63490	OTHER PROFESSIONAL SERVIC	1,289,027.76	4,665.39	999,124.63	1,003,790.02	285,237.74	77.87
63530	SOFTWARE MAINT & SUPPORT	758,889.16	36,370.96	249,849.16	286,220.12	472,669.04	37.72
63560	INFORMAION TECHNOLOGY	.00	.00	.00	.00	.00	.00
63590	PS TECH OTHER	.00	.00	.00	.00	.00	.00
63900	OTHER PROF. & TECH SRVCS	197,030.00	.00	.00	.00	197,030.00	.00
64110	WATER/SEWER	731,685.00	68,629.65	.00	68,629.65	663,055.35	9.38
64210	DISPOSAL/SANITATION	150,000.00	45,980.07	268,776.83	314,756.90	-164,756.90	209.84
64220	SUB EMPL PURCH SERV NCERT	.00	-2,672.00	.00	-2,672.00	2,672.00	.00
64230	CUSTODIAL	1,328,000.00	119,219.54	.00	119,219.54	1,208,780.46	8.98
64240	LAWN CARE	203,357.35	39,468.43	146,001.70	185,470.13	17,887.22	91.20
64310	REPAIRS & MAINTENANCE	2,555,146.40	196,915.47	1,928,447.59	2,125,363.06	429,783.34	83.18
64320	TECH RELATED REPAIRS/MAIN	55,520.44	2,301.76	63,855.51	66,157.27	-10,636.83	119.16
64410	RENTAL OF LAND & BUILDING	1,000.00	.00	649.35	649.35	350.65	64.94
64420	RENTAL EQUIPMNT & VEHICLES	102,100.00	1,101.26	61,898.74	63,000.00	39,100.00	61.70
64430	RENTAL COMPUTER /RELATED	21,500.00	3,302.70	692,553.78	695,856.48	-674,356.48	3236.54
64500	CONSTRUCTION SERVICES	43,015,351.42	4,701,080.23	3,815,537.58	8,516,617.81	34,498,733.61	19.80
64900	OTHER PURCHASED PROP SERV	32,963.73	.00	.00	.00	32,963.73	.00
65190	STDNT TRANS PRCH OTHER	10,761,880.15	188.57	32,009.00	32,197.57	10,729,682.58	.30
65210	PROPERTY INSURANCE	.00	663,700.00	28,900.00	692,600.00	-692,600.00	.00
65220	LIABILITY INSURANCE	1,000.00	.00	.00	.00	1,000.00	.00
65250	ACCIDENT INS FOR STUDENTS	1,200.00	28,165.00	.00	28,165.00	-26,965.00	2347.08
65290	OTHER INSURANCE	.00	52,823.88	.00	52,823.88	-52,823.88	.00
65310	TELEPHONE	550,128.64	14,182.71	669,282.71	683,465.42	-133,336.78	124.24
65320	POSTAGE	84,957.23	390.25	26,496.53	26,886.78	58,070.45	31.65
65330	NETWORKING/INTERNET SERV	2,025,000.00	92,479.76	1,420,081.65	1,512,561.41	512,438.59	74.69
65331	BROADBAND (MTHLY COSTS)	.00	-2,249.00	.00	-2,249.00	2,249.00	.00
65400	ADVERTISING	132,250.00	780.98	11,038.15	11,819.13	120,430.87	8.94
65500	PRINTING & BINDING INT	106,459.05	.00	.00	.00	106,459.05	.00
65505	PRINTING & BINDING EXT	90,000.00	.00	14,571.12	14,571.12	75,428.88	16.19
65515	COPIER LEASE	.00	.00	.00	.00	.00	.00
65610	TO LEA'S WITHIN STATE	.00	.00	.00	.00	.00	.00
65650	TUITION- POSTSECONDARY	.00	1,215.00	.00	1,215.00	-1,215.00	.00
65690	TUITION - OTHER	.00	1,017,459.74	.00	1,017,459.74	-1,017,459.74	.00
65710	USDA FOOD	.00	.00	.00	.00	.00	.00
65720	DIRECT FOOD PURCHASES	.00	.00	.00	.00	.00	.00
65810	TRAVEL - CERTIFIED	626,553.04	187,758.85	9,457.81	197,216.66	429,336.38	31.48
65820	TRAVEL - NON CERTIFIED	152,095.00	1,968.06	.00	1,968.06	150,126.94	1.29
65870	TRAVEL - NON EMPLOYEE	979.40	558.60	.00	558.60	420.80	57.03
65890	PS TRAVEL LODGING	600.00	.00	.00	.00	600.00	.00
65910	SRVS PURCH LEA IN STATE	68,000.00	.00	.00	.00	68,000.00	.00
65920	SRV PURCH LEA OUT STATE	1,000.00	.00	.00	.00	1,000.00	.00
66100	GENERAL SUPPL & MATERIALS	10,466,827.92	127,726.29	925,854.05	1,053,580.34	9,413,247.58	10.07
66107	ASSETS-UNDER \$1000 NO TAG	210,950.00	.00	131,323.20	131,323.20	79,626.80	62.25
66110	SUPPLIES-SPEC TRACKING	69,000.00	125.39	15,000.00	15,125.39	53,874.61	21.92
66120	LOCAL SUPPLIES SPEC TRACK	65,339.49	5,427.33	339.49	5,766.82	59,572.67	8.83
66140	TEST MATERIALS	32,102.41	.00	7,322.41	7,322.41	24,780.00	22.81
66150	SUPPLIES-SUPPLY CENTER	736,201.23	35,174.79	2,548.00	37,722.79	698,478.44	5.12

SELECTION CRITERIA: ALL  
 ACCOUNTING PERIOD: 1/20

ACCOUNT	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
66170	SUPPLIES - FOOD(NON C/N)	564,921.45	6,031.99	1,734.50	7,766.49	557,154.96	1.37
66210	NATURAL GAS	925,970.00	36,156.37	.00	36,156.37	889,813.63	3.90
66220	ELECTRICITY	3,771,911.00	407,702.56	.00	407,702.56	3,364,208.44	10.81
66260	GASOLINE/DIESEL	1,573,074.84	3,005.42	11,832,281.28	11,835,286.70	-10,262,211.86	752.37
66300	FOOD	5,967,242.08	20,120.05	300,352.22	320,472.27	5,646,769.81	5.37
66410	TEXTBOOKS	3,904,005.75	20,712.23	3,709,972.28	3,730,684.51	173,321.24	95.56
66412	DIRECT SUPPLY PURCHASES	.00	.00	.00	.00	.00	.00
66420	LIBRARY BOOKS	193,835.75	3,804.70	.00	3,804.70	190,031.05	1.96
66421	E LIBRARY - DIGITAL	2,000.00	.00	.00	.00	2,000.00	.00
66430	PERIODICALS	18,425.00	-259.00	.00	-259.00	18,684.00	1.41
66440	AUDIOVISUAL MATERIALS	2,550.00	.00	.00	.00	2,550.00	.00
66510	SOFTWARE	1,639,717.91	234,755.35	95,930.57	330,685.92	1,309,031.99	20.17
66511	TECHNOLOGY APPS	.00	.00	.00	.00	.00	.00
66527	ASSETS UNDER \$1000 - TAG	2,236,822.56	30,521.50	355,446.73	385,968.23	1,850,854.33	17.26
66600	BUILDING MATERIALS	57,000.00	.00	.00	.00	57,000.00	.00
66900	OTHER SUPPLIES & MATERIAL	340,318.66	46,279.58	66,158.85	112,438.43	227,880.23	33.04
67200	BUILDINGS	.00	.00	.00	.00	.00	.00
67310	MACHINERY	.00	.00	.00	.00	.00	.00
67320	VEHICLES	102,000.00	.00	.00	.00	102,000.00	.00
67330	FURNITURE & EQUIPMENT	420,674.48	10,880.55	115,387.19	126,267.74	294,406.74	30.02
67340	TECH RELATED HARDWARE	499,012.71	27,555.06	116,063.82	143,618.88	355,393.83	28.78
68100	DUES AND FEES	363,216.00	41,591.03	51,105.41	92,696.44	270,519.56	25.52
68110	DUES & FEES - NCA	.00	.00	.00	.00	.00	.00
68300	INTEREST	7,175,254.63	3,132,488.27	.00	3,132,488.27	4,042,766.36	43.66
68400	INDIRECT COSTS	339,145.36	.00	.00	.00	339,145.36	.00
68410	ADMIN INDIRECT COST	.00	.00	.00	.00	.00	.00
68610	PENALTY OR INTEREST	.00	.00	.00	.00	.00	.00
68820	IMPROVEMENT TAX	.00	.00	.00	.00	.00	.00
68900	MISCELLANEOUS EXPENDITURS	7,033.69	.00	.00	.00	7,033.69	.00
69100	REDEMPTION OF PRINCIPAL	14,705,250.30	86,901.19	155,230.07	242,131.26	14,463,119.04	1.65
69300	HEADER FUND TRANSFERS	.00	.00	.00	.00	.00	.00
69310	TO SALARY FUND	110,683,173.66	.00	.00	.00	110,683,173.66	.00
69313	TRSF TO 1000	2,651,040.44	.00	.00	.00	2,651,040.44	.00
69320	TO OPERATING FUND	3,218,894.64	.00	.00	.00	3,218,894.64	.00
69321	TRSF TO 2000	148,195,349.30	.00	.00	.00	148,195,349.30	.00
69322	TRSF TO 2000 (ADDL TRSF 2	58,438,212.54	.00	.00	.00	58,438,212.54	.00
69330	TRANSFER TO BUILD FUND	10,219,234.45	.00	.00	.00	10,219,234.45	.00
69340	TRANSFER TO DEBT SRV FUND	.00	.00	.00	.00	.00	.00
69350	TO CAPITAL OUTLAY FUND	4,658,500.00	.00	.00	.00	4,658,500.00	.00
69360	TO FEDERAL GRANTS FUND	.00	.00	.00	.00	.00	.00
69370	TO STUDENT ACTIVITY FUND	.00	.00	.00	.00	.00	.00
69400	PROGRAM FUNDING RETURN	.00	.00	.00	.00	.00	.00
69620	STUDENT MEALS PROVISION 2	745,000.00	.00	.00	.00	745,000.00	.00
69630	REDUCED COPAY STDNT MEALS	135,000.00	.00	.00	.00	135,000.00	.00
TOTAL REPORT		689,854,249.15	14,939,629.91	180,099,963.08	195,039,592.99	494,814,656.16	28.27

LITTLE ROCK SCHOOL DISTRICT  
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
 FOR PERIOD 1 OF 20

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
TOTAL NO	FUND GROUP TITLE	.00	.00	.00	.00	.00	.00
1000	TEACHER SALARY MATRI	.00	.00	.00	.00	291,128.66	-291,128.66
1001	TEACHER SALARY OTHER	.00	.00	.00	.00	.00	.00
1058	VERIZON / DIGITAL PR	.00	.00	.00	.00	.00	.00
1063	BOYS ATHLETICS	.00	.00	.00	.00	.00	.00
1099	PRIVATE GRANTS - OTH	.00	.00	.00	.00	.00	.00
1201	ADULT BASIC EDUCATIO	.00	.00	.00	.00	537.50	-537.50
1202	ADULT GENERAL EDUCAT	.00	.00	.00	.00	700.00	-700.00
1205	OTHER ADULT ED	.00	.00	.00	.00	.00	.00
1218	DECLINING ENROLLMENT	.00	.00	.00	.00	.00	.00
1223	PROFESSIONAL DEV ACT	.00	.00	.00	.00	4,555.65	-4,555.65
1225	EAST GRANT	.00	.00	.00	.00	.00	.00
1227	COLLEGE & CAREER -CC	.00	.00	.00	.00	.00	.00
1229	NATIONAL BOARD	.00	.00	.00	.00	.00	.00
1232	AR SCHOOL RECOG PROG	.00	.00	.00	.00	.00	.00
1239	RISE ACADEMIES	.00	.00	.00	.00	9,087.50	-9,087.50
1240	CWD-LEA SPED SUPERVI	.00	.00	.00	.00	.00	.00
1244	SPECIAL ED EXTENDED	.00	.00	.00	.00	.00	.00
1246	PROF QUALITY ENHANCE	.00	.00	.00	.00	.00	.00
1260	EARLY CHILDHOOD SPEC	.00	.00	.00	.00	.00	.00
1275	ALTERNATIVE LEARNING	.00	.00	.00	.00	9,091.50	-9,091.50
1276	ENGLISH LANGUAGE LEA	.00	.00	.00	.00	7,844.05	-7,844.05
1277	RESIDENTIAL/JUVENILE	.00	.00	.00	.00	.00	.00
1281	NLSLF - ACT 59	.00	.00	.00	.00	214,353.75	-214,353.75
1282	NSL MATCH GRANT	.00	.00	.00	.00	.00	.00
1293	SECONDARY CAREER CEN	.00	.00	.00	.00	.00	.00
1365	ARKANSAS BETTER CHAN	.00	.00	.00	.00	9,804.00	-9,804.00
1387	M-TO-M REVENUE	.00	.00	.00	.00	.00	.00
1941	COMP SCIENCE INITIAT	.00	.00	.00	.00	.00	.00
TOTAL	TEACHER SALARY MATRIX	.00	.00	.00	.00	547,102.61	-547,102.61
2000	GENERAL FUND	.00	4,796.50	.00	.00	3,420,307.17	-3,415,510.67
2001	OTHER GENERAL	21,270,582.92	9,264,927.38	.00	86,901.19	2,325.33	30,446,283.78
2058	VERIZON / DIGITAL PR	122,300.69	.00	.00	.00	.00	122,300.69
2063	BOYS ATHLETICS	.00	.00	.00	.00	74,038.95	-74,038.95
2066	GIRLS ATHLETICS	.00	.00	.00	.00	7,604.43	-7,604.43
2087	RISK MANAGEMENT LOSS	500,310.30	.00	.00	.00	52,160.07	448,150.23
2098	PRIVATE GRANTS - LY	37,669.71	.00	.00	.00	3,311.92	34,357.79
2099	PRIVATE GRANTS - OTH	.00	-4,983.75	.00	.00	1,215.00	-6,198.75
2201	ADULT BASIC EDUCATIO	12,117.61	-40,273.97	.00	.00	5,468.94	-33,625.30
2202	ADULT GENERAL EDUCAT	3,351.73	-134,232.84	.00	.00	855.79	-131,736.90
2205	OTHER ADULT ED	.00	.00	.00	.00	.00	.00
2217	STUDENT GROWTH FUNDI	.00	.00	.00	.00	.00	.00
2218	DECLINING ENROLLMENT	34,288.33	.00	.00	.00	.00	34,288.33
2222	ENHANCED TRANS FUNDI	.00	.00	.00	.00	.00	.00
2223	PROFESSIONAL DEV ACT	51,460.70	.00	.00	.00	3,170.57	48,290.13
2225	EAST GRANT	.00	.00	.00	.00	.00	.00
2227	COLLEGE & CAREER -CC	.00	.00	.00	.00	.00	.00

LITTLE ROCK SCHOOL DISTRICT  
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
 FOR PERIOD 1 OF 20

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
2229	NAT'L BOARD PROF TEA	.00	.00	.00	.00	.00	.00
2232	AR SCHOOL RECOG PROG	85,082.91	.00	.00	.00	.00	85,082.91
2239	RISE ACADEMIES	20,183.24	.00	.00	.00	2,020.21	18,163.03
2240	CWD-LEA SPED SUPERVI	.00	.00	.00	.00	.00	.00
2244	SPECIAL ED EXTENDED	.00	.00	.00	.00	.00	.00
2246	PROF QUALITY ENHANCE	.00	.00	.00	.00	.00	.00
2250	CWOD-RESID TREATMENT	.00	.00	.00	.00	613,532.28	-613,532.28
2255	CWD-RESID TREATMENT	.00	.00	.00	.00	403,927.46	-403,927.46
2260	EARLY CHILDHOOD SPEC	.00	.00	.00	.00	.00	.00
2261	YOUTH SHELTER	.00	.00	.00	.00	.00	.00
2265	SP/ED CATASTROPHIC L	.00	.00	.00	.00	-1.00	1.00
2270	G/T-AEGIS PGM GOV SC	3,000.00	.00	.00	.00	.00	3,000.00
2271	G&T ADVANCE PLACEMEN	1,554.82	.00	.00	.00	.00	1,554.82
2275	ALTERNATIVE LEARNING	.00	.00	.00	.00	8,970.04	-8,970.04
2276	ENGLISH LANGUAGE LEA	213,841.07	.00	.00	.00	28,368.72	185,472.35
2277	RESIDENTIAL/JUVENILE	364,269.12	.00	.00	.00	200.10	364,069.02
2281	NLSLF - ACT 59	181,930.66	.00	.00	.00	243,482.07	-61,551.41
2282	NSL MATCH GRANT	466,050.82	.00	.00	.00	.00	466,050.82
2293	SECONDARY CAREER CEN	605,686.70	.00	.00	.00	3,585.40	602,101.30
2300	COOR COMP WKFRC ED S	.00	.00	.00	.00	.00	.00
2340	WKFRC NEW PRGRM STAR	.00	.00	.00	.00	.00	.00
2362	ED COOP TECHNOLOGY C	.00	.00	.00	.00	.00	.00
2365	ARKANSAS BETTER CHAN	404,679.09	122,804.40	.00	.00	14,417.11	513,066.38
2386	PUL CTY MAGNET SCHL	.00	.00	.00	.00	.00	.00
2387	DESEG SETTLEMENT	.00	.00	.00	.00	.00	.00
2901	MEDICAID IN THE SCHO	.00	.00	.00	.00	.00	.00
2902	SCHOOL BASED HEALTH	61,901.42	.00	.00	.00	-15.30	61,916.72
2940	BLOOMBOARD TRAININGS	.00	.00	.00	.00	.00	.00
2941	COMP SCIENCE INITIAT	4,093.15	.00	.00	.00	.00	4,093.15
2952	EQUIT ACCESS/AR LEAD	.00	.00	.00	.00	.00	.00
TOTAL	GENERAL FUND	24,444,354.99	9,213,037.72	.00	86,901.19	4,888,945.26	28,681,546.26
3000	BOND GENERAL	.00	6,890.52	.00	.00	.00	6,890.52
3159	SWLR HIGH SCHOOL	24,042,776.32	.00	.00	.00	4,051,766.57	19,991,009.75
3160	RESTROOM RENOVATIONS	2,423,147.69	.00	.00	.00	64,954.97	2,358,192.72
3161	ROOF REPLACEMENTS	3,584,576.21	.00	.00	.00	-4,640.68	3,589,216.89
3162	FIRE ALARM-ADDRESS R	560,000.00	.00	.00	.00	.00	560,000.00
3163	ATH. FIELD / TRK UPG	.00	.00	.00	.00	.00	.00
3164	HVAC REPLACEMENTS	.00	.00	.00	.00	.00	.00
3165	HVAC - ADDITIONS NEW	.00	.00	.00	.00	373,123.78	-373,123.78
3166	FRESH AIR UNITS REPL	1,110,570.00	.00	.00	.00	27,017.75	1,083,552.25
3167	WINDOWS REPLACEMENTS	3,152,033.01	.00	.00	.00	.00	3,152,033.01
3168	MODERNIZATION	2,227,143.15	.00	.00	.00	170,774.88	2,056,368.27
3169	ELVATOR REPLACE/UPG	986,976.41	.00	.00	.00	.00	986,976.41
3170	SECURITY CAMERA & AL	991,734.53	.00	.00	.00	9,445.00	982,289.53
3171	PARKING LOT REPAIRS	1,053,443.36	.00	.00	.00	.00	1,053,443.36
3172	MAGNET SCHOOL ENHANC	104,161.26	.00	.00	.00	.00	104,161.26
3300	BOND REFUDING SAVING	.00	.00	.00	.00	.00	.00
3387	DESEG SETTLEMENT	.00	.00	.00	.00	.00	.00
TOTAL	BOND GENERAL	40,236,561.94	6,890.52	.00	.00	4,692,442.27	35,551,010.19

LITTLE ROCK SCHOOL DISTRICT  
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
 FOR PERIOD 1 OF 20

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
4000	DEBT SERVICES GENERA	.00	.00	.00	.00	3,131,071.88	-3,131,071.88
TOTAL	DEBT SERVICES GENERAL	.00	.00	.00	.00	3,131,071.88	-3,131,071.88
5000	DEDICATED M&O GENERA	.00	220,911.03	.00	.00	.00	220,911.03
5101	TECHNOLOGY UPGRADES	1,997,661.97	.00	.00	.00	323,369.36	1,674,292.61
5131	FLOOR REPAIRS	.00	.00	.00	.00	.00	.00
5132	GROUPS/LANDSCAPING	.00	.00	.00	.00	108,231.73	-108,231.73
5133	GENERAL MECH/ELEC/PL	.00	.00	.00	.00	136,485.61	-136,485.61
5134	GENERAL PAVING	.00	.00	.00	.00	80.43	-80.43
5135	GENERAL ROOF REPAIRS	.00	.00	.00	.00	5,973.78	-5,973.78
5136	GENERAL ARCHITECTURA	.00	.00	.00	.00	7,233.03	-7,233.03
5137	GENERAL TECHNOLOGY	.00	.00	.00	.00	.00	.00
5138	GENERAL SECURITY	.00	.00	.00	.00	2,247.00	-2,247.00
5139	GENERAL MISCELLANEOU	.00	.00	.00	.00	18,954.56	-18,954.56
TOTAL	DEDICATED M&O GENERAL	1,997,661.97	220,911.03	.00	.00	602,575.50	1,615,997.50
6430	ROTC-RSRV OFFCRS TRN	.00	.00	.00	.00	4,628.22	-4,628.22
6441	21ST CENTURY COMM LE	.00	-49,478.10	.00	.00	8,366.23	-57,844.33
6473	SCH-BASED HEALTH CTR	.00	.00	.00	.00	.00	.00
6480	RESOURCE CONSERV & D	.00	.00	.00	.00	.00	.00
6501	ESEA TITLE 1 REGULAR	.00	-1,421,880.96	.00	.00	245,461.19	-1,667,342.15
6504	ESEA TITLE I PRGRM I	.00	-144,056.86	.00	.00	22,886.22	-166,943.08
6505	TITLE 1 SCH IMPROV 1	.00	.00	.00	.00	.00	.00
6506	TITLE 1 SCH IMPV PLA	.00	-356,387.14	.00	.00	97,433.70	-453,820.84
6507	TITLE I SCH IMPROV Y	.00	.00	.00	.00	.00	.00
6510	ESEA TITLE I, PART D	.00	.00	.00	.00	.00	.00
6530	STEWART B MCKINNEY H	.00	-25,112.24	.00	.00	10,804.96	-35,917.20
6557	HIGH QUALITY PREK PR	.00	.00	.00	.00	8,167.04	-8,167.04
6562	DHS-CHILDCARE DEV BL	39,962.96	-32,726.09	.00	.00	110,237.01	-103,000.14
6563	BETTER BEGINNING FUN	.00	.00	.00	.00	.00	.00
6566	TANF FUNDS - DHS	.00	482,220.81	.00	.00	1,405.03	480,815.78
6570	CP BASIC GRANT- FORM	.00	-35,415.54	.00	.00	34,167.96	-69,583.50
6578	CP SUPP GRTS IMPROVE	.00	.00	.00	.00	.00	.00
6600	DIRECT & EQUITABLE	.00	-33,425.05	.00	.00	1,887.02	-35,312.07
6610	CORR. ADULT ED PROGR	.00	-7,624.54	.00	.00	.00	-7,624.54
6701	IDEA TITLE VI-B AREA	.00	.00	.00	.00	.00	.00
6702	IDEA TITLE VI-B	.00	-302,357.74	.00	.00	189.63	-302,547.37
6705	TITLE VI-B BSS GRANT	.00	.00	.00	.00	.00	.00
6710	IDEA EARLY CHILDHOOD	.00	.00	.00	.00	23,243.36	-23,243.36
6744	RTI FACILITATOR - 83	.00	.00	.00	.00	5,872.30	-5,872.30
6750	MEDICARE CATASTROPHI	23,764.51	-4,279.51	.00	.00	.00	19,485.00
6752	MEDICAID ADM CLAIM(A	.00	-236,042.72	.00	.00	1.00	-236,043.72
6756	IMPROVE TCH QUALITY	.00	-203,568.86	.00	.00	35,886.68	-239,455.54
6761	ENGLISH LANG AC TITL	.00	-110,271.23	.00	.00	169,567.04	-279,838.27
6775	OPT WRK BASED LEARN	3,750.00	.00	.00	.00	.00	3,750.00
6779	HURRICANE EDUCATION	.00	.00	.00	.00	.00	.00
6786	STUDENT SUPPT & ACAD	.00	-64,530.37	.00	.00	17,327.03	-81,857.40
6790	OTHER RESTRICT FED G	.00	.00	.00	.00	.00	.00
6792	ARKANSAS ARTS COUNCI	.00	.00	.00	.00	.00	.00
TOTAL	FEDERAL GRANTS FUND	67,477.47	-2,544,936.14	.00	.00	797,531.62	-3,274,990.29

LITTLE ROCK SCHOOL DISTRICT  
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
 FOR PERIOD 1 OF 20

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
7001	CENTRAL AF	311,777.62	22,945.34	.00	.00	17,165.26	317,557.70
7002	HALL AF	54,492.42	294.00	.00	.00	-90.00	54,876.42
7003	MANN AF	48,559.47	.00	.00	.00	180.57	48,378.90
7004	METRO AF	40,275.51	120.00	.00	.00	96.50	40,299.01
7005	PARKVIEW AF	194,393.61	3,434.29	.00	.00	-1,678.94	199,506.84
7006	BOOKER AF	8,806.62	.00	.00	.00	-27.00	8,833.62
7007	DUNBAR AF	11,548.65	500.00	.00	.00	.00	12,048.65
7008	FAIR AF	63,675.89	2,100.63	.00	.00	199.79	65,576.73
7009	FOREST HEIGHTS AF	41,747.90	2,268.37	.00	.00	626.50	43,389.77
7010	PULASKI HEIGHTS MS A	76,369.45	1,567.65	.00	.00	2,683.60	75,253.50
7011	PINNACLE VIEW AF	49,235.83	.00	.00	.00	.00	49,235.83
7012	MCLELLAN AF	47,137.94	1,404.00	.00	.00	168.70	48,373.24
7013	HENDERSON AF	19,159.18	267.87	.00	.00	2,124.24	17,302.81
7015	CLOVERDALE AF	13,408.58	.00	.00	.00	.00	13,408.58
7016	MABELVALE MS AF	20,080.51	785.00	.00	.00	-23.00	20,888.51
7017	BALE AF	5,523.50	.00	.00	.00	.00	5,523.50
7018	BRADY AF	22,162.93	.00	.00	.00	.00	22,162.93
7020	MCDERMOTT AF	6,219.74	.00	.00	.00	.00	6,219.74
7021	CARVER AF	13,583.03	.00	.00	.00	-68.00	13,651.03
7022	BASELINE AF	2,662.67	.00	.00	.00	.00	2,662.67
7023	FAIR PARK AF	10,018.17	.00	.00	.00	.00	10,018.17
7024	FOREST PARK AF	17,240.14	.00	.00	.00	446.52	16,793.62
7025	FRANKLIN AF	.00	.00	.00	.00	.00	.00
7027	GIBBS AF	18,852.41	.00	.00	.00	-43.00	18,895.41
7028	CHICOT AF	18,423.59	.00	.00	.00	.00	18,423.59
7029	WESTERN HILLS AF	13,591.73	.00	.00	.00	.00	13,591.73
7030	JEFFERSON AF	24,422.75	.00	.00	.00	36.96	24,385.79
7032	DODD AF	3,636.26	.00	.00	.00	.00	3,636.26
7033	MEADOWCLIFF AF	4,735.53	.00	.00	.00	.00	4,735.53
7035	KING AF	22,617.52	.00	.00	.00	.00	22,617.52
7036	ROCKEFELLER AF	6,341.18	.00	.00	.00	.00	6,341.18
7037	GEYER SPRINGS AF	5,696.54	.00	.00	.00	.00	5,696.54
7038	PULASKI HEIGHTS ES A	12,588.36	.00	.00	.00	.00	12,588.36
7040	ROMINE AF	6,224.73	.00	.00	.00	.00	6,224.73
7041	STEPHENS AF	6,487.08	.00	.00	.00	.00	6,487.08
7042	WASHINGTON AF	21,329.22	.00	.00	.00	.00	21,329.22
7043	WILLIAMS AF	5,959.87	.00	.00	.00	.00	5,959.87
7044	WILSON AF	.00	.00	.00	.00	.00	.00
7045	WOODRUFF AF	3,054.72	.00	.00	.00	.00	3,054.72
7046	MABELVALE ES AF	5,027.61	.00	.00	.00	.00	5,027.61
7047	TERRY AF	12,831.57	912.00	.00	.00	.00	13,743.57
7048	FULBRIGHT AF	37,672.74	.00	.00	.00	.00	37,672.74
7049	ROBERTS AF	104,164.10	.00	.00	.00	88.00	104,076.10
7050	OTTER CREEK AF	6,284.89	.00	.00	.00	.00	6,284.89
7051	WAKEFIELD AF	7,056.41	.00	.00	.00	137.64	6,918.77
7052	WATSON AF	4,532.82	.00	.00	.00	.00	4,532.82
7056	FINE ARTS AF	9,730.22	.00	.00	.00	.00	9,730.22
7060	CARE AF	338,410.07	5,001.50	.00	.00	14.17	343,397.40
7063	BOYS ATHLETICS AF	.00	190.61	.00	.00	.00	190.61
7065	GIFTED AF	6,750.63	.00	.00	.00	.00	6,750.63

LITTLE ROCK SCHOOL DISTRICT  
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
 FOR PERIOD 1 OF 20

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
7066	GIRLS ATHLETICS AF	.00	.00	.00	.00	.00	.00
7068	ESL AF	13,068.77	.00	.00	.00	.00	13,068.77
7069	GUIDANCE AF	74.13	.00	.00	.00	.00	74.13
7070	SUPERINTENDENT AF	5,797.61	.00	.00	.00	.00	5,797.61
7073	VIPS AF	40,168.01	.00	.00	.00	63.77	40,104.24
7080	CFO AF	62,763.39	.00	.00	.00	320.00	62,443.39
7083	TRANSPORTATION AF	973.88	.00	.00	.00	.00	973.88
7084	FINANCE AF	.00	.00	.00	.00	.00	.00
7085	PROCUREMENT AF	729.95	.00	.00	.00	.00	729.95
7087	SAFETY AND SECURITY	88.23	.00	.00	.00	.00	88.23
7088	MAINTENANCE AF	843.69	.00	.00	.00	.00	843.69
7098	STUDENT SCHOLARSHIP	10,501.79	.00	.00	.00	.00	10,501.79
7099	INSTRUCTIONAL TECH A	.00	.00	.00	.00	.00	.00
7122	CASHION AF	1,734.56	100.00	.00	.00	.00	1,834.56
7126	COLLEGE NIGHT AF	5,226.33	50.00	.00	.00	.00	5,276.33
7127	STUDENT SUPPORT AF	123.14	.00	.00	.00	.00	123.14
7141	HEALTH SERVICES AF	3,767.57	.00	.00	.00	.00	3,767.57
7142	HEALTH SERVICES GRAN	1,670.48	.00	.00	.00	.00	1,670.48
7143	HEALTH SRVS SUNSHINE	.00	.00	.00	.00	.00	.00
7153	NICK BENSON SCHOLAR	550.00	.00	.00	.00	.00	550.00
7154	CARNINE SCHOLAR AF	1,970.51	.00	.00	.00	.00	1,970.51
7155	C GREEN SCHOLAR AF	.00	.00	.00	.00	.00	.00
7157	ROCKEFELLER EC AF	1,888.33	.00	.00	.00	.00	1,888.33
7158	CHICOT EC AF	3,962.52	.00	.00	.00	.00	3,962.52
7161	ACC SUMMER SCHOOL AF	.00	.00	.00	.00	.00	.00
7166	FOREIGN LANGUAGE SS	1,706.65	.00	.00	.00	.00	1,706.65
7167	UNITED WAY AF	900.47	.00	.00	.00	.00	900.47
7168	SENIOR SUMMER SCHOOL	600.00	.00	.00	.00	.00	600.00
7169	MIDDLE SUMMER SCHOOL	23,746.41	.00	.00	.00	.00	23,746.41
7174	INTEREST AF	62,964.38	5,258.03	.00	.00	1,640.43	66,581.98
7175	COMMUNICATIONS AF	58.28	476.12	.00	.00	.00	534.40
7176	SCIENCE CENTER AF	1,237.39	.00	.00	.00	.00	1,237.39
7184	ADULT ED AF	486.69	.00	.00	.00	.00	486.69
7185	CAFETERIA COKE FUND	5,508.11	.00	.00	.00	.00	5,508.11
7196	ELEMENTARY GUIDANCE	296.53	.00	.00	.00	.00	296.53
7199	FOOD SERVICE SUNSHIN	38.82	.00	.00	.00	.00	38.82
7206	SPIRIT CAMP AF	34,363.54	.00	.00	.00	.00	34,363.54
7207	SENIOR GUIDANCE AF	193.80	.00	.00	.00	.00	193.80
7208	ACC AF	456.14	.00	.00	.00	.00	456.14
7217	TEACHER OF THE YEAR	2,463.29	4,500.00	.00	.00	.00	6,963.29
7219	WAL-MART DONATION AF	15,000.00	.00	.00	.00	.00	15,000.00
7220	COMPUTERS FOR KIDS A	21,165.83	.00	.00	.00	59.85	21,105.98
7222	ELEMENTARY SUNSHINE	190.56	.00	.00	.00	.00	190.56
7223	PRINCIPALS ROUND TAB	789.25	.00	.00	.00	.00	789.25
7225	LRS D CHESS AF	4,143.57	.00	.00	.00	.00	4,143.57
7310	ROCKEFELLER SCHOLAR	4,119,790.57	1,256.66	.00	.00	.00	4,121,047.23
7318	DESEG SCHOLARSHIP AF	.00	.00	.00	.00	.00	.00
7711	HAMILTON AF	502.47	.00	.00	.00	.00	502.47
TOTAL	ACTIVITY FUND	6,237,007.55	53,432.07	.00	.00	24,122.56	6,266,317.06

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK  
DATE: 09/30/2019  
TIME: 13:39:12

LITTLE ROCK SCHOOL DISTRICT  
DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
FOR PERIOD 1 OF 20

PAGE NUMBER: 6  
MODULE NUM: STATMN9EAR

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
8000	CN GENERAL FUND	4,799,834.11	195,441.04	.00	.00	168,937.02	4,826,338.13
8350	CN STATE MATCHING	.00	.00	.00	.00	.00	.00
8656	SNACK REIMB. THROUGH	.00	.00	.00	.00	.00	.00
8657	FRESH FRUITS/VEG PRO	14,423.47	13,314.06	.00	.00	.00	27,737.53
TOTAL	CN GENERAL FUND	4,814,257.58	208,755.10	.00	.00	168,937.02	4,854,075.66
TOTAL		77,797,321.50	7,158,090.30	.00	86,901.19	14,852,728.72	70,015,781.89



SELECTION CRITERIA: ALL  
 ACCOUNTING PERIOD: 3/20

ACCOUNT	TITLE	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
11110	PROPERTY TAX CURRENT	88,183,449.00	2,914,754.95	.00	11,955,290.64	76,228,158.36	13.56
11120	PROPERTY TAX % PLBK 06-30	69,518,241.00	.00	.00	.00	69,518,241.00	.00
11140	PROPERTY TAX DELINQUENT	10,101,754.00	383,696.78	.00	847,028.01	9,254,725.99	8.38
11150	EXCESS COMMISSION	3,887,166.00	.00	.00	.00	3,887,166.00	.00
11160	LAND RDMPMT (STATE LAND)	1,547,805.00	43,353.79	.00	159,581.86	1,388,223.14	10.31
11500	INT UNAPPORTIONED TAX	138,354.00	.00	.00	.00	138,354.00	.00
12800	REVENUE IN LIEU OF TAXES	1,331,581.00	.00	.00	.00	1,331,581.00	.00
13140	TUITION FROM DAY CARE	175,000.00	15,720.96	.00	35,370.36	139,629.64	20.21
13210	TUITION FROM REGULAR DAY	650,000.00	.00	.00	.00	650,000.00	.00
15100	INTEREST ON INVESTMENTS	273,891.00	28,612.86	.00	77,292.57	196,598.43	28.22
15110	INTEREST ON INVESTMENTS	65,000.00	.00	.00	.00	65,000.00	.00
15900	OTHER EARNINGS INVESTMENT	105,000.00	26,827.36	.00	26,827.36	78,172.64	25.55
16110	DAILY SALES-ALL PROGRAMS	435,000.00	47,976.93	.00	89,739.35	345,260.65	20.63
16210	STUDENT	.00	.00	.00	.00	.00	.00
16212	PROVISION 2 SCHOOLS MEALS	745,000.00	.00	.00	.00	745,000.00	.00
16213	REDUCED COPAY STUDENT REV	135,000.00	.00	.00	.00	135,000.00	.00
16215	A LA CARTE INCOME	130,000.00	18,347.94	.00	28,177.44	101,822.56	21.67
16220	ADULT	100,000.00	2,519.65	.00	3,272.65	96,727.35	3.27
16300	SPECL FUNC CONTRACT MEALS	650,000.00	.00	.00	.00	650,000.00	.00
16500	DAILY SALES - SUMMER FOOD	.00	.00	.00	.00	.00	.00
16900	OTHER FOOD SVS REVENUE	1,000.00	.00	.00	.00	1,000.00	.00
17110	ATHLETICS	236,898.00	56,974.65	.00	62,234.90	174,663.10	26.27
17900	OTHER STUDENT ACTVY REVEN	2,716,650.00	206,584.20	.00	409,545.21	2,307,104.79	15.08
18900	OTHER COMMUNITY SVS ACT	1,475,000.00	84,820.51	.00	293,734.58	1,181,265.42	19.91
19130	LEA BUILDING & FACILITES	110,000.00	4,844.96	.00	51,326.05	58,673.95	46.66
19200	CONTRB & DONATIONS PRIVAT	1,331,980.00	88,565.38	.00	107,435.71	1,224,544.29	8.07
19510	OTHER LEA WITHIN STATE	.00	.00	.00	.00	.00	.00
19800	REFUNDS OF PRIOR YEAR EXP	1,622,953.06	.00	.00	49,689.02	1,573,264.04	3.06
19900	MISCELLANEOUS REVENUE	50,000.00	.00	.00	1,448.70	48,551.30	2.90
21100	COUNTY GENERAL APPORTION	17,689.00	.00	.00	4,322.97	13,366.03	24.44
31101	STATE FOUNDATION FUNDING	53,950,584.00	4,495,882.00	.00	13,487,646.00	40,462,938.00	25.00
31103	98% OF URT	2,180,304.00	.00	.00	.00	2,180,304.00	.00
31400	TRANSPORTATION AID	65,862.00	65,862.00	.00	65,862.00	.00	100.00
31450	STUDEN GROWTH FUNDING	.00	.00	.00	.00	.00	.00
31460	DECLINING ENROLLMENT	2,161,871.00	.00	.00	.00	2,161,871.00	.00
32110	ADULT BASED EDUCATION	303,185.80	.00	.00	3,252.10	299,933.70	1.07
32120	ADULT GENERAL EDUCATION	346,165.58	1,727.26	.00	5,181.78	340,983.80	1.50
32140	ADULT ED SPECIAL PROJECTS	.00	.00	.00	.00	.00	.00
32219	EDUCATOR COMPENSATION	2,651,040.44	.00	.00	.00	2,651,040.44	.00
32225	TECHNOLOGY GRANT	.00	.00	.00	.00	.00	.00
32227	COLLEGE & CAREER CCRPP	.00	.00	.00	.00	.00	.00
32229	NAT'L BOARD PROF TEACHING	.00	.00	.00	.00	.00	.00
32232	AR SCHOOL RECOG PROGRAM	.00	.00	.00	.00	.00	.00
32239	IMPACT FUNDING TECHNOLOGY	.00	.00	.00	.00	.00	.00
32250	PROFESSIONAL QUALITY ENHA	.00	.00	.00	.00	.00	.00
32256	PROFESSIONAL DEV ACT 59	588,571.00	588,571.00	.00	588,571.00	.00	100.00
32310	CWD-SUPERVISION FOSTER	96,000.00	.00	.00	.00	96,000.00	.00
32314	SPECIAL ED EXTENDED YEAR	.00	.00	.00	.00	.00	.00
32330	CWOD-RESIDENTIAL TREATMEN	1,875,000.00	.00	.00	.00	1,875,000.00	.00
32340	CWD-RESIDENTIAL TREATMENT	1,250,000.00	.00	.00	.00	1,250,000.00	.00
32350	EARLY CHILDHOOD SPCL ED	763,618.84	21,605.74	.00	21,605.74	742,013.10	2.83
32351	YOUTH CENTER	.00	.00	.00	.00	.00	.00
32355	SPECIAL ED CATASTROPHIC	375,000.00	.00	.00	.00	375,000.00	.00
32360	GIFTED & TALENTED - AEGIS	.00	.00	.00	.00	.00	.00

SELECTION CRITERIA: ALL  
 ACCOUNTING PERIOD: 3/20

ACCOUNT	TITLE	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/BUD
32361	G&T ADVANCE PLACEMENT	65,000.00	.00	.00	.00	65,000.00	.00
32370	ALTERNATIVE LEARNING ENVR	833,755.00	.00	.00	.00	833,755.00	.00
32371	LIMITED ENGLISH PROFICIEN	1,035,500.00	.00	.00	.00	1,035,500.00	.00
32372	RESIDENTIAL CENTERS/JUVE	331,152.00	.00	.00	.00	331,152.00	.00
32381	NATL SCHOOL LUNCH ACT FUN	16,277,888.00	1,479,808.00	.00	2,959,616.00	13,318,272.00	18.18
32382	NSL MATCH GRANT	1,000,000.00	.00	.00	.00	1,000,000.00	.00
32415	SECONDARY WORKFORCE CTR	1,282,011.00	63,704.00	.00	256,798.63	1,025,212.37	20.03
32480	WORKFORCE NEW PROGRAM STA	.00	.00	.00	.00	.00	.00
32520	STATE MATCHING	75,249.77	.00	.00	.00	75,249.77	.00
32612	ED COOP TECHNOLOGY CENTER	.00	.00	.00	.00	.00	.00
32710	ARKANSAS BETTER CHANCE	1,100,000.00	122,804.40	.00	368,413.20	731,586.80	33.49
32809	MAGNET REVENUE - PCSSD	.00	.00	.00	.00	.00	.00
32810	MAGNET REVENUE - NLRSD	.00	.00	.00	.00	.00	.00
32901	MITS-ADE WELLNESS CTRS	.00	.00	.00	.00	.00	.00
32902	CSH & WCI ACT 180 OF 2009	150,000.00	.00	.00	.00	150,000.00	.00
32904	DESEG SETTLEMENT	.00	.00	.00	.00	.00	.00
32940	BLOOMBOARD TRAININGS	.00	.00	.00	.00	.00	.00
32941	COMP SCIENCE INITIATIVE	.00	.00	.00	.00	.00	.00
43160	ROTC	104,500.00	16,063.92	.00	18,926.36	85,573.64	18.11
43181	21ST CENTURY COMM LEARNIN	1,309,604.59	49,478.10	.00	.00	1,309,604.59	.00
43950	RESOUCE CONSERVATION & DE	969,695.49	.00	.00	.00	969,695.49	.00
43973	SCH-BASED HLTH CTR PGM	97,200.00	.00	.00	.00	97,200.00	.00
45110	ESEA TITLE I REGULAR	11,018,635.51	2,534,725.79	.00	1,112,844.83	9,905,790.68	10.10
45113	ESEA TITLE I IMPROVEMENT	1,678,751.68	314,818.87	.00	170,762.01	1,507,989.67	10.17
45114	TITLE 1 SCH IMPROV 1003A	.00	.00	.00	.00	.00	.00
45116	TITLE 1 SCH IMPROV PLAN	665,228.78	733,802.03	.00	377,414.89	287,813.89	56.73
45117	ESEA EVEN START FMLY LIT	2,767,022.99	.00	.00	.00	2,767,022.99	.00
45120	ESEA TITLE I, PART D, N&D	10,560.46	.00	.00	.00	10,560.46	.00
45140	S.B.MCKINNEY HMLSS ASSIST	74,670.04	38,515.69	.00	13,403.45	61,266.59	17.95
45167	PRESCHOOL DEV - HQPP	.00	.00	.00	.00	.00	.00
45172	ARK DHS ECEG	1,333,000.00	6,284.83	.00	61,242.26	1,271,757.74	4.59
45173	ARK DHS CC EC EDUCATION	.00	.00	.00	.00	.00	.00
45176	TANF FUNDS	4,901,405.03	490,000.00	.00	1,462,220.81	3,439,184.22	29.83
45310	BASIC GRANT-FORMULA GRANT	462,755.00	32,662.91	.00	11,022.01	451,732.99	2.38
45318	SUPP GRANT IMPROVEMENT	.00	.00	.00	.00	.00	.00
45410	DIRECT & EQUITABLE	157,800.39	.00	.00	1,887.02	155,913.37	1.20
45430	CORRECTIONAL ADULT ED	20,000.00	1,576.54	.00	1,576.54	18,423.46	7.88
45510	LUNCH REIMBURS THRGH ADE	7,000,000.00	41,595.61	.00	172,557.85	6,827,442.15	2.47
45511	DHS LUNCH REIMBURSEMENT	.00	.00	.00	.00	.00	.00
45512	PERFORMANCE BASED REIMBUR	135,000.00	848.89	.00	3,208.57	131,791.43	2.38
45520	BRKFST RMBRSE THRGH ADE	4,000,000.00	21,062.80	.00	81,040.58	3,918,959.42	2.03
45540	SNACK REIMBURSE ADE	70,000.00	.00	.00	.00	70,000.00	.00
45541	SNACK REIMBURSE DHS	.00	.00	.00	.00	.00	.00
45542	FRESH FRUITS & VEG GRANT	171,050.00	.00	.00	13,314.06	157,735.94	7.78
45543	SUMMER F/S PROG COMM	.00	.00	.00	.00	.00	.00
45561	REGULAR COMMODITIES(DHS)	605,680.00	.00	.00	.00	605,680.00	.00
45562	FFV FRESH FRUIT & VEG COM	139,102.00	.00	.00	.00	139,102.00	.00
45587	NSLP EQUIPMENT	.00	.00	.00	.00	.00	.00
45612	IDEA VIB AREA SERVICES	.00	.00	.00	.00	.00	.00
45613	IDEA TITLE VI-B PASS THR	5,777,014.82	984,805.02	.00	682,447.28	5,094,567.54	11.81
45616	TITLE VI-B BSS GRANT	.00	.00	.00	.00	.00	.00
45630	IDEA EARLY CHILDHOOD 619	253,105.84	52,851.46	.00	52,851.46	200,254.38	20.88
45650	MEDICAID	422,100.00	9,236.03	.00	10,731.08	411,368.92	2.54
45674	RTI FACILITATOR	70,694.00	.00	.00	.00	70,694.00	.00

SELECTION CRITERIA: ALL  
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ACCOUNT	TITLE	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/BUD
45913	MEDICAID ADM CLAIM(ARMAC)	1,068,000.00	236,042.72	.00	.00	1,068,000.00	.00
45917	MEDICAID - VISION/HEARING	.00	.00	.00	.00	.00	.00
45925	IMPROV TCH QUAL TITLE II	1,878,631.17	375,293.35	.00	171,724.49	1,706,906.68	9.14
45935	ENGLISH LANG AC TITLE III	416,996.77	110,271.23	.00	.00	416,996.77	.00
45939	HURRICANE EDUC RECOV	20,001.24	.00	.00	.00	20,001.24	.00
45975	RSVR - OWL PROGRAM	5,000.00	1,250.00	.00	1,250.00	3,750.00	25.00
45986	TITLE IV ST SUPPORT ACADE	1,152,882.04	140,585.84	.00	76,055.47	1,076,826.57	6.60
45990	OTHER RESTRI FED GRANTS	.00	.00	.00	.00	.00	.00
45992	PERFORMANCE BASIS DATA	20,706.00	.00	.00	.00	20,706.00	.00
51100	BONDED INDEBTEDNESS	.00	.00	.00	.00	.00	.00
51500	INSTALLMNT/LEASE PURCHASE	1,362,565.00	1,362,565.00	.00	1,362,565.00	.00	100.00
51800	REFUNDING SAVINGS	.00	.00	.00	.00	.00	.00
51999	AUDIT ADJUSTMENT	.00	.00	.00	.00	.00	.00
52200	TRANSFER FROM OPERATING	133,992,425.91	12,117.61	.00	12,117.61	133,980,308.30	.01
52201	TRANSFER FROM 2001	148,195,349.30	.00	.00	.00	148,195,349.30	.00
52202	TRSF FROM 2001 TO 2000	58,438,212.54	.00	.00	.00	58,438,212.54	.00
52203	TRSF TO 1000 FROM 2001	2,651,040.44	.00	.00	.00	2,651,040.44	.00
52300	TRANS FROM BUILDING FUND	10,219,234.45	.00	.00	.00	10,219,234.45	.00
52400	TRANSFER DEBT SERV FUND	.00	.00	.00	.00	.00	.00
52500	TRANSFER CAPITAL OUTLAY	4,658,500.00	.00	.00	.00	4,658,500.00	.00
52600	TRANS FROM FEDERAL GRANTS	.00	.00	.00	.00	.00	.00
52700	TRANS FROM STUDENT ACTVTY	.00	.00	.00	.00	.00	.00
52900	INDIRECT COST REIMBURSE	511,939.36	.00	.00	.00	511,939.36	.00
53200	SALE OF BUILD & GROUNDS	.00	.00	.00	.00	.00	.00
53400	COMP FOR LOSS FIXED ASSET	.00	.00	.00	.00	.00	.00
TOTAL REPORT		683,298,230.33	18,330,019.56	.00	37,830,427.46	645,467,802.87	5.54

SELECTION CRITERIA: ALL  
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ACCOUNT	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
61110	CERTIFIED	124,142,909.27	10,344,589.21	97,704,513.68	118,661,652.65	5,481,256.62	95.58
61117	STIPENDS - CERT	2,703,201.68	138,215.78	442,020.38	1,208,373.87	1,494,827.81	44.70
61120	CLASSIFIED	43,051,850.00	3,558,616.91	31,466,767.72	39,915,554.64	3,136,295.36	92.72
61127	STIPENDS - NON CERT	1,040,873.77	76,531.06	304,899.49	673,405.22	367,468.55	64.70
61220	TEMP-CLASSIFIED	1,149.50	.00	.00	1,149.50	.00	100.00
61320	CLASSIFIED OVERTIME	635,400.00	92,721.51	.00	134,290.56	501,109.44	21.13
61510	CERTIFIED - BONUS	.00	.00	.00	.00	.00	.00
61520	CLASSIFIED - BONUS	.00	.00	.00	.00	.00	.00
61610	WORKSHOPS CERTIFIED	834,339.44	334,708.31	.00	442,677.30	391,662.14	53.06
61620	WORKSHOPS CLASSIFIED	72,258.13	6,524.21	.00	7,876.25	64,381.88	10.90
61710	CERTIFIED SUBS-SHORT TERM	171,350.00	10,810.54	.00	13,268.11	158,081.89	7.74
61720	NON-CERT SUBS-SHORT TERM	31,515.00	2,853.82	.00	13,989.82	17,525.18	44.39
61829	CLASS UNUSED SL SEPARATIN	.00	.00	.00	.00	.00	.00
61830	CRT UNUSED VAC LEAVE	.00	.00	.00	.00	.00	.00
61839	CERT UNUSED VAC SEPARATIN	1,000.00	864.48	.00	864.48	135.52	86.45
61840	CLASSIFIED UNUSED VAC LEA	.00	.00	.00	.00	.00	.00
61849	CLASS UNUSED VAC SEPARATI	12,500.00	.00	.00	12,423.60	76.40	99.39
62100	HEADER GROUP INSURANCE	.00	.00	.00	.00	.00	.00
62110	GROUP INSURANCE	.00	.00	.00	.00	.00	.00
62112	LIFE INSURANCE CERTIFIED	2,350.12	2,679.30	2,305.93	7,512.43	-5,162.31	319.66
62114	DENTAL CERTIFIED	375,409.39	31,831.99	27,810.94	89,659.73	285,749.66	23.88
62120	GROUP INS - CLASSIFIED	.00	.00	.00	.00	.00	.00
62122	LIFE INSURANCE CLASSIFIED	20,951.93	1,768.65	15,654.60	19,522.75	1,429.18	93.18
62124	DENTAL CLASSIFIED	245,981.67	20,821.79	183,348.99	228,903.18	17,078.49	93.06
62200	SOCIAL SECURITY	.00	.00	.00	.00	.00	.00
62210	SOCIAL SECURITY - CERT	8,096,440.41	640,504.79	.00	1,313,277.79	6,783,162.62	16.22
62220	SOCIAL SECURITY - CLASSIF	2,732,455.98	218,741.01	.00	528,217.79	2,204,238.19	19.33
62260	CERT MEDICARE	1,886,094.83	150,062.76	.00	307,619.11	1,578,475.72	16.31
62270	CLS MEDICARE	638,131.17	51,157.51	.00	123,535.85	514,595.32	19.36
62310	TEACHER RETIRE - CERT	17,835,029.56	1,528,199.03	2,650,480.33	5,778,191.53	12,056,838.03	32.40
62311	SURCHARGE INSTRUCTIONAL	29,000.00	2,040.56	.00	2,726.78	26,273.22	9.40
62320	TEACHER RETIRE - CLASSIF	6,248,927.62	525,421.62	5,728,613.70	6,990,626.57	-741,698.95	111.87
62321	SURCHARGE NON-INSTRUCION	72,000.00	2,827.02	.00	7,967.12	64,032.88	11.07
62510	UNEMPLOYMENT-CERTIFIED	68,000.00	.00	.00	.00	68,000.00	.00
62520	UNEMPLOYMENT-CLASSIFIED	23,000.00	.00	.00	.00	23,000.00	.00
62610	WORKERS COMP CERT	420,225.48	35,181.74	96,229.86	168,401.14	251,824.34	40.07
62620	WORKERS COMP CLASS	253,380.95	20,837.11	102,904.99	154,041.43	99,339.52	60.79
62710	HEALTH - CERTIFIED	5,997,971.39	511,051.78	437,861.08	1,427,037.32	4,570,934.07	23.79
62711	FICA HEALTH SAVINGS CERT	16,031.27	26,968.03	19,865.97	70,845.58	-54,814.31	441.92
62720	HEALTH - CLASSIFIED	3,405,119.72	286,188.28	2,558,801.41	3,196,512.49	208,607.23	93.87
62721	FICA HEALTH SAVINGS CLASS	149,918.55	12,266.36	113,111.15	139,379.64	10,538.91	92.97
62820	PUBLIC RETIREMENT - CLASS	11,819.36	1,194.67	8,661.95	11,657.53	161.83	98.63
63120	MANAGEMENT SRV-CONSULTING	105,500.00	.00	.00	.00	105,500.00	.00
63130	BOARD OF EDUCATION SERVIC	.00	.00	.00	.00	.00	.00
63210	INSTRUCTION SERVICES	1,398,604.36	169,340.00	619,282.50	838,622.50	559,981.86	59.96
63220	SUB TEACHERS PURCH SVCS	3,522,000.00	255,174.50	.00	276,098.26	3,245,901.74	7.84
63221	SUBSTITUTE CLS EMPLOY	16,000.00	2,616.00	.00	15,568.08	431.92	97.30
63230	CONSULTING-EDUCATIONAL	1,001,587.76	134,184.76	513,527.19	723,686.95	277,900.81	72.25
63240	STUDENT ASSESSMENT.	.00	.00	.00	.00	.00	.00
63310	PROF EMP TRAIN/DEV CERT	1,247,878.55	38,457.85	147,667.07	325,404.34	922,474.21	26.08
63320	PROF EMP TRAIN/DEV NONCRT	68,070.00	2,015.00	2,600.00	5,944.00	62,126.00	8.73
63410	PUPIL SERVICES	13,050.00	.00	.00	.00	13,050.00	.00
63420	ENGINEERING / FACILITIES	233,960.88	36,508.04	15,785.68	134,368.21	99,592.67	57.43
63441	LEGAL-DEFENSE OF DISTRICT	500,000.00	1,008.00	475,248.58	494,032.47	5,967.53	98.81

SELECTION CRITERIA: ALL  
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ACCOUNT	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
63442	LEGAL-PLAINTIFF SUIING STA	.00	.00	.00	.00	.00	.00
63443	LEGAL-PLAINTIFF NOT STATE	.00	.00	.00	.00	.00	.00
63444	LEGAL-CONTRACT PREP/REVIE	25,000.00	.00	.00	8,970.00	16,030.00	35.88
63445	LEGAL-RESEARCH/OPINIONS	75,000.00	17,917.00	.00	17,917.00	57,083.00	23.89
63450	MEDICAL	53,417.00	4,411.66	38,995.01	47,573.33	5,843.67	89.06
63470	PS PROF ARCHITECT	768,729.85	24,957.25	152,922.18	186,687.15	582,042.70	24.29
63480	SECURITY	773,500.00	3,511.00	687,380.28	695,970.03	77,529.97	89.98
63490	OTHER PROFESSIONAL SERVIC	2,382,327.57	126,252.66	1,280,027.27	1,478,173.27	904,154.30	62.05
63530	SOFTWARE MAINT & SUPPORT	765,889.16	454,832.67	39,110.90	604,494.53	161,394.63	78.93
63560	INFORMAION TECHNOLOGY	.00	.00	.00	.00	.00	.00
63590	PS TECH OTHER	.00	.00	.00	.00	.00	.00
63900	OTHER PROF. & TECH SRVCS	197,030.00	16,575.75	64,923.24	98,048.90	98,981.10	49.76
64110	WATER/SEWER	731,685.00	90,514.19	1,000.00	204,620.46	527,064.54	27.97
64210	DISPOSAL/SANITATION	316,000.00	6,168.93	244,706.26	318,910.50	-2,910.50	100.92
64220	SUB EMPL PURCH SERV NCERT	.00	.00	.00	-2,672.00	2,672.00	.00
64230	CUSTODIAL	1,000,000.00	116,547.54	.00	352,314.62	647,685.38	35.23
64240	LAWN CARE	295,607.35	72,696.88	49,701.70	232,375.27	63,232.08	78.61
64310	REPAIRS & MAINTENANCE	3,890,159.82	628,991.83	1,712,215.47	2,762,748.75	1,127,411.07	71.02
64320	TECH RELATED REPAIRS/MAIN	83,000.00	1,684.82	58,290.08	65,156.58	17,843.42	78.50
64410	RENTAL OF LAND & BUILDING	20,573.58	.00	.00	.00	20,573.58	.00
64420	RENTAL EQUIPMNT & VEHICLES	200,800.00	17,280.05	130,432.93	152,666.07	48,133.93	76.03
64430	RENTAL COMPUTER /RELATED	821,500.00	106,552.47	605,617.09	776,178.92	45,321.08	94.48
64500	CONSTRUCTION SERVICES	38,904,985.87	4,376,581.05	1,318,729.99	14,404,675.32	24,500,310.55	37.03
64900	OTHER PURCHASED PROP SERV	32,963.73	2,201.61	.00	3,151.61	29,812.12	9.56
65190	STDNT TRANS PRCH OTHER	10,879,680.15	814,532.73	9,324,125.32	10,168,739.57	710,940.58	93.47
65210	PROPERTY INSURANCE	695,000.00	.00	28,900.00	692,600.00	2,400.00	99.65
65220	LIABILITY INSURANCE	1,000.00	442.00	.00	442.00	558.00	44.20
65250	ACCIDENT INS FOR STUDENTS	29,365.00	.00	.00	28,165.00	1,200.00	95.91
65290	OTHER INSURANCE	510,000.00	8,970.36	.00	69,434.71	440,565.29	13.61
65310	TELEPHONE	687,228.64	21,288.65	641,008.10	684,177.55	3,051.09	99.56
65320	POSTAGE	100,957.23	47.33	25,753.04	27,003.60	73,953.63	26.75
65330	NETWORKING/INTERNET SERV	1,970,000.00	90,571.22	1,249,318.55	1,522,941.22	447,058.78	77.31
65331	BROADBAND (MTHLY COSTS)	.00	.00	.00	-2,249.00	2,249.00	.00
65400	ADVERTISING	152,250.00	14,250.00	76,788.15	91,135.35	61,114.65	59.86
65500	PRINTING & BINDING INT	110,598.63	.00	.00	.00	110,598.63	.00
65505	PRINTING & BINDING EXT	89,500.00	14,617.35	22,000.00	36,627.12	52,872.88	40.92
65515	COPIER LEASE	.00	.00	.00	.00	.00	.00
65610	TO LEA'S WITHIN STATE	.00	.00	.00	.00	.00	.00
65650	TUITION- POSTSECONDARY	1,215.00	.00	.00	1,215.00	.00	100.00
65690	TUITION - OTHER	3,679,000.00	93,333.33	360,666.67	454,000.00	3,225,000.00	12.34
65710	USDA FOOD	.00	.00	.00	.00	.00	.00
65720	DIRECT FOOD PURCHASES	.00	.00	.00	.00	.00	.00
65810	TRAVEL - CERTIFIED	933,363.46	55,717.10	8,013.29	258,328.14	675,035.32	27.68
65820	TRAVEL - NON CERTIFIED	177,475.48	6,314.56	.00	19,759.50	157,715.98	11.13
65870	TRAVEL - NON EMPLOYEE	10,479.40	246.40	.00	1,472.92	9,006.48	14.06
65890	PS TRAVEL LODGING	600.00	.00	.00	.00	600.00	.00
65910	SRVS PURCH LEA IN STATE	68,000.00	.00	.00	.00	68,000.00	.00
65920	SRV PURCH LEA OUT STATE	1,000.00	1,250.00	.00	1,250.00	-250.00	125.00
66100	GENERAL SUPPL & MATERIALS	12,051,366.72	1,151,001.36	806,951.06	2,509,215.52	9,542,151.20	20.82
66107	ASSETS-UNDER \$1000 NO TAG	215,950.00	-2,950.00	.00	130,933.61	85,016.39	60.63
66110	SUPPLIES-SPEC TRACKING	54,000.00	43,485.11	19,936.20	63,853.40	-9,853.40	118.25
66120	LOCAL SUPPLIES SPEC TRACK	65,339.49	16,037.10	339.49	29,727.33	35,612.16	45.50
66140	TEST MATERIALS	25,220.00	6,439.82	7,322.41	6,439.82	18,780.18	25.53
66150	SUPPLIES-SUPPLY CENTER	739,123.60	112,889.09	2,350.00	253,315.72	485,807.88	34.27

SELECTION CRITERIA: ALL  
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ACCOUNT	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
66170	SUPPLIES - FOOD(NON C/N)	581,421.45	6,198.35	4,015.30	26,729.32	554,692.13	4.60
66210	NATURAL GAS	925,970.00	13,191.36	.00	80,202.71	845,767.29	8.66
66220	ELECTRICITY	3,771,911.00	311,244.23	.00	1,393,634.71	2,378,276.29	36.95
66260	GASOLINE/DIESEL	1,621,874.84	124,715.84	1,534,184.97	1,776,512.64	-154,637.80	109.53
66300	FOOD	5,967,242.08	122,759.99	1,648,607.61	1,796,700.64	4,170,541.44	30.11
66410	TEXTBOOKS	4,026,066.50	119,619.95	3,214,830.14	4,027,389.61	-1,323.11	100.03
66412	DIRECT SUPPLY PURCHASES	.00	.00	.00	.00	.00	.00
66420	LIBRARY BOOKS	193,835.75	3,744.09	39,042.83	43,110.91	150,724.84	22.24
66421	E LIBRARY - DIGITAL	2,000.00	.00	.00	.00	2,000.00	.00
66430	PERIODICALS	18,425.00	.00	1,082.44	823.44	17,601.56	4.47
66440	AUDIOVISUAL MATERIALS	2,550.00	.00	.00	.00	2,550.00	.00
66510	SOFTWARE	2,029,454.83	311,506.57	462,887.08	1,323,802.08	705,652.75	65.23
66511	TECHNOLOGY APPS	.00	.00	.00	.00	.00	.00
66527	ASSETS UNDER \$1000 - TAG	2,498,322.56	1,375,520.19	159,775.47	1,941,042.73	557,279.83	77.69
66600	BUILDING MATERIALS	57,000.00	.00	.00	.00	57,000.00	.00
66900	OTHER SUPPLIES & MATERIAL	340,318.66	33,501.49	106,612.64	194,145.74	146,172.92	57.05
67200	BUILDINGS	.00	.00	.00	.00	.00	.00
67310	MACHINERY	.00	.00	.00	.00	.00	.00
67320	VEHICLES	102,000.00	.00	.00	.00	102,000.00	.00
67330	FURNITURE & EQUIPMENT	455,674.48	45,066.83	71,179.93	130,973.74	324,700.74	28.74
67340	TECH RELATED HARDWARE	612,512.71	121,718.31	95,531.11	288,018.78	324,493.93	47.02
68100	DUES AND FEES	680,916.00	34,882.06	49,953.10	183,469.02	497,446.98	26.94
68110	DUES & FEES - NCA	.00	.00	.00	.00	.00	.00
68300	INTEREST	7,175,254.63	.00	.00	3,132,488.27	4,042,766.36	43.66
68400	INDIRECT COSTS	511,939.36	.00	.00	.00	511,939.36	.00
68410	ADMIN INDIRECT COST	.00	.00	.00	.00	.00	.00
68610	PENALTY OR INTEREST	.00	.00	.00	.00	.00	.00
68820	IMPROVEMENT TAX	1,000.00	.00	.00	.00	1,000.00	.00
68900	MISCELLANEOUS EXPENDITURS	407,033.69	42,101.35	40,100.00	379,061.15	27,972.54	93.13
69100	REDEMPTION OF PRINCIPAL	14,628,664.38	340,641.25	65,204.65	571,391.24	14,057,273.14	3.91
69300	HEADER FUND TRANSFERS	.00	.00	.00	.00	.00	.00
69310	TO SALARY FUND	110,683,173.66	.00	.00	.00	110,683,173.66	.00
69313	TRSF TO 1000	2,651,040.44	.00	.00	.00	2,651,040.44	.00
69320	TO OPERATING FUND	3,231,012.25	12,117.61	.00	12,117.61	3,218,894.64	.38
69321	TRSF TO 2000	148,195,349.30	.00	.00	.00	148,195,349.30	.00
69322	TRSF TO 2000 (ADDL TRSF 2	58,438,212.54	.00	.00	.00	58,438,212.54	.00
69330	TRANSFER TO BUILD FUND	10,219,234.45	.00	.00	.00	10,219,234.45	.00
69340	TRANSFER TO DEBT SRV FUND	20,078,240.00	.00	.00	.00	20,078,240.00	.00
69350	TO CAPITAL OUTLAY FUND	4,658,500.00	.00	.00	.00	4,658,500.00	.00
69360	TO FEDERAL GRANTS FUND	.00	.00	.00	.00	.00	.00
69370	TO STUDENT ACTIVITY FUND	.00	.00	.00	.00	.00	.00
69400	PROGRAM FUNDING RETURN	.00	.00	.00	.00	.00	.00
69620	STUDENT MEALS PROVISION 2	745,000.00	.00	.00	.00	745,000.00	.00
69630	REDUCED COPAY STDNT MEALS	135,000.00	.00	.00	.00	135,000.00	.00
TOTAL REPORT		719,565,270.03	30,810,174.32	170,088,495.14	241,222,989.30	478,342,280.73	33.52

LITTLE ROCK SCHOOL DISTRICT  
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
 FOR PERIODS 1 THROUGH 3 OF 20

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
TOTAL NO	FUND GROUP TITLE	.00	.00	.00	.00	.00	.00
1000	TEACHER SALARY MATRI	.00	.00	.00	.00	17,652,915.85	-17,652,915.85
1001	TEACHER SALARY OTHER	.00	.00	.00	.00	.00	.00
1058	VERIZON / DIGITAL PR	.00	.00	.00	.00	7,565.24	-7,565.24
1063	BOYS ATHLETICS	.00	.00	.00	.00	.00	.00
1099	PRIVATE GRANTS - OTH	.00	.00	.00	.00	.00	.00
1201	ADULT BASIC EDUCATIO	.00	.00	.00	.00	28,767.34	-28,767.34
1202	ADULT GENERAL EDUCAT	.00	.00	.00	.00	29,028.15	-29,028.15
1205	OTHER ADULT ED	.00	.00	.00	.00	.00	.00
1218	DECLINING ENROLLMENT	.00	.00	.00	.00	87,859.51	-87,859.51
1223	PROFESSIONAL DEV ACT	.00	.00	.00	.00	65,405.31	-65,405.31
1225	EAST GRANT	.00	.00	.00	.00	.00	.00
1227	COLLEGE & CAREER -CC	.00	.00	.00	.00	.00	.00
1229	NATIONAL BOARD	.00	.00	.00	.00	.00	.00
1232	AR SCHOOL RECOG PROG	.00	.00	.00	.00	.00	.00
1239	RISE ACADEMIES	.00	.00	.00	.00	9,087.50	-9,087.50
1240	CWD-LEA SPED SUPERVI	.00	.00	.00	.00	.00	.00
1244	SPECIAL ED EXTENDED	.00	.00	.00	.00	.00	.00
1246	PROF QUALITY ENHANCE	.00	.00	.00	.00	.00	.00
1260	EARLY CHILDHOOD SPEC	.00	.00	.00	.00	96,301.16	-96,301.16
1275	ALTERNATIVE LEARNING	.00	.00	.00	.00	257,145.59	-257,145.59
1276	ENGLISH LANGUAGE LEA	.00	.00	.00	.00	81,389.89	-81,389.89
1277	RESIDENTIAL/JUVENILE	.00	.00	.00	.00	36,837.52	-36,837.52
1281	NLSLF - ACT 59	.00	.00	.00	.00	924,719.67	-924,719.67
1282	NSL MATCH GRANT	.00	.00	.00	.00	47,557.90	-47,557.90
1293	SECONDARY CAREER CEN	.00	.00	.00	.00	122,721.47	-122,721.47
1365	ARKANSAS BETTER CHAN	.00	.00	.00	.00	62,229.88	-62,229.88
1387	M-TO-M REVENUE	.00	.00	.00	.00	.00	.00
1941	COMP SCIENCE INITIAT	.00	.00	.00	.00	.00	.00
TOTAL	TEACHER SALARY MATRIX	.00	.00	.00	.00	19,509,531.98	-19,509,531.98
2000	GENERAL FUND	.00	.00	.00	.00	20,394,715.88	-20,394,715.88
2001	OTHER GENERAL	21,270,582.92	26,092,906.84	.00	86,901.19	13,926.31	47,262,662.26
2058	VERIZON / DIGITAL PR	122,300.69	.00	.00	.00	2,025.56	120,275.13
2063	BOYS ATHLETICS	.00	.00	.00	.00	198,846.07	-198,846.07
2066	GIRLS ATHLETICS	.00	.00	.00	.00	35,980.43	-35,980.43
2087	RISK MANAGEMENT LOSS	500,310.30	1,271.37	.00	.00	67,216.22	434,365.45
2098	PRIVATE GRANTS - LY	37,669.71	.00	.00	.00	3,311.92	34,357.79
2099	PRIVATE GRANTS - OTH	.00	1,000.00	.00	.00	12,820.59	-11,820.59
2201	ADULT BASIC EDUCATIO	12,117.61	3,252.10	.00	12,117.61	22,717.20	-19,465.10
2202	ADULT GENERAL EDUCAT	3,351.73	5,181.78	12,117.61	.00	41,806.15	-21,155.03
2205	OTHER ADULT ED	.00	.00	.00	.00	.00	.00
2217	STUDENT GROWTH FUNDI	.00	.00	.00	.00	.00	.00
2218	DECLINING ENROLLMENT	34,288.33	.00	.00	.00	17,018.13	17,270.20
2222	ENHANCED TRANS FUNDI	.00	65,862.00	.00	.00	.00	65,862.00
2223	PROFESSIONAL DEV ACT	51,460.70	588,571.00	.00	.00	98,320.23	541,711.47
2225	EAST GRANT	.00	.00	.00	.00	.00	.00
2227	COLLEGE & CAREER -CC	.00	.00	.00	.00	.00	.00

LITTLE ROCK SCHOOL DISTRICT  
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
 FOR PERIODS 1 THROUGH 3 OF 20

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
2229	NAT'L BOARD PROF TEA	.00	.00	.00	.00	.00	.00
2232	AR SCHOOL RECOG PROG	85,082.91	.00	.00	.00	5,685.55	79,397.36
2239	RISE ACADEMIES	20,183.24	.00	.00	.00	2,312.53	17,870.71
2240	CWD-LEA SPED SUPERVI	.00	.00	.00	.00	.00	.00
2244	SPECIAL ED EXTENDED	.00	.00	.00	.00	.00	.00
2246	PROF QUALITY ENHANCE	.00	.00	.00	.00	.00	.00
2250	CWOD-RESID TREATMENT	.00	.00	.00	.00	.00	.00
2255	CWD-RESID TREATMENT	.00	.00	.00	.00	.00	.00
2260	EARLY CHILDHOOD SPEC	.00	21,605.74	.00	.00	25,994.43	-4,388.69
2261	YOUTH SHELTER	.00	.00	.00	.00	.00	.00
2265	SP/ED CATASTROPHIC L	.00	.00	.00	.00	-1.00	1.00
2270	G/T-AEGIS PGM GOV SC	3,000.00	.00	.00	.00	.00	3,000.00
2271	G&T ADVANCE PLACEMEN	1,554.82	.00	.00	.00	.00	1,554.82
2275	ALTERNATIVE LEARNING	.00	.00	.00	.00	225,910.15	-225,910.15
2276	ENGLISH LANGUAGE LEA	213,841.07	.00	.00	.00	100,960.90	112,880.17
2277	RESIDENTIAL/JUVENILE	364,269.12	.00	.00	.00	35,942.37	328,326.75
2281	NSLSF - ACT 59	181,930.66	2,959,616.00	.00	.00	1,546,699.90	1,594,846.76
2282	NSL MATCH GRANT	466,050.82	.00	.00	.00	13,382.53	452,668.29
2293	SECONDARY CAREER CEN	605,686.70	256,798.63	.00	.00	18,760.92	843,724.41
2300	COOR COMP WKFRC ED S	.00	.00	.00	.00	.00	.00
2340	WKFRC NEW PRGRM STAR	.00	.00	.00	.00	.00	.00
2362	ED COOP TECHNOLOGY C	.00	.00	.00	.00	.00	.00
2365	ARKANSAS BETTER CHAN	404,679.09	368,413.20	.00	.00	192,379.77	580,712.52
2386	PUL CTY MAGNET SCHL	.00	.00	.00	.00	.00	.00
2387	DESEG SETTLEMENT	.00	.00	.00	.00	.00	.00
2901	MEDICAID IN THE SCHO	.00	.00	.00	.00	.00	.00
2902	SCHOOL BASED HEALTH	61,901.42	.00	.00	.00	546.20	61,355.22
2940	BLOOMBOARD TRAININGS	.00	.00	.00	.00	.00	.00
2941	COMP SCIENCE INITIAT	4,093.15	.00	.00	.00	.00	4,093.15
2952	EQUIT ACCESS/AR LEAD	.00	.00	.00	.00	.00	.00
TOTAL	GENERAL FUND	24,444,354.99	30,364,478.66	12,117.61	99,018.80	23,077,278.94	31,644,653.52
3000	BOND GENERAL	.00	20,406.29	.00	.00	1,953.34	18,452.95
3159	SWLR HIGH SCHOOL	24,042,776.32	.00	.00	.00	10,375,060.15	13,667,716.17
3160	RESTROOM RENOVATIONS	2,423,147.69	.00	.00	.00	252,086.33	2,171,061.36
3161	ROOF REPLACEMENTS	3,584,576.21	.00	.00	.00	89,269.14	3,495,307.07
3162	FIRE ALARM-ADDRESS R	560,000.00	.00	.00	.00	.00	560,000.00
3163	ATH. FIELD / TRK UPG	.00	.00	.00	.00	.00	.00
3164	HVAC REPLACEMENTS	.00	.00	.00	.00	2,530.54	-2,530.54
3165	HVAC - ADDITIONS NEW	.00	.00	.00	.00	1,655,343.92	-1,655,343.92
3166	FRESH AIR UNITS REPL	1,110,570.00	.00	.00	.00	87,817.28	1,022,752.72
3167	WINDOWS REPLACEMENTS	3,152,033.01	.00	.00	.00	.00	3,152,033.01
3168	MODERNIZATION	2,227,143.15	.00	.00	.00	931,159.26	1,295,983.89
3169	ELVATOR REPLACE/UPG	986,976.41	.00	.00	.00	.00	986,976.41
3170	SECURITY CAMERA & AL	991,734.53	.00	.00	.00	41,845.00	949,889.53
3171	PARKING LOT REPAIRS	1,053,443.36	.00	.00	.00	407,939.15	645,504.21
3172	MAGNET SCHOOL ENHANC	104,161.26	.00	.00	.00	6,397.37	97,763.89
3300	BOND REFUDING SAVING	.00	.00	.00	.00	.00	.00
3387	DESEG SETTLEMENT	.00	.00	.00	.00	.00	.00
TOTAL	BOND GENERAL	40,236,561.94	20,406.29	.00	.00	13,851,401.48	26,405,566.75



LITTLE ROCK SCHOOL DISTRICT  
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 FOR PERIODS 1 THROUGH 3 OF 20

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
4000	DEBT SERVICES GENERA	.00	.00	.00	.00	3,131,071.88	-3,131,071.88
TOTAL	DEBT SERVICES GENERAL	.00	.00	.00	.00	3,131,071.88	-3,131,071.88
5000	DEDICATED M&O GENERA	.00	558,696.80	.00	.00	.00	558,696.80
5101	TECHNOLOGY UPGRADES	1,997,661.97	.00	1,362,565.00	419,285.40	3,413,227.89	-472,286.32
5131	FLOOR REPAIRS	.00	.00	.00	.00	100,383.53	-100,383.53
5132	GROUPS/LANDSCAPING	.00	.00	.00	.00	253,663.84	-253,663.84
5133	GENERAL MECH/ELEC/PL	.00	.00	.00	.00	134,528.24	-134,528.24
5134	GENERAL PAVING	.00	.00	.00	.00	80.43	-80.43
5135	GENERAL ROOF REPAIRS	.00	.00	.00	.00	25,498.60	-25,498.60
5136	GENERAL ARCHITECTURA	.00	.00	.00	.00	61,087.29	-61,087.29
5137	GENERAL TECHNOLOGY	.00	.00	.00	.00	3,571.07	-3,571.07
5138	GENERAL SECURITY	.00	.00	.00	.00	2,247.00	-2,247.00
5139	GENERAL MISCELLANEOU	.00	.00	.00	.00	65,225.99	-65,225.99
TOTAL	DEDICATED M&O GENERAL	1,997,661.97	558,696.80	1,362,565.00	419,285.40	4,059,513.88	-559,875.51
6430	ROTC-RSRV OFFCRS TRN	.00	18,926.36	.00	.00	22,020.86	-3,094.50
6441	21ST CENTURY COMM LE	.00	.00	.00	.00	28,161.98	-28,161.98
6473	TELE HEALTH MEDICINE	.00	.00	.00	.00	.00	.00
6480	RESOURCE CONSERV & D	.00	.00	.00	.00	.00	.00
6501	ESEA TITLE 1 REGULAR	.00	1,112,844.83	.00	.00	1,480,752.34	-367,907.51
6504	ESEA TITLE I PRGRM I	.00	170,762.01	.00	.00	208,135.71	-37,373.70
6505	TITLE 1 SCH IMPROV 1	.00	.00	.00	.00	.00	.00
6506	TITLE 1 SCH IMPV PLA	.00	377,414.89	.00	.00	518,452.07	-141,037.18
6507	TITLE I SCH IMPROV Y	.00	.00	.00	.00	48,739.01	-48,739.01
6510	ESEA TITLE I, PART D	.00	.00	.00	.00	.00	.00
6530	STEWART B MCKINNEY H	.00	13,403.45	.00	.00	24,043.73	-10,640.28
6557	HIGH QUALITY PREK PR	.00	.00	.00	.00	.00	.00
6562	DHS-CHILDCARE DEV BL	39,962.96	61,242.26	.00	.00	328,229.56	-227,024.34
6563	BETTER BEGINNING FUN	.00	.00	.00	.00	.00	.00
6566	TANF FUNDS - DHS	.00	1,462,220.81	.00	.00	796,913.69	665,307.12
6570	CP BASIC GRANT- FORM	.00	11,022.01	.00	.00	41,217.78	-30,195.77
6578	CP SUPP GRTS IMPROVE	.00	.00	.00	.00	.00	.00
6600	DIRECT & EQUITABLE	.00	1,887.02	.00	.00	30,027.49	-28,140.47
6610	CORR. ADULT ED PROGR	.00	1,576.54	.00	.00	3,153.08	-1,576.54
6701	IDEA TITLE VI-B AREA	.00	.00	.00	.00	-7,322.41	7,322.41
6702	IDEA TITLE VI-B	.00	682,447.28	.00	.00	910,942.23	-228,494.95
6705	TITLE VI-B BSS GRANT	.00	.00	.00	.00	.00	.00
6710	IDEA EARLY CHILDHOOD	.00	52,851.46	.00	.00	59,866.60	-7,015.14
6744	RTI FACILITATOR - 83	.00	.00	.00	.00	17,616.90	-17,616.90
6750	MEDICARE CATASTROPHI	23,764.51	10,731.08	.00	.00	82,710.81	-48,215.22
6752	MEDICAID ADM CLAIM(A	.00	.00	.00	.00	188,071.25	-188,071.25
6756	IMPROVE TCH QUALITY	.00	171,724.49	.00	.00	272,081.36	-100,356.87
6761	ENGLISH LANG AC TITL	.00	.00	.00	.00	169,567.04	-169,567.04
6775	OPT WRK BASED LEARN	3,750.00	1,250.00	.00	.00	.00	5,000.00
6779	HURRICANE EDUCATION	.00	.00	.00	.00	.00	.00
6786	STUDENT SUPPT & ACAD	.00	76,055.47	.00	.00	75,335.47	720.00
6790	OTHER RESTRICT FED G	.00	.00	.00	.00	.00	.00
6792	ARKANSAS ARTS COUNCI	.00	.00	.00	.00	.00	.00
TOTAL	FEDERAL GRANTS FUND	67,477.47	4,226,359.96	.00	.00	5,298,716.55	-1,004,879.12

LITTLE ROCK SCHOOL DISTRICT  
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 FOR PERIODS 1 THROUGH 3 OF 20

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
7001	CENTRAL AF	311,777.62	179,565.97	.00	.00	88,868.91	402,474.68
7002	HALL AF	54,492.42	8,717.63	.00	.00	6,161.50	57,048.55
7003	MANN AF	48,559.47	9,464.63	.00	.00	3,883.43	54,140.67
7004	METRO AF	40,275.51	5,654.54	.00	.00	3,618.21	42,311.84
7005	PARKVIEW AF	194,393.61	22,822.47	.00	.00	11,080.27	206,135.81
7006	BOOKER AF	8,806.62	1,543.95	.00	.00	641.52	9,709.05
7007	DUNBAR AF	11,548.65	2,250.73	.00	.00	1,546.32	12,253.06
7008	FAIR AF	63,675.89	11,318.58	.00	.00	12,040.76	62,953.71
7009	FOREST HEIGHTS AF	41,747.90	19,523.00	.00	.00	5,613.27	55,657.63
7010	PULASKI HEIGHTS MS A	76,369.45	34,766.52	.00	.00	14,601.20	96,534.77
7011	PINNACLE VIEW AF	49,235.83	25,462.62	.00	.00	10,946.52	63,751.93
7012	MCCLELLAN AF	47,137.94	10,374.46	.00	.00	2,882.93	54,629.47
7013	HENDERSON AF	19,159.18	2,221.43	.00	.00	3,347.88	18,032.73
7015	CLOVERDALE AF	13,408.58	3,170.32	.00	.00	3,514.02	13,064.88
7016	MABELVALE MS AF	20,080.51	3,025.73	.00	.00	3,092.73	20,013.51
7017	BALE AF	5,523.50	.00	.00	.00	806.46	4,717.04
7018	BRADY AF	22,162.93	.00	.00	.00	.00	22,162.93
7020	MCDERMOTT AF	6,219.74	.00	.00	.00	412.36	5,807.38
7021	CARVER AF	13,583.03	5,188.11	.00	.00	927.32	17,843.82
7022	BASELINE AF	2,662.67	1,045.00	.00	.00	.00	3,707.67
7023	FAIR PARK AF	10,018.17	3,919.79	.00	.00	770.90	13,167.06
7024	FOREST PARK AF	17,240.14	2,796.17	.00	.00	4,543.87	15,492.44
7025	FRANKLIN AF	.00	.00	.00	.00	.00	.00
7027	GIBBS AF	18,852.41	10,248.87	.00	.00	10,502.83	18,598.45
7028	CHICOT AF	18,423.59	6,656.96	.00	.00	10,651.80	14,428.75
7029	WESTERN HILLS AF	13,591.73	1,281.92	.00	.00	1,920.30	12,953.35
7030	JEFFERSON AF	24,422.75	764.50	.00	.00	1,780.42	23,406.83
7032	DODD AF	3,636.26	2,835.16	.00	.00	1,379.77	5,091.65
7033	MEADOWCLIFF AF	4,735.53	.00	.00	.00	41.39	4,694.14
7035	KING AF	22,617.52	411.70	.00	.00	118.61	22,910.61
7036	ROCKEFELLER AF	6,341.18	3,677.40	.00	.00	2,286.40	7,732.18
7037	GEYER SPRINGS AF	5,696.54	.00	.00	.00	1,289.62	4,406.92
7038	PULASKI HEIGHTS ES A	12,588.36	.00	.00	.00	1,193.51	11,394.85
7040	ROMINE AF	6,224.73	120.00	.00	.00	82.28	6,262.45
7041	STEPHENS AF	6,487.08	2,606.00	.00	.00	756.77	8,336.31
7042	WASHINGTON AF	21,329.22	.00	.00	.00	2,470.28	18,858.94
7043	WILLIAMS AF	5,959.87	6,061.38	.00	.00	300.74	11,720.51
7044	WILSON AF	.00	.00	.00	.00	.00	.00
7045	WOODRUFF AF	3,054.72	4,459.00	.00	.00	107.36	7,406.36
7046	MABELVALE ES AF	5,027.61	3,373.50	.00	.00	567.52	7,833.59
7047	TERRY AF	12,831.57	1,462.00	.00	.00	244.29	14,049.28
7048	FULBRIGHT AF	37,672.74	1,509.00	.00	.00	2,421.08	36,760.66
7049	ROBERTS AF	104,164.10	4,187.35	.00	.00	8,388.75	99,962.70
7050	OTTER CREEK AF	6,284.89	4,756.82	.00	.00	2,217.53	8,824.18
7051	WAKEFIELD AF	7,056.41	.00	.00	.00	310.05	6,746.36
7052	WATSON AF	4,532.82	120.00	.00	.00	195.34	4,457.48
7056	FINE ARTS AF	9,730.22	.00	.00	.00	2,000.00	7,730.22
7060	CARE AF	338,410.07	293,734.58	.00	.00	183,547.50	448,597.15
7063	BOYS ATHLETICS AF	.00	42,496.41	.00	.00	5,266.12	37,230.29
7065	GIFTED AF	6,750.63	648.00	.00	.00	-36.00	7,434.63

LITTLE ROCK SCHOOL DISTRICT  
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
 FOR PERIODS 1 THROUGH 3 OF 20

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
7066	GIRLS ATHLETICS AF	.00	19,738.49	.00	.00	6,693.11	13,045.38
7068	ESL AF	13,068.77	.00	.00	.00	.00	13,068.77
7069	GUIDANCE AF	74.13	.00	.00	.00	.00	74.13
7070	SUPERINTENDENT AF	5,797.61	.00	.00	.00	.00	5,797.61
7073	VIPS AF	40,168.01	710.00	.00	.00	564.87	40,313.14
7080	CFO AF	62,763.39	.00	.00	.00	390.25	62,373.14
7083	TRANSPORTATION AF	973.88	.00	.00	.00	.00	973.88
7084	FINANCE AF	.00	.00	.00	.00	.00	.00
7085	PROCUREMENT AF	729.95	252.00	.00	.00	143.93	838.02
7087	SAFETY AND SECURITY	88.23	.00	.00	.00	.00	88.23
7088	MAINTENANCE AF	843.69	.00	.00	.00	.00	843.69
7098	STUDENT SCHOLARSHIP	10,501.79	.00	.00	.00	.00	10,501.79
7099	INSTRUCTIONAL TECH A	.00	716.94	.00	.00	.00	716.94
7122	CASHION AF	1,734.56	100.00	.00	.00	.00	1,834.56
7126	COLLEGE NIGHT AF	5,226.33	2,390.00	.00	.00	.00	7,616.33
7127	STUDENT SUPPORT AF	123.14	.00	.00	.00	.00	123.14
7141	HEALTH SERVICES AF	3,767.57	.00	.00	.00	.00	3,767.57
7142	HEALTH SERVICES GRAN	1,670.48	.00	.00	.00	.00	1,670.48
7143	HEALTH SRVS SUNSHINE	.00	.00	.00	.00	.00	.00
7153	NICK BENSON SCHOLAR	550.00	.00	.00	.00	.00	550.00
7154	CARNINE SCHOLAR AF	1,970.51	.00	.00	.00	.00	1,970.51
7155	C GREEN SCHOLAR AF	.00	.00	.00	.00	.00	.00
7157	ROCKEFELLER EC AF	1,888.33	.00	.00	.00	430.46	1,457.87
7158	CHICOT EC AF	3,962.52	2,182.00	.00	.00	1,355.34	4,789.18
7161	ACC SUMMER SCHOOL AF	.00	.00	.00	.00	.00	.00
7166	FOREIGN LANGUAGE SS	1,706.65	.00	.00	.00	.00	1,706.65
7167	UNITED WAY AF	900.47	.00	.00	.00	.00	900.47
7168	SENIOR SUMMER SCHOOL	600.00	.00	.00	.00	.00	600.00
7169	MIDDLE SUMMER SCHOOL	23,746.41	.00	.00	.00	.00	23,746.41
7174	INTEREST AF	62,964.38	80,797.27	.00	.00	1,817.20	141,944.45
7175	COMMUNICATIONS AF	58.28	2,476.12	.00	.00	2,767.74	-233.34
7176	SCIENCE CENTER AF	1,237.39	.00	.00	.00	.00	1,237.39
7184	ADULT ED AF	486.69	.00	.00	.00	.00	486.69
7185	CAFETERIA COKE FUND	5,508.11	34.07	.00	.00	.00	5,542.18
7196	ELEMENTARY GUIDANCE	296.53	.00	.00	.00	.00	296.53
7199	FOOD SERVICE SUNSHIN	38.82	.00	.00	.00	.00	38.82
7206	SPIRIT CAMP AF	34,363.54	500.00	.00	.00	314.96	34,548.58
7207	SENIOR GUIDANCE AF	193.80	.00	.00	.00	.00	193.80
7208	ACC AF	456.14	.00	.00	.00	2,578.34	-2,122.20
7217	TEACHER OF THE YEAR	2,463.29	4,500.00	.00	.00	.00	6,963.29
7219	WAL-MART DONATION AF	15,000.00	.00	.00	.00	.00	15,000.00
7220	COMPUTERS FOR KIDS A	21,165.83	59.85	.00	.00	1,915.17	19,310.51
7222	ELEMENTARY SUNSHINE	190.56	.00	.00	.00	.00	190.56
7223	PRINCIPALS ROUND TAB	789.25	.00	.00	.00	.00	789.25
7225	LRS D CHESS AF	4,143.57	.00	.00	.00	.00	4,143.57
7310	ROCKEFELLER SCHOLAR	4,119,790.57	31,804.66	.00	.00	3,000.00	4,148,595.23
7318	DESEG SCHOLARSHIP AF	.00	.00	.00	.00	.00	.00
7711	HAMILTON AF	502.47	.00	.00	.00	64.95	437.52
TOTAL	ACTIVITY FUND	6,237,007.55	890,503.60	.00	.00	441,340.96	6,686,170.19

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK  
DATE: 10/10/2019  
TIME: 10:13:16

LITTLE ROCK SCHOOL DISTRICT  
DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
FOR PERIODS 1 THROUGH 3 OF 20

PAGE NUMBER: 6  
MODULE NUM: STATMN9EAR

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
8000	CN GENERAL FUND	4,799,834.11	381,985.48	.00	.00	1,247,334.29	3,934,485.30
8350	CN STATE MATCHING	.00	.00	.00	.00	.00	.00
8656	SNACK REIMB. THROUGH	.00	.00	.00	.00	.00	.00
8657	FRESH FRUITS/VEG PRO	14,423.47	13,314.06	.00	.00	.00	27,737.53
TOTAL CN	GENERAL FUND	4,814,257.58	395,299.54	.00	.00	1,247,334.29	3,962,222.83
TOTAL		77,797,321.50	36,455,744.85	1,374,682.61	518,304.20	70,616,189.96	44,493,254.80