

# Cutter Morning Star Public School District # 21

Annual Report to the Public

October 29, 2025



# Four Areas Of Focus

1. Finance
2. Facilities
3. Student Achievement
4. Wellness and Learning

**Finance**

# Finance

- Finance:
  - Legislative Audit-No findings
  - Healthy Legal Balance
  - Additional pay structures for employees
  - Provide financial resources needed for student growth

# Finance

## Ending Operations Balance

- **June 30, 2024 = \$1,068,370.30 (Unrestricted)**
- **June 30, 2025= \$1,558,248.41 (Unrestricted)**
- **June 30, 2024 = \$ 124,428.48 (Restricted)**
- **June 30, 2025= \$127,405.91 (Restricted)**

# State and Federal Grant Program

## Funding Purposes

- All budgets for supplemental educational grant funding must be included in the SIP plans (School Improvement Plans) for the schools and the district.
- Planned expenditures must be clear and specific in the actions included in the Building Plans for Elementary, High School, and in the District plan.
- NO amount of Supplemental Funding may be spent toward activities that are mandated as the responsibility of the school. Supplemental funds are to be used to provide *Additional educational opportunities for those students and schools in need.*

# TITLE I--Part A: Improving the Academic Achievement of the Disadvantaged

The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on Arkansas academic achievement standards and assessments.

## TITLE II—Part A: Teacher and Principal Training and Recruitment

The purpose of the Title II, Part A, Improving Teacher Quality State Grants (Title II-A of Public Law 107-110) is to increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and ensure that all teachers are highly qualified.

# Small, Rural School Achievement Grant Award(SRSA)

100% of funds received under SRSA may be used for the same purposes as described in any of the programs/activities listed below:

- Title I-A Improving Academic Achievement of Disadvantaged Children
- Title II-A Teacher Professional Development & Teacher Recruitment
- Title II-D Enhancing Education Through Technology
- Title III Language Instruction—students with Limited English Proficiency
- Title IV-A Safe & Drug-Free Schools
- Parent Involvement

STUDENT SPECIAL NEEDS FUNDING GRANTS  
Restricted Supplemental State Aid  
Enhanced Student Achievement Funds:ESAF

ESA funding shall be expended for eligible programs that are researched based and aligned to the Standards for improving instruction and increasing achievement of students at risk of not meeting challenging academic standards. ESAF funding shall not be used to meet or satisfy the Arkansas Standards for Accreditation.

# STUDENT SPECIAL NEEDS FUNDING GRANTS

## Restricted Supplemental State Aid

### PD: Professional Development

- ❖ Professional development funding shall be expended for approved programs and purposes identified in the Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program, section 5.0 ***‘Professional Development’***
- ❖ Districts can expend state professional development funding to provide hours of professional development required by rule or law.

# 2025-2026

## Proposed Federal Grant Funding

FY	Federal Grant	New Funding	Allotment Balance	Budgeted
2024-2025	Title I	\$254,449.41	\$141,589.09	\$396,038.50
2025-2026	Title I	\$230,397.04	\$59,551.38	\$289,397.04
2024-2025	Title II-A	\$24,033.70	\$19,931.99	\$43,965.69
2025-2026	Title II-A	\$28,949.30	\$31,154.90	\$60,104.20
204-2025	Title V	0	0	0
2025-2026	Title V	0	0	0
2024-2025	Title IV	\$20,501.84	0.00	\$20,501.84
2025-2026	Title IV	\$18,902.35	0.00	\$18,902.35

# 2024-2025

## Proposed State Grant Funding

YF	State Grant	New Funding	Cash On Hand	Total
2024-2025	ESAF	\$532,620.00	\$26,024.01	\$558,644.01
2025-2026	ESAF	\$537,161.00	0	\$537,161.00
2024-2025	PD	\$24,951.00	\$35.452.45	\$60,403.45
2025-2026	PD	\$27,131.00	\$35,605.69	\$62,736.69
2024-2025	ALE	\$39,518.00	\$1,917.83	\$41,435.83
2025-2026	ALE	\$57,565.00	\$39,029.63	\$96,594.63

# Grants Report

- DHS School Food Pantry Extension Grant (\$6,000)
- Giving Tree Grant for School Food Pantry (\$8,000)
- Pending: Arkansas Public Safety Equipment Grant (\$75,000)
- DOJ Grant 1- \$345, 147.00
- DOJ Grant 2- \$434, 225.00

# Compensation

Longevity Bonus

# Booster Clubs and Parent Organizations

Booster Clubs and Parent Organizations will submit financial documents to the district twice a year (December and June) to demonstrate transparency in fundraising and expenditures.

- Athletic Booster Band Booster
- EPIC High School PTO
- Cutter Morning Star Alumni Association

# Facilities

# Facilities

Bus Inspection-None grounded

Facilities Inspection- All inspections passed

# Projects Completed

- New high school
- New Arena
- New FEMA Safe room
- Remodel New MAT Building
- Replace football field with turf
- 11 new buses including 2 New Small
- New digital signs
- Painted admin building
- Remodel PD rooms

# Projects Completed

- Improve Football Seating
- Baseball and Softball Lighting
- Weight equipment
- Drainage Improvements
- Upgrade electrical panel in historical gym
- Add HVAC to Historical gym
- Replace HVAC that are needed
- New player chairs for the new arena
- Painted the new high school

# Projects Completed

- New Metal Roofs (Sp-ed/Tech)
- Installed heating and Air units (back his.gym)
- Improve Drainage System
- Remodel rooms in historial gym
- Created New kindergarten class room
- Added two bathrooms in Kindergarten
- Added new entrance in PK
- Removed old bus barn
- New signage
- New lighting around campus

# Projects Completed

- Car Wash up and running
- Painted the elementary school
- Painted gates
- Retention Pond
- Football field
- Administration Building Painted
- New Professional development/Classroom

# Projects Completed

- Replace district sign
- Replaced complete bus fleet within last 4 years
- New maintenance truck
- Opened AE
- Relocated ISS
- Football Concession Stand
- Continued Drainage Improvements

# Projects Completed

- Every door in the elementary have access control
- New Cameras in Elementary Classrooms
- Add security entrance at elementary
- Add security entrance at historical gym
- Add security entrance at elementary cafeteria
- Replace sound system in MPB
- Replace windows/film and doors/locks in elementary
- Replace all water fountains in elementary
- Resurfacing behind Elementary AWINN radio system
- BDA

# In progress Projects

- Sidewalks
- Parking lot at old bus barn location
- More Access control in high school
- Security fencing

# Possible Future Projects

- Asphalt around the bus barn
- Asphalt the road and a parking lot at BB/SB fields
- Landscaping by the high school sign
- Eagles Spirit Street
- Eagle Spirit overpass
- Access Control Districtwide
- ADA compliance

# **Student Achievement**

# Student Achievement

- Increase student achievement
- Loss of learning
- Outside consultants
- Professional Learning Communities
- Dawson Specialists

# Student Achievement

- Bailey Education Highly Qualified Instructional Material Training for Administrators

# Opportunities/Partnerships

Teacher Fellowship

Career Coach

NPC

Bailey Education - HQIM Training

# HS Technology Report

- New Chromebook Carts. All Chromebooks have been moved to carts. Students can still check out Chromebooks in the library
- Old Technology equipment has been taken out of service or repurposed
- IXL has been purchased to give accurate and consistent data on where students have deficits.
- We have purchased headphones for all high school students for text-to-speech and testing.

# HS Technology Report

- Controlled student passwords - making them unique and more secure
- Graphic Design computers (25) hardwired to reduce wifi traffic
- Live stream of basketball games
- ID badges - allowing more security, as well as processing faster cafe lines and checking in/out
- Google Classroom is being used in all classes as our LMS to provide students and parents with constant access to assignments.

# ELE Technology Report

- Teachers upgraded to new Lenovo Laptops with docking stations
- Kindergarten has 1 to 1 Chromebooks
- Elementary Lab fully functional with devices compliant with testing standards
- We have purchased headphones for all Elementary school students for text-to-speech and testing.
- Chromebook repairs are ongoing

# Technology Progress Report

- Volume Licensing in place to ensure we have the most current and up-to-date windows software
- Google Admin Licensing is in place
- The state umbrella is in place for filtering
- All chromebooks are filtered through BlocksI for extra protection
- BlocksI Teacher is used to monitor students computer use in the classrooms and Computer Labs

# Technology Progress Report

- Microsoft 365 with Endpoint security installed for all users and devices
- Hudl cameras installed at the football field and in the Arena for unmanned live streaming and video recording
- All Mac computers monitored with LanSchool
- Computer lab and Virtual Arkansas computers monitored using Veyon software

# Completed Technology Goals

- Implemented 2 factor password authentication for staff to increase online security
- Fully automated student enrollment sync with e-School
- New visitor management software with predator scanning of driver's license
- Automatic tornado door opening when we receive a warning from the County OEM

# Completed Technology Goals

- Implemented management software to tag and track equipment
- Monitoring of all servers for availability. Now receive notice within 15 minutes if a server goes offline
- Secured Erate funding (\$76,356) to re-wire Elementary building
- Formed Technology Vetting Committee to address Google requirements for app approval

# Technology Goals

- Continue advancing the school with modern teaching and technology
- Continue to meet all of the State Testing requirements
- Maintain current equipment
- Maintain Federal Compliance with CIPA
- Work with the state to maximize our E-Rate discounts
- Fully Utilize ECF funding opportunities
- Migrate network documentation to tracking software

# Technology Goals

- Complete conversion of paper forms to electronic
- Implement new phone system to improve quality of calls, and reduce expense
- Meet requirements of Act 754 - Student Data Vendor Security Act

# CIPA: Child Internet Protection Act

In order to comply with CIPA the AUP addresses all areas required by law.

Also, the following are in place:

- Internet filter provided by the State
- Faculty/Staff Supervision: No student is to be using a computer unsupervised.
- Green sites for research, such as EBSCO, NetTrekker, Educational Online Databases.

**Gifted and Talented  
Educational Program  
2025-2026**

<b>Grades</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total of Identified GT Students</b>
<b># or ID Students Per Grade</b>	10	5	5	4	9	6	5	7	4	55

# Direct Service for GT Students

- **Grades K-3 - Whole group enrichment using Talents Unlimited & ADE approved Curriculum.**
- **Grades 4-6 - Pull-Out Program**
- **Grades 7-12 - \*Honors Classes: English, Geometry, Biology, & Algebra**
- **\*AP Classes (1) CMS: Literature/Composition**
- **\*AP Classes (6)Virtual AR: Computer Science Principles, Biology, World History, US History, Physics I Algebra Based, and US Government/Politics**  
**Human Geography, U.S. Government/Politics, Environmental Science & Physics.**
- **NPCC/Technology Center.**
- **Plus, Google Classroom/Email.**
- **Academic teams- In School/before/during/ after/weekends, google meet or webinars.**

# Elementary Enrollment

	2023-2024	2024-2025	2025-2026
Preschool	17	15	19
Kindergarten	45	35	34
First Grade	55	47	31
Second Grade	55	52	45
Third Grade	45	63	50
Fourth Grade	38	50	55
Fifth Grade	55	43	45
Sixth Grade	52	52	41
TOTAL	362	357	320

# Elementary Demographics

	2023-2024	2024-2025	2025-2026
<b>Females</b>	184	179	156
<b>Males</b>	161	163	145
<b>Hispanic</b>	48	42	42
<b>Black</b>	6	8	5
<b>Two or More Races</b>	42	49	37
<b>Asian</b>	0	0	0
<b>American Indian</b>	4	6	3
<b>White</b>	245	237	214
<b>G/T</b>	15	13	20
<b>SPED/504</b>	52/7	59/14	61/17
<b>ELL/LEP</b>	12	16	18
<b>Free/Reduced Meals</b>	80%	78.37%	100%- CEP

# ATLAS K-3 Screener Data

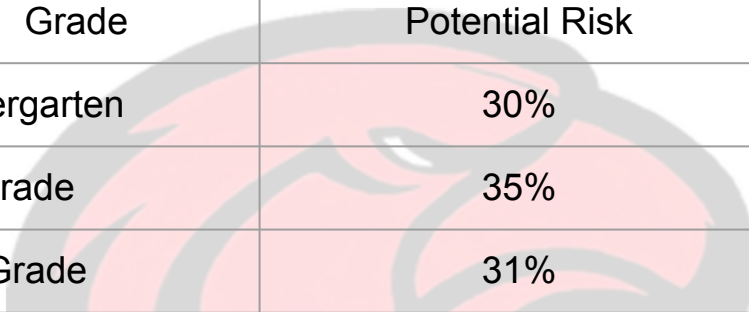


## ATLAS K-3 Screener Literacy

Grade	Potential Risk	Ready
Kindergarten	36%	64%
1st Grade	32%	68%
2nd Grade	44%	56%
3rd Grade	29%	71%

## ATLAS K-2 Screener Math

Grade	Potential Risk	Ready
Kindergarten	30%	70%
1st Grade	35%	65%
2nd Grade	31%	69%





# ATLAS 3-6 Summative Data

# STUDENT PERFORMANCE LEVEL DESCRIPTORS

Statewide summative assessments are a critical component of a rigorous, reliable, and fair accountability system that reflects high expectations for all students. Arkansas is transitioning from ACT Aspire to ATLAS assessments to ensure the state has precise measures of student performance against state standards.

## Level 4

Students demonstrate an advanced understanding of the knowledge and skills required of the grade-level standards. These students are on track for career and college, and demonstrate readiness for advanced and accelerated content at the next grade/course.

## Level 3

Students demonstrate a proficient understanding of knowledge and skills and show mastery of grade-level standards. These students are on track for career and college, and demonstrate readiness for content at the next grade/course.

## Level 2

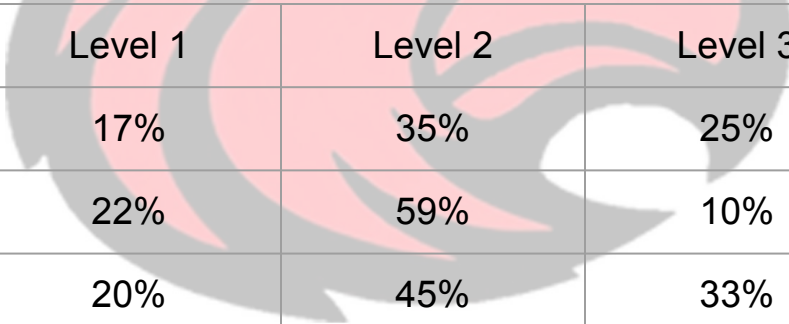
Students demonstrate a basic understanding of knowledge and skills required of the grade-level standards and personalized support and intervention may be needed to access content taught in the next grade/course.

## Level 1

Students demonstrate limited understanding of knowledge and skills required of the grade-level standards and will require significant support/scaffolding and intervention to access content taught at the next grade/course.

# 2024-2025 ATLAS Summative Assessment

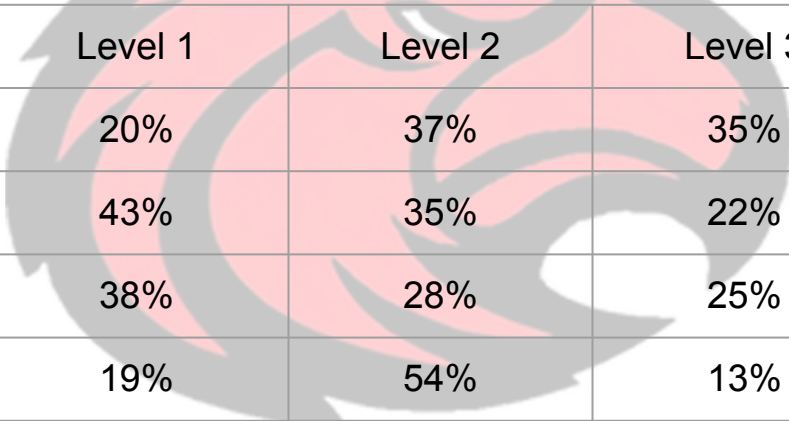
ELA



	Level 1	Level 2	Level 3	Level 4
3rd Grade	17%	35%	25%	23%
4th Grade	22%	59%	10%	8%
5th Grade	20%	45%	33%	3%
6th Grade	25%	38%	29%	8%

# 2024-2025 ATLAS Summative Assessment

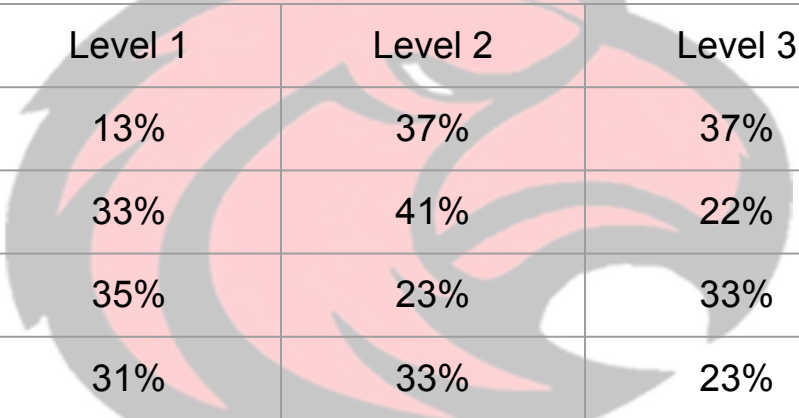
Math



	Level 1	Level 2	Level 3	Level 4
3rd Grade	20%	37%	35%	8%
4th Grade	43%	35%	22%	0%
5th Grade	38%	28%	25%	10%
6th Grade	19%	54%	13%	15%

# 2024-2025 ATLAS Summative Assessment

## Science



	Level 1	Level 2	Level 3	Level 4
3rd Grade	13%	37%	37%	13%
4th Grade	33%	41%	22%	4%
5th Grade	35%	23%	33%	10%
6th Grade	31%	33%	23%	13%

# Elementary School Curriculum Resources

<b>ELA</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>	<b>Other Resources</b>
Arkansas Standards  Benchmark Workshop HQIM- K-5  UFLI  Study Sync HQIM- 6th Grade  Lexia (K-5) Waterford (K-2) IXL EPIC Reading	Arkansas Standards Eureka Math Squared K-6  Waterford Math/ Science K-2  IXL  Delta Math	Arkansas Standards Amplify Science 3-6  Waterford Math/Science K-2  IXL	Arkansas Standards  Benchmark Workshop Units  Study Sync  Informational Texts  IXL	Rosetta Stone- ELL Students  Let's Play Learn-Dyslexia  Sondag-Dyslexia  Take Flight-Dyslexia

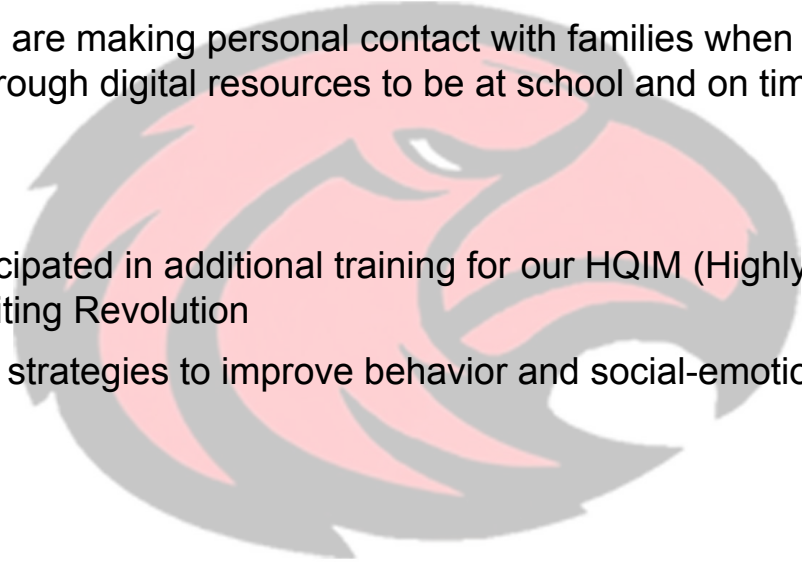
# Changes in Elementary Plan for 2024-2025

## **Attendance**

- Multiple staff members are making personal contact with families when students are absent. Reminders are sent through digital resources to be at school and on time.

## **Teacher Training**

- Bailey Group Support
- Literacy teachers participated in additional training for our HQIM (Highly Qualified Instructional Materials) and The Writing Revolution
- Implementing THRIVE strategies to improve behavior and social-emotional concerns.



# Changes in Elementary Plan for 2025-2026

## Literacy and Math

- We are using the beginning of year universal literacy and math screeners to begin specific, targeted interventions. This data has also been used to identify specific skill groups for Monday Matters.
- We have tested all students in reading and math using IXL and Lexia to identify essential skills that students are struggling with.
- Study Sync has been adopted for our 6th grade ELA program to support instruction.
- All grade levels have HQIM in ELA and Math.
- This is the 4th year to use Eureka Math Squared in grades K-6.
- Aligning instructional materials and assessments to new standards and new state assessments.
- Designated math and science specialists from Dawson Educational Cooperative working with elementary monthly.

# Changes in Elementary Plan for 2025-2026

## Professional Learning Communities

- We are expanding our work with PLC's through the state PLC Systems of Support Project.
  - We have created a designated time weekly for collaborative team meetings.
  - We have created team norms and Collective Commitments for every team.
  - We have identified priority standards in math and reading for all grades.
  - We are setting academic goals for every grade level team.
  - Our Guiding Coalition has been established, and we have set norms and goals.
  - We have established an RTI committee to identify and provide interventions for our most at-risk students.
- Inclusion for ALL students
  - Implementing Inclusive Practices by providing push-in services for 99% of students in K-6.

# Elementary Plan for 2025-2026

- 3rd Grade Promotion begins in 2025-2026. All 3rd Grade Students receive a letter in October with their current track for Promotion- Ready for 3rd Grade Work or Potential Risk for Not Being Promoted based on 2nd Grade Summative Literacy Scores and 3rd Grade Screener Scores.
- K-3 Literacy Screener requires an Individual Reading Plan (IRP) for students demonstrating risk on the Screener. Students who score “Potential Risk” will participate in additional assessments through “Testlets” to determine the specific areas in need of intervention. Intervention will then be provided to students on areas of need.
- K-2 Math Screener does not require a specific plan but students who score “Potential Risk” will participate in additional assessments through “Testlets” to determine the specific areas in need of intervention. Intervention will then be provided to students on areas of need.
- Math Intervention Plans for students in grades 3-6 are required by the LEARNS Act if a student scores a Level 1 on the ATLAS Summative Assessment for Math. Math Plans for students in grades 3-6 may be needed for students who score a Level 2 on the ATLAS Summative Assessment for Math. 3rd grade student Math Plans will be based on end of year 2nd grade ATLAS Math Summative Data, when received, and Universal Math Screener Data.

# Elementary Plan for 2025-2026

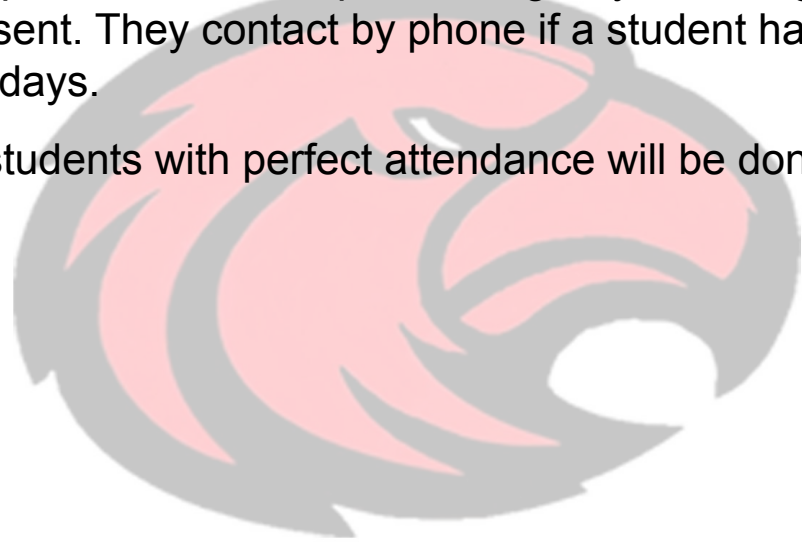
- Collaborative teams will develop common formative and summative assessments to measure individual student success for each learning target and priority standard. Data from these common assessments will be used to collaborate on best instructional practices and intervention strategies.
- Tier 2 academic interventions for reading and math will be provided to students who need additional support to master grade level standards. These interventions will take place within the regular classroom with the classroom teacher.
- Each collaborative team will utilize literacy and math screeners, ATLAS K-3 Screener and ATLAS 3-6 Summative Data to determine areas of strength and areas in need of growth in reading and math at the beginning of the year. This data will be used to address Tier 3 interventions on prior grade level foundational skills.

# Elementary Plan for 2025-2026

- The entire school will have a dedicated, protected intervention period of 40 minutes each day to focus on Tier 2 and Tier 3 reading, math, and science skills with all staff available to work with students.
- Progress monitoring will be used to determine if interventions are working to improve student achievement for Tier 2 and Tier 3.
- If students are not making adequate progress, they will be referred to the Response to Intervention (RtI) committee who will determine best next steps for the student.
- Parents will be notified and advised of student concerns and their progress.

# Attendance Improvement Plan for Elementary

- Teachers are expected to contact parents digitally or through a phone call when students are absent. They contact by phone if a student has been absent for three (3) consecutive days.
- Recognition of students with perfect attendance will be done each 9 weeks



# High School Enrollment

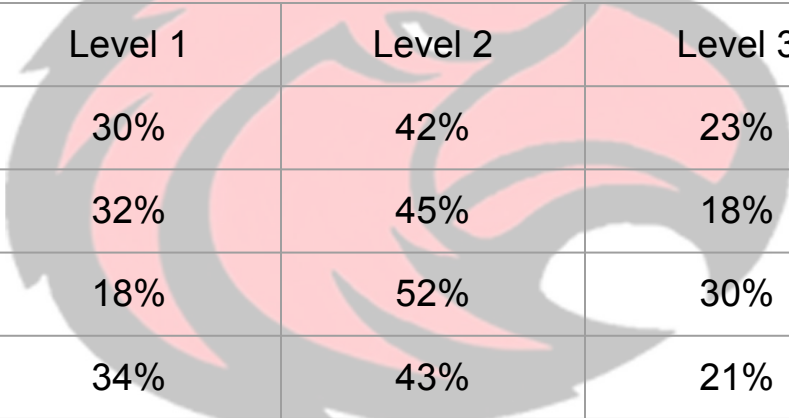
	2023-2025	2024-2025	2025-2026
Seventh Grade	39	62	45
Eighth Grade	51	44	57
Ninth Grade	53	62	39
Tenth Grade	60	50	54
Eleventh Grade	60	54	48
Twelfth Grade	54	56	54
TOTAL	317	328	297

# High School Demographics

	2023-2024	2024-2025	2025-2026
<b>Females</b>	161	164	133
<b>Males</b>	156	164	164
<b>Hispanic</b>	41	49	41
<b>Black</b>	12	12	12
<b>Two or More Races</b>	27	21	22
<b>Asian</b>	5	4	4
<b>American Indian</b>	5	4	3
<b>White</b>	227	238	215
<b>G/T</b>	39	38	36
<b>SPED/504</b>	48/36	42/29	43/21
<b>ELL/LEP</b>	7	8	8
<b>Free/Reduced Meals</b>	67%	67%	100%- CEP

# 2024-2025 ATLAS Summative Assessment

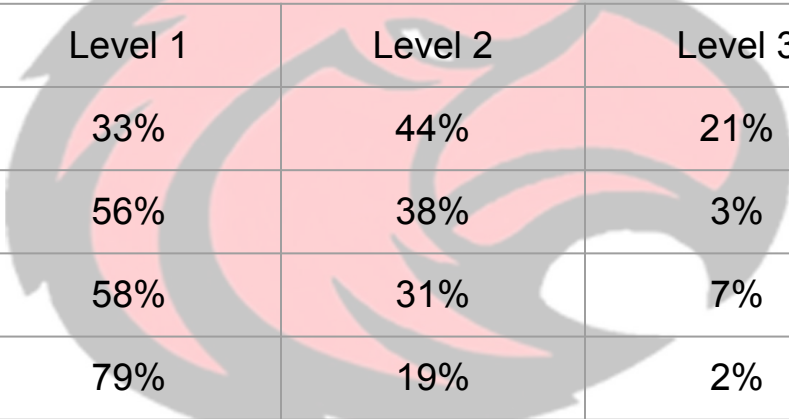
ELA



Grade	Level 1	Level 2	Level 3	Level 4
7th Grade	30%	42%	23%	5%
8th Grade	32%	45%	18%	5%
9th Grade	18%	52%	30%	0%
10th Grade	34%	43%	21%	2%

# 2024-2025 ATLAS Summative Assessment

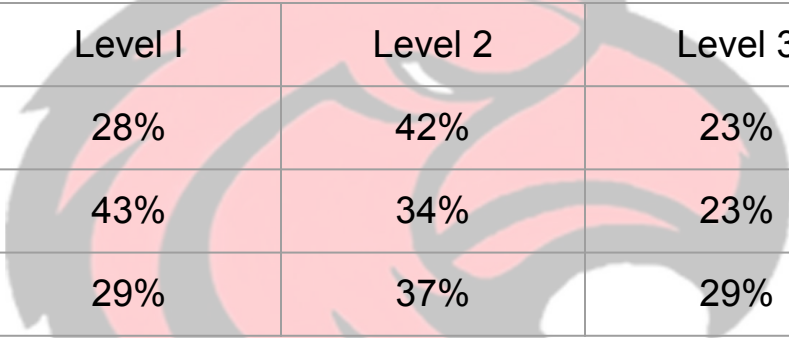
## Math



Grade	Level 1	Level 2	Level 3	Level 4
7th Grade	33%	44%	21%	2%
8th Grade	56%	38%	3%	3%
Algebra	58%	31%	7%	4%
Geometry	79%	19%	2%	0%

# 2024-2025 ATLAS Summative Assessment

## Science



Grade	Level 1	Level 2	Level 3	Level 4
7th Grade	28%	42%	23%	7%
8th Grade	43%	34%	23%	0%
Biology	29%	37%	29%	6%

# High School Curriculum Resources

ELA	Math	Science	Social Studies	Other Resources
AR Standards	AR Standards	AR Standards	AR Standards	DESE Student Success Plan Resources
CommonLit	Eureka Math Squared	OpenSciEd	McGraw Hill	
Newsela/Readworks	Illustrative Math	Betterlesson	Betterlesson	Rosetta Stone
Arkansas AIMS AP and Honors	Khan Academy	Newsela/Readworks	AP Classroom	Edulastic
AP Classroom	Betterlesson	StudySync	Newsela/Readworks	Google Classroom
Lexia	IXL		StudySync	Sonday System
Betterlesson				Apex
StudySync				

# High School Plan for 2025-2026

## Excellence by Choice, Not by Chance

- Tier I instruction is continually improving, as seen by administrator observations.
- Teachers are creating daily visual agendas for students so that they know what the learning objectives are for the day, what the learning outcomes are, and how they will be assessed. This provides clarity for students on a daily basis.
- The school year has gotten off to a great start, with classroom engagement high and distractions have been minimal.
- English teachers are collaborating with their counterparts from Ouachita School District to create CFAs, compare data, and learn from each other.
- Math teachers continue to work with Ms. Ellis from Dawson to narrow their focus of teaching their essential standards with fidelity. Mr. Mason is working with Geometry teachers from Dawson Co-op, meeting in person and online to learn what/how they are teaching their classes.
- Science teachers continue working with Mrs. Allison from Dawson to improve teaching and implementing hands-on labs.

# High School Plan for 2025-2026

## Assessment and Intervention

- Teachers will develop formative and summative assessments to measure individual student success for each learning target and priority standard. Data from these common assessments will be used to collaborate on best instructional practices and intervention strategies.
- Teachers will use the ATLAS Classroom and Interim tools to create assessments that use the same format as the end of year assessments
- Level I, 7th and 8th grade, students receive 94 minutes of math instruction each day. Two, 47 minute periods of instruction. Level I Algebra and Geometry students receive additional math instruction two days per week through Flight.
- Tier 2 and Tier 3 academic interventions for ELA and science are provided to students who need additional support to master grade level standards. Teachers schedule these students for intervention during Flight each week.

# High School Plan for 2025-2026

## Intervention and Enrichment

- Math Intervention Plans for students in grades 7-8 are required by the LEARNS Act for students scoring Level 1 on the ATLAS Summative Assessment for Math. MIPs have been written and are being implemented for these students.
- Teachers group students based on ATLAS scores and classroom performance data to create intervention and enrichment groups
- Flight has been reconfigured to provide intervention and/or enrichment for every student for a minimum of two days per week for 47 minutes each day.
- ALL teachers are either providing literacy, math, or science interventions
- Teachers will again look at data after interims to determine if students are meeting goals, or if students may need to be referred to the RTI committee for further evaluation.

# High School Plan for 2024-2025

## Parental Involvement

### Attendance

- Mrs. Heatherly, Mr. Williams, Mrs. Bissell, Mr. Hall and Mrs. Throgmartin meet regularly to discuss students at-risk with attendance. We work together to make contact with these families to encourage attendance before referring to the court system.

### Communication

- Weekly newsletters highlighting opportunities for families to be involved and important information is emailed to parents weekly, shared on social media, and posted to school app. It averages around 300 views per week.

### Opportunities for Involvement

- Mrs. Minney is our Family, Community, and Engagement coordinator. She meets quarterly with Mrs. Heatherly and parent members to plan events that will bring more families to our campus. So far they planned the Powder Puff football game for next spring, and are planning a parent night before students do course selections for next year to learn about course offerings, graduation requirements, CTE opportunities through NPCC, possible expanded AP course offerings, and more.
- Ms. Nation, our Career Coach, hosts a financial aid information night with typically over 50 participants, and will have a FAFSA night in the spring to assist families in filling out the FAFSA form before the deadline.

# Special Education

Special Education is guided by the Individuals with Disabilities Act (IDEA)

The law makes sure students with disabilities are provided a Free Appropriate Public Education (FAPE) that matches their individual needs.

Overall, this law's goal is to provide kids with disabilities the same opportunities in education as their peers without disabilities.

Individualized Education Programs (IEP's) offer formal assistance for K-12 students who need extra support in school

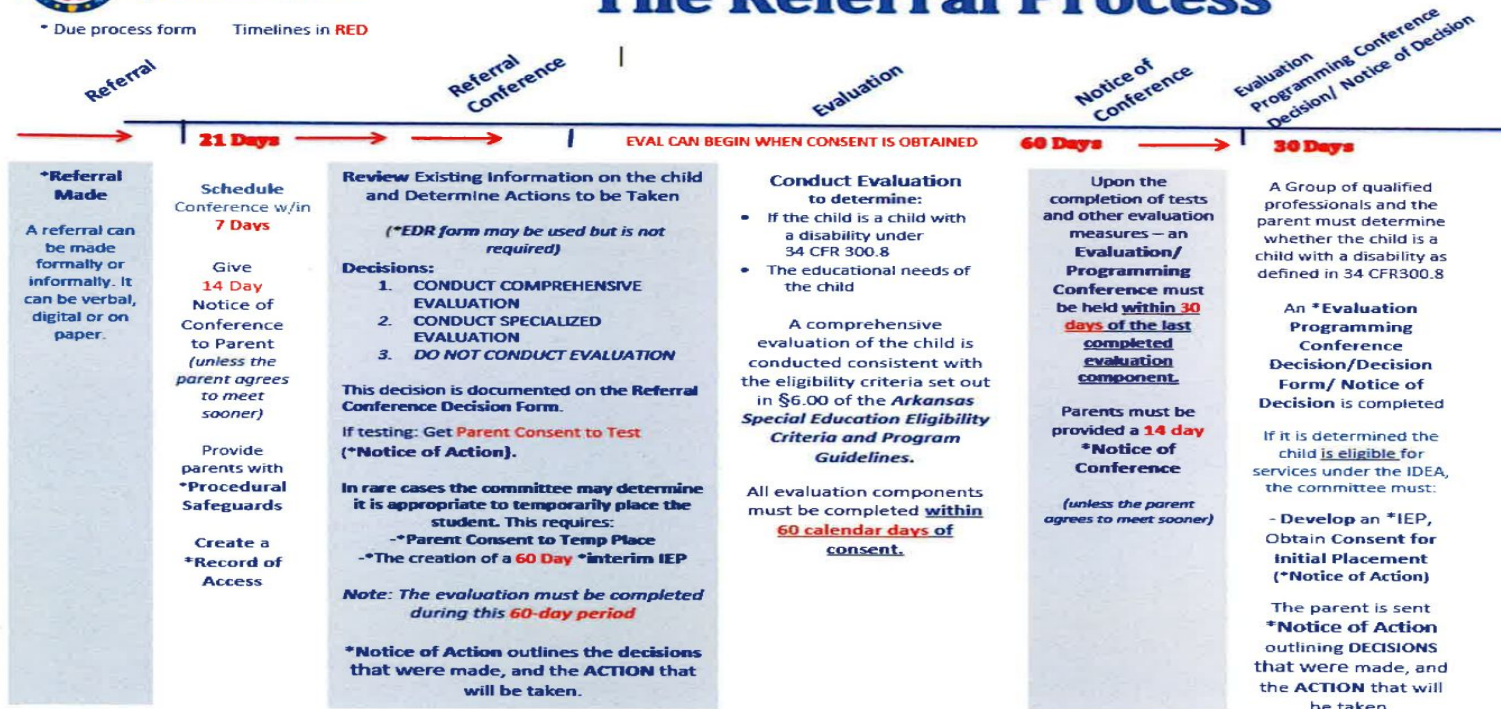
# Special Education



Arkansas Department of Education  
Special Education Unit

\* Due process form Timelines in RED

## The Referral Process



# Alternative Education

Every AE Program is unique to the community, to the school and it's students it is designed to serve.

**IMPORTANT TO UNDERSTAND**

AE is s **PROGRAM- NOT a PLACE**

# Alternative Education

AE is a positive program for students, to meet them where they are and provide for their needs.

Students continue receiving AE services until referral concerns have improved.

AE should not be punitive in nature but is designed for long term OVERALL improvement of the student.

# Alternative Education

## AREAS of IMPROVEMENT



Social

Emotional

Behavior

Career

Academics



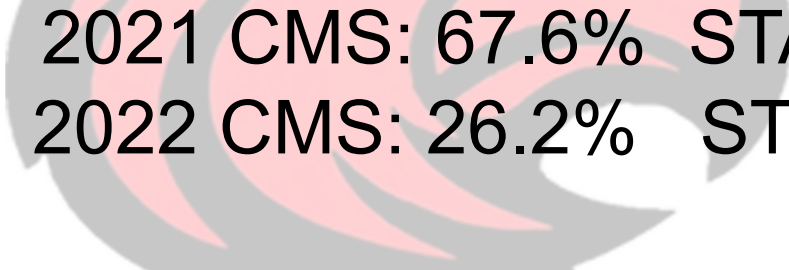
**Safety**

**and**

**Wellness**

# Mental Health

APNA Survey Questions: In the past 30 days All or Most of the time I have felt:



HOPELESS:	2021 CMS: 67.6%	STATE: 49.2%
	2022 CMS: 26.2%	STATE: 24.2%
NERVOUS:	2021 CMS: 57.9%	STATE: 35.3%
	2022 CMS: 46.7%	STATE: 35.0%

# Mental Health

2021-2022

- Youth Mental Health First Aid PD for all staff
- Kignito for students and staff
- Peer Support Training for all 5th grade-HS Students
- Mental Health Day with speaker
- Mental wellness plans
- Received an AWARE Grant

# Mental Health

## 2022-2023

- Social-Emotional Education Training for all HS staff
- Weekly SEL Lessons in HS and ES
- Resilient Schools Training
- ACES Training for All Staff
- Thrive Training for School Teams
- Resilient Schools Grant
- Three People Certified in NOVA
- Certified Mental Health First Aid on Staff

# Mental Health

2023-2024

- SEE, SAY, DO
- PARENT GUIDANCE.ORG
- CRISIS INTERVENTION TRAINING FOR ALL STAFF
- BEHAVIOR THREAT ASSESSMENT TRAINING
- CALM ROOM
- ES AND HS WEEKLY SEL LESSONS
- REVISED SBMH CONTRACTS

# Mental Health

## 2025-2026

- Revise our MOU's with Experience and RPI Mental Health Agencies to provide additional SBMH Services to our Elementary and High School Students
- Additional staff (High School Counselor, High School Nurse, and our additional SRO) completed the **BEHAVIOR THREAT ASSESSMENT TRAINING** provided by the Arkansas Center for School Safety and Justice Institute



# 2022 ARKANSAS SCHOOL SAFETY COMMISSION

Mental health and Prevention

Law Enforcement and Security

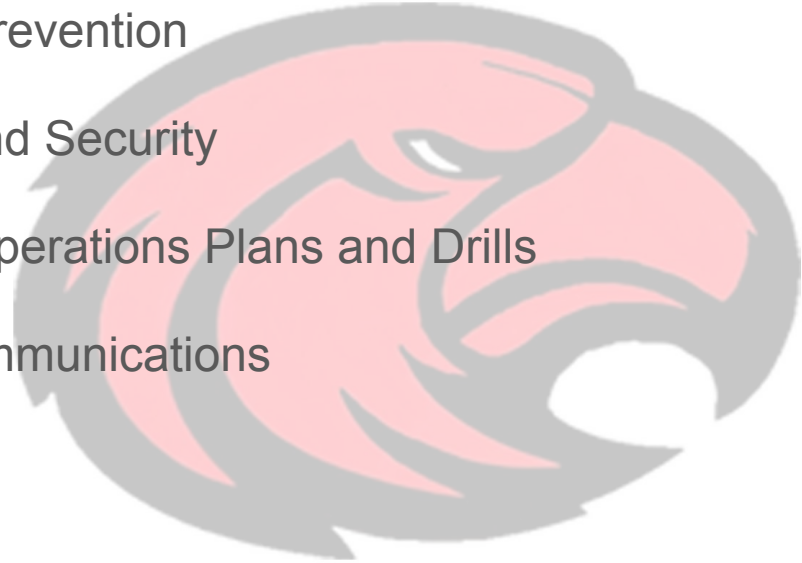
Audit, Emergency Operations Plans and Drills

Intelligence and Communications

Physical Security

Cybersecurity

General Recommendations



# Mental Health and Prevention

## ***New Recommendations by subcommittee 2022***

**Recommendation 1: DESE and the Arkansas Center for School Safety should collaborate to develop and provide training to schools on analyzing data and creating action plans to effectively address needs related to school climate.**

**Recommendation 2: All school districts should have access to training and ongoing support for the implementation of evidence-based programs that develop and maintain a positive climate, encourage trauma-informed practices, deter bullying behaviors, and promote social-emotional learning (SEL) and healthy peer relationships.**

**Recommendation 3: All school districts should provide access to training in Youth Mental Health First Aid (YMHFA) for all personnel who interact with students. All districts should also have, at a minimum, one YMHFA trainer, to promote sustainability and ongoing staff development. Additional school personnel training may include Adverse Childhood Experiences (ACEs), Trauma-Informed Schools, Drug-Endangered Children, and Social-Emotional Learning.**

# Mental Health and Prevention

**Recommendation 4: All school staff who regularly interact with students should be required to take, at a minimum, the free online 1-hour Mental Health basic awareness class, “Basic Mental Health Awareness for Educational Staff” on an annual basis, if they have not been certified in YMHFA.**

**Recommendation 5: The AR Center for School Safety should coordinate a planning group to focus on the development and implementation of a statewide school safety anonymous or confidential tip line.**

**Recommendation 6: All school districts that utilize an anonymous reporting system MUST establish a behavioral threat assessment team, following best practices for team composition and process, and require all team members receive basic and advanced behavioral threat assessment training through the Arkansas Center for School Safety.**

# Mental Health and Prevention

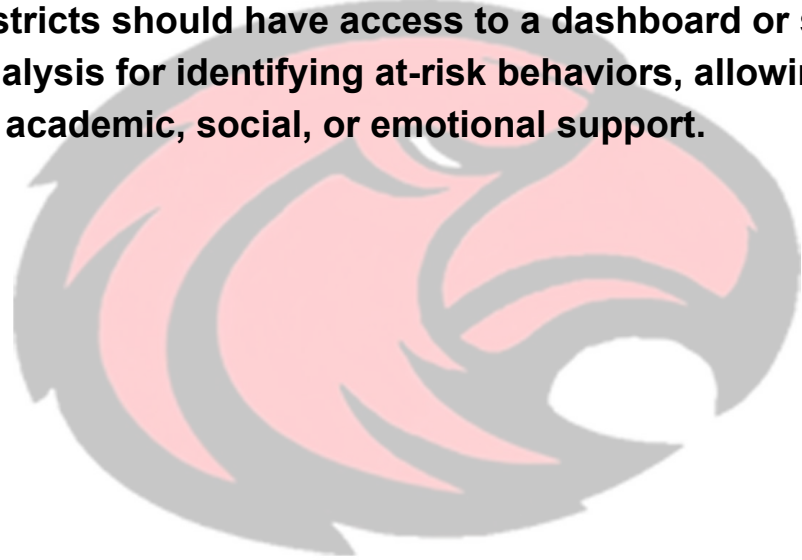
**Recommendation 7: All school districts should establish a behavioral threat assessment team, following best practices for team composition and process, and require all team members receive basic and advanced behavioral threat assessment training through the Arkansas Center for School Safety.**

**Recommendation 8: Coordinated school crisis response teams should be developed at the state, regional, district, and campus levels to ensure effective crisis management and mitigate the negative impact of any traumatic event that involves schools.**

**Recommendation 9: DESE/School Health Services and The Division of Aging, Adult, and Behavioral Health Services (DAABHS) should convene a workgroup to identify and address gaps in current mental health supports for students in Arkansas.**

# Mental Health and Prevention

**Recommendation 10: Districts should have access to a dashboard or similar system that would facilitate student data analysis for identifying at-risk behaviors, allowing for early intervention that could provide additional academic, social, or emotional support.**



# Law Enforcement and Security

**Recommendation 1: Campuses should always have an armed presence when staff and children are attending class or a major extracurricular activity.**

**Recommendation 2: The Arkansas School Safety Commission recognizes Advanced Law Enforcement Rapid Response Training (ALERRT) as the standard active threat response training required for all law enforcement officers and commissioned school security officers in Arkansas.**

**Recommendation 3: School Resource Officers should have instant access to certain equipment in the event of an active killer situation.**

# Law Enforcement and Security

**Recommendation 4: All school districts that have a Commissioned School Security Officer (CSSO) program should establish communications with the city and/or county law enforcement administrators that serve the school district. The district and the agencies should work cooperatively to develop plans that will address the joint response to an active school killer incident.**

**Recommendation 5: Schools should develop strategies that layer and build redundancy for optimal security.**

**Recommendation 6: School Districts should adopt the Advanced Law Enforcement Rapid Response Training, (ALERRT), training and protocols designed for community members that address what to do when confronted with an active attack situation.**

# Audit, Emergency Operations Plans & Drills

***Recommendation 1: Every campus must have a school safety coordinator, who is a part of the district school safety security team.***

**Recommendation 2: Security assessments must be conducted every three years using SITE ASSESS.**

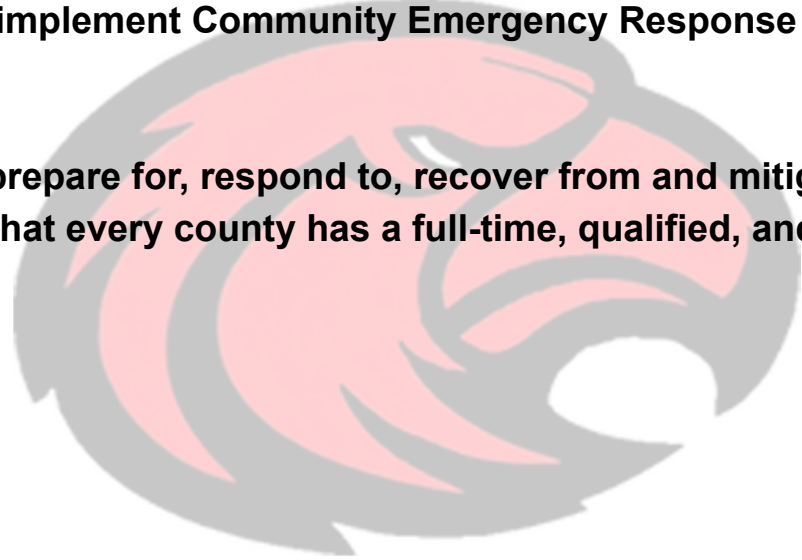
**Recommendation 3: Schools should conduct routine, and unannounced safety checks, at least monthly, to evaluate safety and security policies and procedures.**

**Recommendation 4: Requires the school district and law enforcement agency having jurisdiction over the local school district to conduct a full-scale critical incident exercise every three years. In addition, school districts should conduct tabletop exercises and lockdown drills at least annually.**

# Audit, Emergency Operations Plans & Drills

**Recommendation 5: To implement Community Emergency Response Team (CERT) training in Arkansas high schools.**

**Recommendation 6: To prepare for, respond to, recover from and mitigate threats to our schools it is our recommendation that every county has a full-time, qualified, and resolute local Emergency Manager.**



# Intelligence and Communications

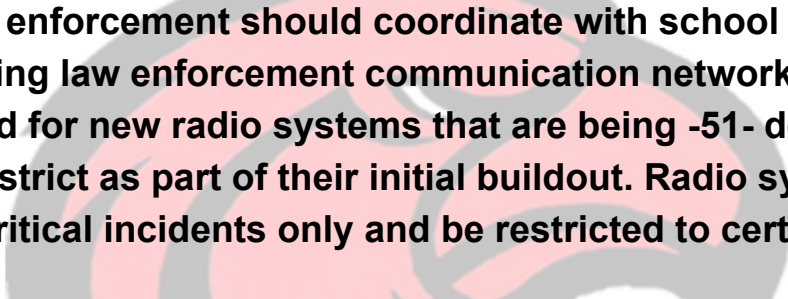
**Recommendation 1: School Districts should develop layered two-way communication access between staff members and administrative staff via various platforms to ensure information sharing and improve alert processes.**

**Recommendation 2: School Districts should develop capabilities to monitor communication platforms, on school owned devices, to include social media outlets as it relates to threats or triggering phrases used by potential active attack suspects.**

**Recommendation 3: Law enforcement agencies are encouraged to develop educational programs and build relationships within their communities to encourage reporting and to identify suspicious activity by those with the intent to commit harm.**

# Intelligence and Communications

**Recommendation 4: Law enforcement should coordinate with school districts to ensure that there is limited access to existing law enforcement communication network, (radio systems) for critical incidents. We recommend for new radio systems that are being -51- developed by law enforcement to consider the school district as part of their initial buildout. Radio system use should be allowed with limited use during critical incidents only and be restricted to certain school administrators and staff.**



# Physical Security

**Recommendation 1: The legislature should change the language in Arkansas Code § 12-13-109 to "keep all exiting doors and classroom doors closed and locked during school hours, with the exception of transition times. No person shall be impeded from building egress per the current State Fire Prevention Code and the ADA Standards for Accessible Design."**

**Recommendation 2: Districts should, at a minimum, install electronic access controls for high-frequency-use exterior doors.**

**Recommendation 3: District campuses should have security cameras that are accessed by designated individuals, including law enforcement, during a critical incident.**

**Recommendation 4: District campuses should have one secure visitor point of entrance with ideally a secured vestibule, when allowable.**

# Physical Security

**Recommendation 5: All exterior doors to school buildings must remain closed and locked.**

**Recommendation 6: Require district campuses to use a visitor management system.**

**Recommendation 7: All classroom doors to school buildings must remain closed and locked.**

**Recommendation 8: All school districts should utilize a grand master key system ensuring that each campus has a master key.**

**Recommendation 9: Every district should provide master key(s) access to local law enforcement for use during a critical incident.**

**Recommendation 10: District campuses need to protect any glass that allows vision or access into the classroom from the corridor.**

# Physical Security

**Recommendation 11: District campuses should use covers on vision panels on classroom doors during lockdowns that also allow students a blind area to 'hide'.**

**Recommendation 12: District campuses should equip classroom doors with locks so that doors can be locked from the inside, allow for access from outside for authorized personnel, and allow for egress per the current State Fire Prevention Code and the ADA standards for accessible design.**

**Recommendation 13: Add physical security items to existing Division of Public School Academic Facilities and Transportation (DPSAFT) Maintenance & Operations facility inspection checklist.**

**Recommendation 14: Dedicate at least 20 minutes of Division of Public School Academic Facilities and Transportation (DPSAFT) 3-hour required annual bus driver training to bus security.**

# CYBERSECURITY

**Recommendation 1: School districts should require all school personnel, students, and other key stakeholders, such as school board members, who use district digital devices (desktops, laptops, Chromebooks, tablets, mobile phones, smart phones, etc.) to participate in cybersecurity awareness training annually and provide monthly ongoing reminders.**

**Recommendation 2: School Districts should implement best practices in cybersecurity preparedness.**

**Recommendation 3: Establish a basic statewide school information sharing program for cybersecurity incidents and threats.**

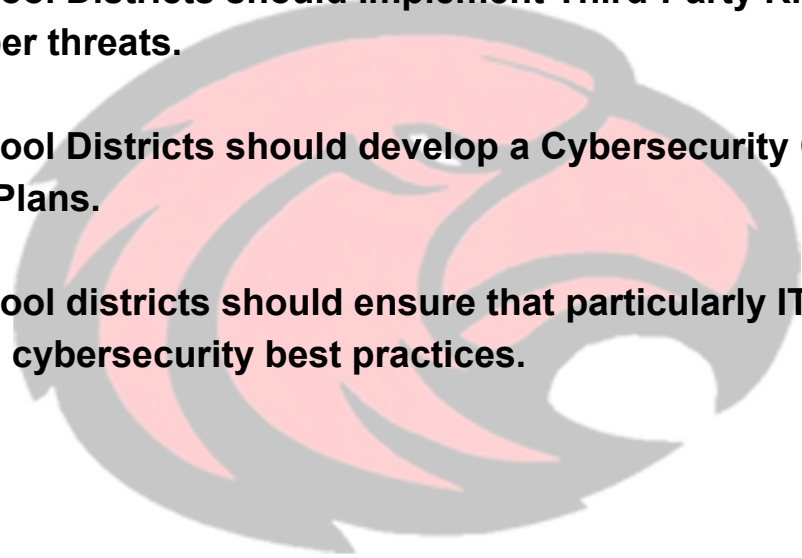
**Recommendation 4: School Districts should implement routine vulnerability scanning and testing.**

# CYBERSECURITY

**Recommendation 5: School Districts should Implement Third-Party Risk Management best practices to mitigate cyber threats.**

**Recommendation 6: School Districts should develop a Cybersecurity Component within their Continuity of Operation Plans.**

**Recommendation 7: School districts should ensure that particularly IT staff and leadership remain current and up to date in cybersecurity best practices.**



# General Recommendations

**Recommendation 1: A school safety unit should be formed in the Division of Elementary and Secondary Education to better ensure school districts are appropriately implementing school-safety related laws, provide support to districts in the implementation of school safety recommendations and assist schools in identifying gaps and needed resources to fill these gaps.**

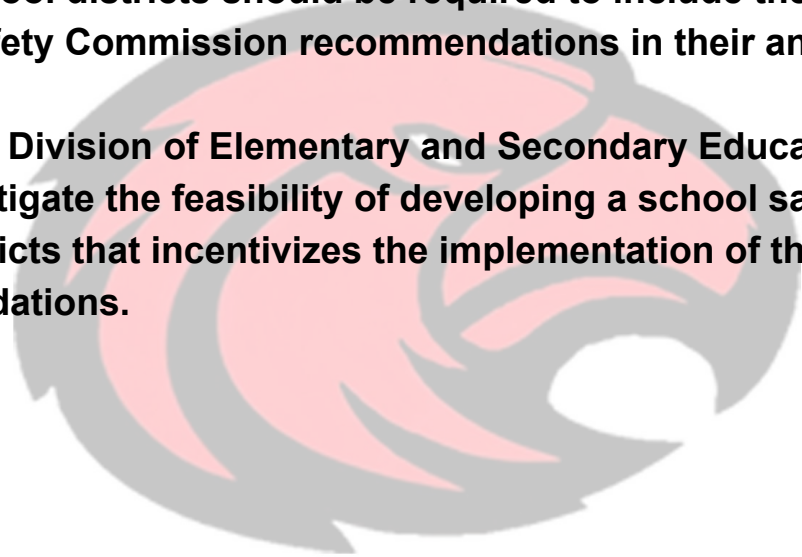
**Recommendation 2: The Arkansas legislature should consider recurring funding for school districts to implement the Arkansas School Safety Commission Recommendations.**

**Recommendation 3: Additional funding should be provided to the Arkansas Center for School Safety in order to build the capacity of the Center to provide training and resources to assist school districts and law enforcement agencies meeting school safety related laws and recommendations.**

# General Recommendations

**Recommendation 4: School districts should be required to include the implementation status of the Arkansas School Safety Commission recommendations in their annual report to the public.**

**Recommendation 5: The Division of Elementary and Secondary Education's Safe Schools Committee should investigate the feasibility of developing a school safety award/recognition program for school districts that incentivizes the implementation of the Arkansas School Safety Commission recommendations.**



# AR LEARNS SAFETY AND MENTAL HEALTH

School Safety Assessment - August 1, 2024

School Safety Coordinator

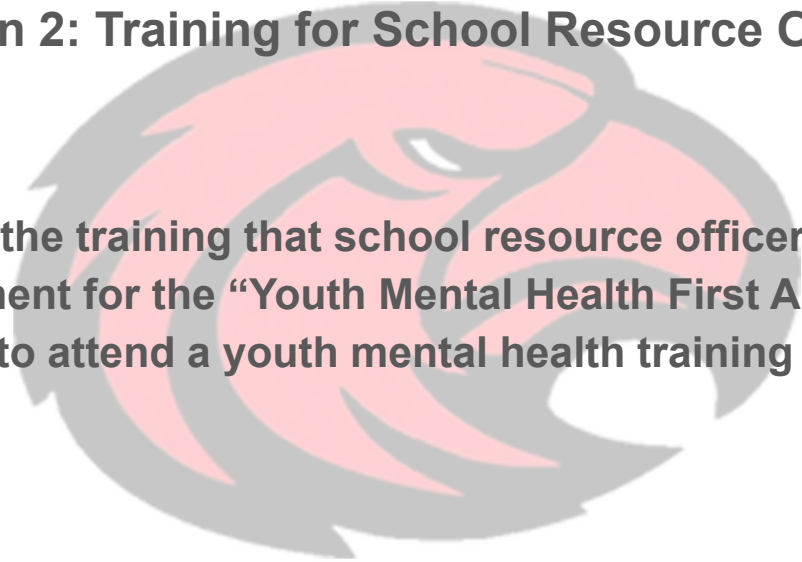
Behavior Threat Assessment Team



# AR LEARNS SAFETY AND MENTAL HEALTH

## Section 2: Training for School Resource Officers

**This section outlines the training that school resource officers must complete. It replaces the requirement for the “Youth Mental Health First Aid Training” certification with the requirement to attend a youth mental health training as required by the State Board of Education.**



# AR LEARNS SAFETY AND MENTAL HEALTH

## Section 8: Assessment of school safety

Rather than an audit every three years, a required assessment of school safety every three years. This section adds medical professionals and the fire department to the list of required attendees of these assessments. The schools must also be assessed in their anti-human trafficking efforts in addition to the current requirements. Also school districts and open enrollment charters should be reviewed by experts on their architectural plans before building a new school. Training requirements for health emergencies, especially including drug overdoses and bleeding control. Direct communication will be established with law enforcement via radios with law enforcement frequency, emergency alert systems, camera systems that can be accessed live, and cybersecurity review

# Doing The Work

AASA Wellness and Learning Cohort

National Mental Health Advisory Board

CJI- School Safety Coordinator Academy Trainer

