RUSSELLVILLE BOARD OF EDUCATION
REGULAR BOARD MEETING
Tuesday, April 14, 2026 at 6:00pm
THE BOARDROOM AT RUSSELLVILLE HIGH SCHOOL
THIS MEETING WILL BE AUDIO RECORDED
The media has been notified of this meeting.

1. **CALL TO ORDER**
   1.1. The meeting will be called to order by the Board President.
   1.2. Pledge of Allegiance
2. **ROLL CALL**
   2.1. Board Member Roll Call
3. **PUBLIC COMMENT**
4. **CELEBRATIONS**
   4.1. RSD Student Celebrations
   4.2. 5A Swim State Champions
   4.3. RSD Staff Celebrations
5. **TEACHING AND LEARNING**
   5.1. Academic Success
6. **CONSENT AGENDA**
   6.1. Consider approving minutes from the March 10, 2026, Regular Board Meeting.
   6.2. Consider approving RHS Robotics, St. Louis, MO - Out of State Travel.
   6.3. Consider approving the revised 2026-2027 School Calendars for Students and Staff.
   6.4. Consider approving the 2024-2025 Final Audit Report as prepared by Cobb and Suski, Ltd.
   6.5. Consider approving Cobb & Suski, Ltd. Certified Public Accountants of Little Rock to perform a financial audit for the year ending June 30, 2026.
   6.6. Consider approving Assurances ESEA - ESSA & IDEA Federal Funds for the 2026-2027 School Year.
   6.7. Consider approving School Psychology Specialist Intern Contract, Melia Johnsgard.
7. **FINANCE**
   7.1. Financial Report for Period 9

8. **POLICY**

    8.1. Consider approving policy revisions to Section 1: Board Governance and Operations.

    8.2. Consider approving policy revisions to Section 3: Licensed Personnel.

    8.3. Consider approving policy revisions to Section 4: Students.

    8.4. Consider approving policy revisions to Section 5: Curriculum and Instruction.

    8.5. Consider approving policy revisions to Section 5: RSD Acceleration Policies

    8.6. Consider approving policy revisions to Section 6: School, Home, and Community Relations.

    8.7. Consider approving policy revisions to Section 7: Business and Financial Management.

    8.8. Consider approving policy revisions to Section 8: Classified Personnel.

9. **DISCUSSION ITEMS**

10. **EXECUTIVE SESSION**

11. **PERSONNEL**

    11.1. Consider approving all certified and classified staff resignations, transfers, additional stipends, and employment recommendations.

12. **SCHOOL BOARD ORGANIZATION**

    12.1. Board President

    12.2. Board Vice-President

    12.3. Board Secretary

    12.4. Board Disbursing Officer

    12.5. Legislative Liaison

    12.6. Delegate Assembly

13. **ADJOURNMENT**

Regular Board Meeting
Tuesday, March 10, 2026 6:00pm

The Boardroom at Russellville High School
2203 S. Knoxville Ave.
Russellville, AR 72802

Jason Cunningham:	Present
Donna Hindsman:	Present
Don Jacimore:	Present
Georganne Rollans:	Present
Joe Sitkowski:	Present
Jeff Terry:	Present
Janet Winn:	Present

Present: 7.

1. CALL TO ORDER

1.1. The meeting will be called to order by the Board President.
The meeting was called to order by Mr. Jacimore.

1.2. Pledge of Allegiance

2. ROLL CALL

2.1. Board Member Roll Call
All board members were present.

3. PUBLIC COMMENT

There were no requests for public comment.

4. CELEBRATIONS

4.1. RSD Student Celebrations
Drake Miller, 5th grader at RIS, was recognized by his Principal, Mrs. Callahan, for being an Innovative Achiever. Drake was accompanied by his mother.
Carter Lowe, 5th grader at RIS, was recognized by her Principal, Mrs. Callahan, for being a Responsible Citizen. Carter was accompanied by her parents.

4.2. RHS AP Score Recognition
Russellville High School achieved "Silver Honor Roll" for their AP Scores for the 2024-2025 School Year. Dr. Brittany Turner and Dana Sumter presented the recognition to Dr. Mounts, Natalie Earnest and Steven Quoss.

4.3. National Merit Finalists
(Seniors) Will Stump, Ian Warnick and Keegan Fuller were recognized by Dr. Turner for becoming National Merit Finalists.

4.4. RHS Cheer 2026 NCA National Cheer Champions
The RHS Cheer Team was recognized by Ben Goodman and Karen Chenault for winning the 2026 NCA National Cheer Championship. The team is coached by Mrs. Chenault.

4.5. 5A Boys Bowling State Champions

The RHS Boys Bowling Team was recognized by Ben Goodman and Coach Rob Elder for winning the 5A State Bowling Championship. Team members are Keegan Melton, Isaac Epperson, Landon Foley, Hogan Scott and Noah Kelley. The team is coached by Mr. Elder.

4.6. School Board Member Years of Service
Dr. Luke Lovins recognized Mrs. Georganne Rollans for her service to the district (2022-2026) as a board member for Zone 2.

5. TEACHING AND LEARNING

5.1. Academic Success

6. CONSENT AGENDA
To approve all consent agenda items as presented. This motion, made by Jason Cunningham and seconded by Georganne Rollans, Carried. *6:38 p.m.*
Jason Cunningham: Yea, Donna Hindsman: Yea, Don Jacimore: Yea, Georganne Rollans: Yea, Joe Sitkowski: Yea, Jeff Terry: Yea, Janet Winn: Yea
Yea: 7, Nay: 0

6.1. Consider approving minutes from the February 9, 2026, Regular Board Meeting.

6.2. Consider approving minutes from the February 24, 2026, Called Board Meeting.

6.3. Consider approving RJHS Auxiliary Gym and RHS Old Gym Refurbishment Quote - Roger Richey.

6.4. Consider approving Vendor Contract Disclosure with Megan Matilo.

6.5. Consider approving Taylor Music, Inc. Bid for Band Instrument Purchase.

7. FINANCE

7.1. Financial Report for Period 8

8. POLICY

8.1. PPC's Proposed Policy Updates for Policy 3.23 - Licensed Personnel Political Activity and Policy 3.45 - Licensed Personnel Social Networking and Ethics.
To reject the PPC's proposed updates to policies 3.23 and 3.45. This motion, made by Jeff Terry and seconded by Jason Cunningham, Carried. *6:45 p.m.*
Georganne Rollans: Nay, Jason Cunningham: Yea, Donna Hindsman: Yea, Don Jacimore: Yea, Joe Sitkowski: Yea, Jeff Terry: Yea, Janet Winn: Yea
Yea: 6, Nay: 1
Georganne Rollans: Nay

9. FACILITIES

9.1. Consider approving a Construction Manager for the London Walkway Project.
To approve Baldwin Shell as the Construction Manager for London Walkway Project. This motion, made by Jeff Terry and seconded by Donna Hindsman, Carried. *6:47 p.m.*
Georganne Rollans: Nay, Janet Winn: Nay, Jason Cunningham: Yea, Donna Hindsman: Yea, Don Jacimore: Yea, Joe Sitkowski: Yea, Jeff Terry: Yea
Yea: 5, Nay: 2
Georganne Rollans: Nay, Janet Winn: Nay

10. DISCUSSION ITEMS

11. EXECUTIVE SESSION
The board entered into executive session at 6:48 p.m.
(Georganne Rollans left the meeting and did not return.)
The board returned from executive session at 8:34 p.m.

12. PERSONNEL

12.1. Consider approving all certified and classified staff resignations, transfers, additional stipends, and employment recommendations.
To approve all certified and classified staff resignations, transfers, additional stipends, and employment recommendations. This motion, made by Donna Hindsman and seconded by Joe Sitkowski, Carried. *8:35 p.m.*
Georganne Rollans: Absent, Jason Cunningham: Yea, Donna Hindsman: Yea, Don Jacimore: Yea, Joe Sitkowski: Yea, Jeff Terry: Yea, Janet Winn: Yea
Yea: 6, Nay: 0, Absent: 1

12.2. Consider approving re-hiring Russellville School District employees for the 2026-2027 school year.
To approve re-hiring Russellville School District employees for the 2026-2027 school year. This motion, made by Jason Cunningham and seconded by Jeff Terry, Carried. *8:35 p.m.*
Georganne Rollans: Absent, Jason Cunningham: Yea, Donna Hindsman: Yea, Don Jacimore: Yea, Joe Sitkowski: Yea, Jeff Terry: Yea, Janet Winn: Yea
Yea: 6, Nay: 0, Absent: 1

12.3. Deputy Superintendent Contract
To table Deputy Superintendent Contract. This motion, made by Donna Hindsman and seconded by Jeff Terry, Carried. *8:36 p.m.*
Georganne Rollans: Absent, Jason Cunningham: Yea, Donna Hindsman: Yea, Don Jacimore: Yea, Joe Sitkowski: Yea, Jeff Terry: Yea, Janet Winn: Yea
Yea: 6, Nay: 0, Absent: 1

13. ADJOURNMENT
The meeting adjourned at 8:36 p.m.

_____
Board President

_____
Board Secretary

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date: April 14 , 2026
Item Title: VEX Robotics World Championship - RHS Cyclone Robotics
Responsible Administrator: Nic Mounts, RHS Principal & Sarah Monfee, Director of Secondary Curriculum and Instruction
Strategic Plan Priority: Academic Excellence

Background:
Cyclone Robotics Team 967P recently competed at the Arkansas State VEX Robotics Tournament, earning both the Tournament Finalist Award and the Create Award. These recognitions reflect excellence in robot performance, engineering design, and innovative problem-solving.

Based on their performance throughout the season and at the state level, Team 967P is seeking approval to attend the VEX Robotics World Championship in St. Louis, Missouri. The World Championship is a highly competitive event, with only nine teams from Arkansas earning the opportunity to participate. Attendance at this event would provide students with valuable real-world STEM experience, exposure to advanced engineering practices, and opportunities to collaborate and compete with top teams from around the world.

Recommended Action:
It is recommended that the Board of Education approve out-of-state travel for Cyclone Robotics Team 967P, including student participants and sponsors, to attend the VEX Robotics World Championship in St. Louis, Missouri.

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date: April 14, 2026
Item Title: RSD 2026-2027 Calendar
Responsible Administrator: Brittany Herring
Strategic Plan Priority: Academic Excellence

Background:

The following calendars were developed with input from district personnel and key stakeholders to best support the needs of students and staff in the Russellville School District. These calendars have been reviewed and recommended for approval by both the PPC and CPPS committees.

Recommended Action: To approve the new 2026-27 student and 190 staff calendar.

2026 - 2027

RSD 190 Staff Calendar

RUSSELLVILLE SCHOOL DISTRICT

SCHOOL CLOSED FOR STUDENTS

Teacher Contract Day	Aug 5-7, 10-11
First Day of School	Aug 12
Labor Day	Sept 7
Teacher Contract Day	Sept 8, 28
Teacher Contract Day	Oct 16
Fall Break	Oct 19
Teacher Contract Day	Nov 9
Thanksgiving Break	Nov 23-27
Christmas Break	Dec 21- Jan 1
Teacher Contract Day	Jan 4
Dr. MLK Day	Jan 18
Teacher Contract Day	Feb 12
Presidents Day	Feb 15
Spring Break	Mar 22-26
Teacher Contract Day	March 29
Teacher Contract Day	April 19
Last Student Day	May 21
Teacher Contract "FLEX"	May 24 -27
Memorial Day	May 31

***pending inclement weather days

PARENT TEACHER CONFERENCES

October 13-15, after school
February 9-11, after school

May 28 - June 4th are designated make up days (please do not plan vacations on these dates)

*June 14-July 5 Dead Weeks

GRADING PERIODS

1st Quarter (ends October 13)
2nd Quarter (ends December 18)
3rd Quarter (ends March 12)
4th Quarter (ends May 21***)

RHS Graduation May 15

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App Store Google Play

WEBSITE rsdk12.net
SOCIAL MEDIA

FIRST DAY FOR STUDENTS: AUGUST 12 **LAST DAY FOR STUDENTS: MAY 21***

JULY 2026

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RSD
RUSSELLVILLE SCHOOL DISTRICT

2026 - 2027
RSD Sudent Calendar

SCHOOL CLOSED FOR STUDENTS

First Day of School	Aug 12
Labor Day	Sept 7
Off School	Sept 8, 28
Fall Break	Oct 16- 19
Off School	Nov 9
Thanksgiving Break	Nov 23-27
Christmas Break	Dec 21- Jan 4
Dr. MLK Day	Jan 18
Off School	Feb 12
Presidents Day	Feb 15
Spring Break	Mar 22-26
Off School	March 29
Off School	April 19
Last Student Day	May 21
Ext. Last Day of School	May 28

***pending inclement weather days

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October 13-15, after school
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May 24 - May 28 are designated make up days
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FIRST DAY FOR STUDENTS: AUGUST 12 **LAST DAY FOR STUDENTS: MAY 21***

JULY 2026

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SEPTEMBER 2026

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MARCH 2027

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APRIL 2027

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RSD Board of Education Agenda Template

Templates serve to provide background information regarding agenda items.

Board Meeting Date: April 14, 2026
Item Title: 2024-2025 Final Audit Report
Responsible Administrator: Justin Robertson
Strategic Plan Priority: Financial Stability

Background:

The district currently uses Cobb and Suski, Ltd., Certified Public Accountants to perform the required financial audits for the district. The financial audit for the 2024-25 SY was finalized on March 16, 2026 and the District was presented with a clean report.

Recommended Acton:

Approve the 2024-2025 Final Audit report as prepared by Cobb and Suski, Ltd.

RUSSELLVILLE SCHOOL DISTRICT NO. 14
Russellville, Arkansas

REGULATORY BASIS FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

For the Year Ended June 30, 2025

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COBB AND SUSKIE, LTD.
CERTIFIED PUBLIC ACCOUNTANTS

650 S. Shackleford Road • Suite 400 • P. O. Box 21675 • Little Rock, Arkansas 72221-1675
(501) 225-2133 • Fax (501) 223-2839

Michael L. Cobb Anne Suskie Pinyan

Independent Auditors' Report

The Board of Education
Russellville School District No. 14
Russellville, Arkansas

Report on the Financial Statements

Opinions

We have audited the financial statements of each major governmental fund and the aggregate remaining fund information of the Russellville School District No. 14 (the "District"), as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the District's regulatory basis financial statements as listed in the table of contents.

Unmodified Opinions on Regulatory Basis of Accounting

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective regulatory basis financial position of each major governmental fund and the aggregate remaining fund information of the District as of June 30, 2025, and the respective regulatory basis changes in financial position thereof and the respective regulatory basis budgetary comparison for the general and special revenue funds for the year then ended in accordance with financial reporting provisions of Ark. Code Ann. § 10-4-413 (c) as provided in Act 2201 of 2005 described in Note 1.

Adverse opinion on U.S. Generally Accepted Accounting Principles

In our opinion, because of the significance of the matter discussed in the Basis for Adverse Opinion on U.S. Generally Accepted Accounting Principles section of our report, the accompanying financial statements referred to above do not present fairly, in accordance with accounting principles generally accepted in the United States of America, the financial position of the District as of June 30, 2025, or the changes in financial position for the year then ended.

Basis for Opinions

We conducted our audit in accordance with accounting standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit for the Financial Statements section of our report. We are required to be independent of the District, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Basis for Adverse Opinion on U.S. Generally Accepted Accounting Principles

As described in Note 1, of the financial statements, the financial statements are prepared by District on the basis of the financial reporting provisions of Ark. Code Ann. § 10-4-413 (c) as provided in Act 2201 of 2005, which is a basis of accounting other than accounting principles generally accepted in the United States of America, to meet the requirements of the State of Arkansas. The effects on the financial statements of the variances between the regulatory basis of accounting described in Note 1 and accounting principles generally accepted in the United States of America, although not reasonably determinable, are presumed to be material and pervasive.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with the financial reporting provisions of § 10-4-413 (c) as provided in Act 2201 of 2005, as described in Note 1, to meet the requirements of the State of Arkansas. Management is also responsible for the design, implementation and maintenance of internal control relevant to the presentation and fair presentation of financial statements that are free from material misstatement, whether due to fraud of error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Governmental Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than one resulting from error, as fraud may involve collusion, forgery, intentional omissions misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Governmental Auditing Standards*, we

- Exercise professional judgement and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expensing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise District's regulatory basis financial statements. The Schedule of Expenditures of Federal Awards as required by title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost principles, and Audit Requirements for Federal Awards,* is presented for purposes of additional analysis and is not a required part of the regulatory basis financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the regulatory basis financial statements. The information has been subjected to the auditing procedures applied in the audit of the regulatory basis financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the regulatory basis financial statements or to the regulatory basis financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditures of Federal Awards is fairly stated, in all material respects, in relation to the regulatory basis financial statements as a whole.

Other Information

Management is responsible for the other information included in the report. The other information comprises the Schedule of Capital Assets and the Schedule of Billable Units but does not include the regulatory basis financial statements, supplementary information, and our auditors' report thereon. Our opinions on the regulatory basis financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the regulatory basis financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the regulatory basis financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated March 16, 2026, on our consideration of District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of the testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an internal part of an audit performed in accordance with *Government Auditing Standards* in considering District's internal control over financial reporting and compliance.

Cobb and Sustaire, Ltd.

Certified Public Accountants
March 16, 2026

RUSSELLVILLE SCHOOL DISTRICT NO. 14
BALANCE SHEET - REGULATORY BASIS
JUNE 30, 2025

	General Fund	Special Revenue Fund	Other Governmental Funds
ASSETS			
Cash	$ 13,517,511	$ 2,120,632	$ 8,171,337
Investments	-	-	-
Accounts Receivable	130,739	416,697	-
Deposit with Paying Agent	-	-	872,672
TOTAL ASSETS	$ 13,648,250	$ 2,537,329	$ 9,044,009
LIABILITIES AND FUND BALANCES			
Liabilities:			
Accounts Payable	$ -	$ -	$ -
Due to Student Groups	-	-	-
Total Liabilities	-	-	-
Fund Balances:			
Unreserved	13,648,250	-	-
Reserved	-	2,537,329	9,044,009
Total Fund Balances	13,648,250	2,537,329	9,044,009
TOTAL LIABILITIES AND FUND BALANCES	$ 13,648,250	$ 2,537,329	$ 9,044,009

The accompanying notes are an integral part of these financial statements.

Total Governmental Funds	Fiduciary Fund Types
$ 23,809,480	$ 345,506
-	-
547,436	-
872,672	-
$ 25,229,588	$ 345,506
$ -	$ -
-	194,201
-	194,201
13,648,250	-
11,581,338	151,305
25,229,588	151,305
$ 25,229,588	$ 345,506

RUSSELLVILLE SCHOOL DISTRICT NO. 14
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN
FUND BALANCES - GOVERNMENTAL FUNDS - REGULATORY BASIS
FOR THE YEAR ENDED JUNE 30, 2025

	General Fund	Special Revenue Fund	Other Governmental Funds	Total Governmental Funds
REVENUES:				
Local Property Taxes	$ 48,008,526	$ -	$ 1,646,029	$ 49,654,555
State Sources	19,867,773	92,065	-	19,959,838
Federal Sources	-	9,970,653	-	9,970,653
Food Services	-	482,026	-	482,026
Other Sources	382,022	-	42,248	424,270
Student Activities	574,722	-	-	574,722
Interest	936,967	27,352	286,190	1,250,509
Total Revenues	69,770,010	10,572,096	1,974,467	82,316,573
EXPENDITURES:				
Instruction				
Regular Instruction	24,975,894	383,901	39,055	25,398,850
Special Instruction	4,251,053	1,235,774	-	5,486,827
Vocational Instruction	477,071	91,136	-	568,207
Adult/Continuing Education Instruction	651,619	140,177	-	791,796
Compensatory Instruction	410,142	1,312,013	-	1,722,155
Other Instruction	3,621,560	135,610	9,200	3,766,370
Total Instruction	34,387,339	3,298,611	48,255	37,734,205
Support Services				
Student Support Services	2,286,429	736,887	1,970	3,025,286
Instructional Support Services	4,067,386	867,463	4,653	4,939,502
General Administration Services	1,156,748	40,839	5,440	1,203,027
School Administration Services	4,127,702	-	5,347	4,133,049
Business Support Services	2,690,208	197,009	-	2,887,217
Other Support Services	197,340	-	-	197,340
Operations and Maintenance	8,480,747	800,763	3,349,032	12,630,542
Pupil Transportation Services	2,793,258	327	-	2,793,585
Non Program Services	2,706	12,438	-	15,144
Food Services	56,720	3,941,704	-	3,998,424
Community Services	365,433	81,935	-	447,368
Debt Service - Principal	-	-	3,740,000	3,740,000
Debt Service - Interest	-	-	1,522,944	1,522,944
Activity Expenditures	567,497	-	-	567,497
Capital Outlays	308,246	252,569	1,024,866	1,585,681
Building Acquisitions/Services	18,544	-	-	18,544
Total Support Services	27,118,964	6,931,934	9,654,252	43,705,150
Total Expenditures	61,506,303	10,230,545	9,702,507	81,439,355

The accompanying notes are an integral part of these financial statements.

RUSSELLVILLE SCHOOL DISTRICT NO. 14
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS - REGULATORY BASIS (CONTINUED)
FOR THE YEAR ENDED JUNE 30, 2025

	General Fund	Special Revenue Fund	Other Governmental Funds	Total Governmental Funds
Excess of Revenues Over (Under) Expenditures	$ 8,263,707	$ 341,551	$ (7,728,040)	$ 877,218
OTHER FINANCING SOURCES (USES)				
Proceeds from Sale of Property	24,637	-	-	24,637
Transfers In	-	-	8,306,890	8,306,890
Transfers Out	(8,131,352)	(175,538)	-	(8,306,890)
Total Other Financing Sources (Uses)	(8,106,715)	(175,538)	8,306,890	24,637
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	156,992	166,013	578,850	901,855
Fund Balances, Beginning of Year	13,491,258	2,371,316	8,465,159	24,327,733
Fund Balances, End of Year	$ 13,648,250	$ 2,537,329	$ 9,044,009	$ 25,229,588

The accompanying notes are an integral part of these financial statements.

RUSSELLVILLE SCHOOL DISTRICT NO. 14
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCES - BUDGET AND ACTUAL - GENERAL
AND SPECIAL REVENUE FUNDS- REGULATORY BASIS
FOR THE YEAR ENDED JUNE 30, 2025

	GENERAL FUND		
	Budget	Actual	Variance
Revenues:			
Property Taxes	$ 47,985,000	$ 48,008,526	$ 23,526
Federal Sources	2,000	-	(2,000)
State Sources	19,151,412	19,867,773	716,361
Other Local Sources	-	-	-
Intermediate Sources	-	-	-
Food Services	-	-	-
Other Sources	233,500	382,022	148,522
Student Activities	-	574,722	574,722
Interest	542,000	936,967	394,967
Total Revenues	67,913,912	69,770,010	1,856,098
Expenditures:			
Instruction:			
Regular Instruction	25,487,702	24,975,894	511,808
Special Instruction	4,954,236	4,251,053	703,183
Vocational Instruction	654,887	477,071	177,816
Adult Continuing Education Instruction	623,670	651,619	(27,949)
Compensatory Instruction	421,900	410,142	11,758
Other Instruction	3,402,757	3,621,560	(218,803)
Total Instruction	35,545,152	34,387,339	1,157,813
Support Services:			
Student Support Services	2,592,989	2,286,429	306,560
Instructional Staff Services	3,921,148	4,067,386	(146,238)
General Administration Services	924,038	1,156,748	(232,710)
School Administration Services	3,976,125	4,127,702	(151,577)
Business Support Services	2,717,775	2,690,208	27,567
Other Support Services	320,997	197,340	123,657
Operations and Maintenance	7,893,671	8,480,747	(587,076)
Pupil Transportation Services	2,853,974	2,793,258	60,716
Non Program Services	-	2,706	(2,706)
Food Services	38,160	56,720	(18,560)
Community Services	384,352	365,433	18,919
Debt Service	-	-	-
Activity Expenditures	-	567,497	(567,497)
Capital Outlays	491,010	308,246	182,764
Building Acquistion/Services	-	18,544	(18,544)
Total Support Services	26,114,239	27,118,964	(1,004,725)
Total Expenditures	61,659,391	61,506,303	153,088
Excess of Revenues Over (Under) Expenditures	6,254,521	8,263,707	2,009,186
Other Financing Sources (Uses):			
Proceeds from Sale of Property	-	24,637	24,637
Transfers In	-	-	-
Transfers Out	(6,319,059)	(8,131,352)	(1,812,293)
Total Other Financing Sources (Uses)	(6,319,059)	(8,106,715)	(1,787,656)
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	(64,538)	156,992	221,530
Fund Balance - Beginning of Year	13,128,885	13,491,258	362,373
Fund Balance - End of Year	$ 13,064,347	$ 13,648,250	$ 583,903

The accompanying notes are an integral part of these financial statements.

SPECIAL FUND		
Budget	Actual	Variance
$ -	$ -	$ -
10,073,703	9,970,653	(103,050)
59,200	92,065	32,865
-	-	-
-	-	-
468,700	482,026	13,326
7,500	-	(7,500)
-	-	-
6,100	27,352	21,252
10,615,203	10,572,096	(43,107)
34,000	383,901	(349,901)
1,680,336	1,235,774	444,562
79,384	91,136	(11,752)
151,010	140,177	10,833
1,499,422	1,312,013	187,409
73,203	135,610	(62,407)
3,517,355	3,298,611	218,744
1,394,139	736,887	657,252
1,353,526	867,463	486,063
66,031	40,839	25,192
-	-	-
-	197,009	(197,009)
-	-	-
844,620	800,763	43,857
21,200	327	20,873
210,000	12,438	197,562
3,517,000	3,941,704	(424,704)
143,359	81,935	61,424
-	-	-
-	-	-
146,900	252,569	(105,669)
-	-	-
7,696,775	6,931,934	764,841
11,214,130	10,230,545	983,585
(598,927)	341,551	940,478
-	-	-
-	-	-
-	(175,538)	(175,538)
-	(175,538)	(175,538)
(598,927)	166,013	764,940
2,371,315	2,371,316	1
$ 1,772,388	$ 2,537,329	$ 764,941

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

The Board of Education, a group of seven (7) permanent members, is the level of government which has governing responsibilities over all activities related to public elementary and secondary school education within the jurisdiction of the Russellville School District No. 14 (the District). The Board receives funding from local, state, and federal government sources and must comply with the concomitant requirements of these funding source entities. However, the Board of Education is not included in any other governmental "reporting entity", since Board members are elected by the public and have decision making authority, the power to designate management, the responsibility to significantly influence operations, and primary accountability for fiscal matters.

Only the accounts of the Russellville School District No. 14 are included in these statements, and there are no component units that are or should be included in the District's reporting entity.

B. Basis of Presentation

(1) Regulatory Basis of Presentation

The financial statements are prepared in accordance with a regulatory basis of accounting. This basis of accounting is prescribed by Arkansas Code Annotated 10-4-413(c), as provided in Act 2201 of 2005, and requires that financial statements be presented on a fund basis with, at a minimum, the general fund and special revenue fund presented separately, and all other funds included in the audit presented in the aggregate. The law also stipulates that the financial statements consist of a balance sheet; a statement of revenues, expenditures, and changes in fund balances; a comparison of the final adopted budget to the actual expenditures for the general fund and special revenue funds of the entity; notes to the financial statements; and a supplemental schedule of capital assets, including land, buildings, and equipment. The law further stipulates that the State Board of Education shall promulgate the rules necessary to administer the regulatory basis of presentation.

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

B. Basis of Presentation (Continued)

(1) Regulatory Basis of Presentation (Continued)

The regulatory basis of accounting differs from the accounting principles generally accepted in the United States of America (GAAP). GAAP requires that basic financial statements, in addition to presenting entity-wide financial statements, incorporate the following: Management's Discussion and Analysis, separate financial statements for fiduciary fund types, separate identification of special and extraordinary items, capital assets, other non-financial assets and long-term liabilities, specific procedures for the identification of major governmental funds and applicable note disclosures. The prescribed regulatory basis does not require these statements and concepts, nor does it generally adhere to or address pronouncements of the Governmental Accounting Standards Board (GASB).

The accompanying financial statements are presented on a fund basis. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts, which are segregated for purposes of recording specific activities or attaining certain objectives. Revenues are reported by major sources and expenditures are reported by major function. Other transactions, which are not reported as revenues or expenditures, are reported as other financial sources and uses.

C. Fund Accounting

Fund accounting focuses on the sources, uses, and balances of current financial resources. Expendable assets are assigned to the various governmental funds according to the purposes for which they are to be used. Current liabilities are assigned to the fund from which they will be paid. The difference between governmental fund assets and liabilities is reported as fund balance. The following are the District's major governmental funds as prescribed under the regulatory basis:

(1) General Fund

The General Fund is the operating fund of the District and is used to account for all financial resources except those required to be accounted for in another fund. The General Fund balance is available to the District for any purpose provided it is expended or transferred according to the general laws of Arkansas.

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

C. Fund Accounting (Continued)

(2) Special Revenue Fund
The Special Revenue Fund is used to account for specific revenue sources which are designated by law or contractual agreement for specified functions or activities and are legally required to be accounted for in separate funds.

(3) Other Governmental Funds
Other governmental funds consist of the Debt Service Fund and the Capital Projects Fund. The Debt Service Fund is used for accumulation of resources for payment of principal, interest, and related costs on general long-term debt. Payments for retirement of principal and interest are remitted to independent fiscal paying agents. The Capital Projects Fund is used to account for financial resources that will be expended for the acquisition or construction of major capital facilities (other than those financed by proprietary funds or in trust funds for individuals, private organizations, or other governments).

(4) Fiduciary Funds
Fiduciary fund reporting focuses on net assets and changes in net assets. The fiduciary fund category is made up of agency funds. Trust funds are used to account for assets held by the District under a trust agreement for individuals, private organizations, or other governments and are therefore not available to support the District's own programs. The agency fund is custodial in nature (assets equal liabilities) and does not involve measurements of results of operations. The District's agency fund accounts for those student activity programs which have student participation in the activity and have students involved in the management of the program. This fund typically includes those student activities which consist of a student body, student president, student treasurer, and faculty advisor.

D. Regulatory Basis of Accounting / Measurement Focus
Basis of accounting determines when transactions are recorded in the financial records and reported in the financial statements. Governmental funds use the modified accrual basis of accounting. Fiduciary funds also use the accrual basis of accounting.

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

D. Regulatory Basis of Accounting / Measurement Focus (Continued)

The regulatory basis financial statements are prepared using a current financial resources measurement focus and the modified accrual basis of accounting, with some exceptions. With the exception of property taxes, revenues are recognized when susceptible to accrual, i.e., both measurable and available. Available means collectible within the current period or soon enough thereafter to pay current liabilities.

With the exception of property taxes, the District considers revenues to be available if they are collected within 60 days after the end of the current fiscal period. State and federal grants and interest associated with the current fiscal period are all considered to be susceptible to accrual.

(1) Revenue-Exchange and Non-exchange Transactions

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded on an accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year.

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include property taxes, grants, entitlements and donations.

Revenue from grants, entitlements and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include timing requirements, which specify the year when the resources are required to be used or the fiscal year when use is first permitted, matching requirements, in which the District must provide local resources to be used for a specified purpose, and expenditure requirements, in which the resources are provided to the District on a reimbursement basis. On a modified accrual basis, revenue from the non-exchange transactions must also be available before it can be recognized. Under the modified accrual basis, the following revenue sources are considered to be both measurable and available at fiscal year-end: property taxes available as an advance, interest, grants, and student fees.

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

D. Regulatory Basis of Accounting / Measurement Focus (Continued)

(2) Deferred Revenue

Deferred revenue arises when assets are recognized before revenue recognition criteria have been satisfied. Grants and entitlements received before the eligibility requirements are met are also recorded as deferred revenue. On governmental fund financial statements, there is no deferred revenue.

(3) Expenses/Expenditures

Expenditures are recorded when the liability is incurred, except for claims, compensated absences, and interest on long-term debt, which are not recorded until paid. Proceeds from issuance of long-term debt are recognized when received and payment of long-term debt principal is reported as an expenditure when paid.

E. Investments

The District's investments consist solely of certificates of deposit reported at historical cost, which approximates fair value.

F. Property Taxes

Property taxes are levied in November based on property assessments made between January 1st and May 31st and are an enforceable lien on January 1st for real property and June 1st for personal property. The taxes are payable between January and October 15th of the following year and are considered delinquent after October 15th.

Property taxes shall be accrued or deferred, as applicable, in accordance with guidelines issued by the Arkansas Department of Education (ADE). Arkansas law defines revenue receipts of a school district as actual proceeds of local taxes collected during the current fiscal year.

Amendment No. 74 to the Arkansas Constitution established a uniform minimum property tax millage rate of 25 mills for maintenance and operation of public schools. Arkansas Code Annotated § 26-80-101 provides the uniform rate of tax (URT) shall be assessed and collected in the same manner as other school property taxes, but the net revenues from the URT shall be remitted to the State Treasurer and distributed by the State to the county treasurer of each county for distribution to the school districts in that county. For report purposes, URT revenues are considered property taxes.

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

G. Prepaid Items

Payments made to vendors for services that will benefit periods beyond June 30, 2025, are recorded as prepaid items using the consumption method. A current asset for the prepaid amount is recorded at the time of the purchase and an expenditure/expense is reported in the year in which services are consumed.

H. Capital Assets

Capital asset purchases are recorded as expenditures at the time of purchase and depreciation is not recognized. Information on capital assets and related depreciation is reported in the schedule of capital assets. For this schedule, capital assets are capitalized at historical cost or estimated historical cost.

I. Accounts Payable and Long-term Obligations

In general, payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as obligations of the governmental funds. However, compensated absences, interest, and contractually required pension contributions that will be paid from governmental funds are reported as a liability in the fund financial statements only to the extent that they are due for payment during the current fiscal year.

J. Fund Balance Reserves

The District reserves those portions of fund equity which are legally segregated for a specific future use, or which do not represent available expendable resources and therefore are not available for appropriation or expenditure. Unreserved fund balance indicates that portion of fund equity which is available for appropriation in future periods. Reserved fund balances represent that portion of the fund balance which is not appropriable for expenditure or is legally segregated for a specific future use.

K. Fund Designations

Fund balance designations may be established to indicate tentative planned expenditures of financial resources. The designation reflects the District's intentions and is subject to change. Designations are reported as part of unreserved fund balance. Designations represent amounts set-aside for budget stabilization which exceeds the statutory required amount.

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

L. Interfund Activity

Exchange transactions between funds are reported as revenues in the seller funds and as expenditures/expenses in the purchaser funds. Flows of cash or goods from one fund to another without a requirement for repayment are reported as interfund transfers. Interfund transfers are reported as other financing sources/uses in governmental funds. Repayments from funds responsible for particular expenditures/expenses to the funds that initially paid for them are not presented on the financial statements.

M. Estimates

The preparation of the financial statements in conformity with the regulatory basis of accounting requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

N. Budget and Budgetary Accounting

The District is required by Arkansas State Law to prepare an annual budget approved by the School Board and submitted to the Arkansas Department of Education by September 15 of the current fiscal year. The annual budget is prepared on the regulatory basis of accounting. The District does not prepare and submit amended budgets during the fiscal year to the Department of Education.

NOTE 2: CASH AND INVESTMENTS

Arkansas statutes allow each local district the right to determine the depositories in which to deposit District funds and the amounts and type of investments in which to invest District funds, provided, however, that investments are limited specifically to bonds or notes of the United States of America, general obligation bonds of the State of Arkansas, or bank certificates of deposit. At June 30, 2025, the District's cash consisted of demand deposits at two local depository banks.

Custodial credit risk is the risk that in the event of a bank failure, a government's deposits may not be returned to it. The District's deposit policy for custodial credit risk requires compliance with the provisions of state law. Arkansas law requires collateralization of all deposits with federal depository insurance (FDIC); a surety bond; U.S. Treasury and U.S. agencies and instrumentalities bonds or other obligations; and the bonds of the State of Arkansas or by bonds of a political subdivision thereof which has never defaulted on any of its obligations, in an amount at least equal to the amount of such deposit or by a bond executed by a surety company authorized to do business in the State of Arkansas.

NOTE 2: CASH AND INVESTMENTS (CONTINUED)

The carrying amount of total deposits, amount of the total bank balances, and the custodial credit risk at June 30, 2025, are summarized as follows:

	Carrying Value	Bank Balance
Insured (FDIC) and Collateralized	$ 24,154,986	$ 25,828,719
Uninsured, Uncollateralized	-	-
TOTAL	$ 24,154,986	$ 25,828,719

The carrying value of the above-mentioned cash deposits at June 30, 2025, is included in the accompanying financial statements as follows:

Total Governmental Funds	$ 23,809,480
Fiduciary Fund Types	345,506
Total	$ 24,154,986

NOTE 3: ACCOUNTS RECEIVABLE

The accounts receivable balance of $547,436 at June 30, 2025, consisted of the following:

	General Fund	Special Revenue Fund	Total
Federal Sources	$ -	$ 416,697	$ 416,697
Local Sources	130,739	-	130,739
Totals	$ 130,739	$ 416,697	$ 547,436

NOTE 4: BONDED AND NON-BONDED DEBT

A. Debt Descriptions

Ark. Code Ann. §6-20-1204 specifies procedures to be followed if a school district is delinquent in a payment to the paying agent for bonded debt. As additional security, any delinquent payment for bonded debt will be satisfied by the Arkansas Department of Education (ADE). Depending on the date of the bond issue, ADE will recover the full amount of any delinquency payment through the withholding of a school district's state funding or a direct payment from the school district. There were no delinquent bond payments incurred by the District during the audit period.

NOTE 4: BONDED AND NON-BONDED DEBT (CONTINUED)

B. Long-term Debt Details at June 30, 2025

Date of Issue	Date of Final Maturities	Interest Rate Percent	Amount of Original Issue	Total Retired Debt at June 30, 2025	Debt Outstanding June 30, 2025
06/01/2011	06/01/2026	4.90%	935,000	-	935,000
12/01/2014	02/01/2038	0.85-3.50%	2,400,000	875,000	1,525,000
06/01/2015	02/01/2038	0.40-3.37%	6,695,000	2,440,000	4,255,000
08/01/2015	02/01/2038	2.00-3.50%	1,815,000	655,000	1,160,000
04/03/2017	02/01/2038	1.20-3.00%	2,585,000	835,000	1,750,000
12/05/2017	02/01/2038	1.40-3.25%	6,365,000	1,880,000	4,485,000
11/06/2018	02/01/2038	2.10-3.25%	9,115,000	2,435,000	6,680,000
05/30/2019	02/01/2038	2.20-2.95%	28,430,000	7,260,000	21,170,000
11/05/2019	06/30/2038	2.00-2.80%	9,450,000	2,400,000	7,050,000
07/01/2020	06/30/2038	1.25-1.90%	1,825,000	375,000	1,450,000
11/04/2021	06/30/2038	0.45-1.40%	1,785,000	335,000	1,450,000
11/04/2021	06/30/2038	0.45-1.40%	2,900,000	560,000	2,340,000
11/04/2021	06/30/2038	0.45-1.40%	2,515,000	425,000	2,090,000
02/01/2023	08/04/2038	0.90-1.85%	5,000,000	865,000	4,135,000
Total Bonded Debt			$ 81,815,000	$ 21,340,000	$ 60,475,000

C. Long-term Debt Change for the Year Ended June 30, 2025

	Balance June 30, 2024	Issued	Retired	Balance June 30, 2025	Due Within One Year
Bonds Payable	$ 64,370,000	$ -	$ 3,895,000	$ 60,475,000	$ 4,915,000
TOTAL	$ 68,195,000	$ -	$ 3,895,000	$ 60,475,000	$ 4,915,000

D. Principal and Interest Payments for Years Subsequent to June 30, 2025

Year Ended June 30,	Principal	Interest	Total
2025	$ 4,915,000	$ 1,582,351	$ 6,497,351
2026	4,050,000	1,452,169	5,502,169
2027	4,140,000	1,363,668	5,503,668
2028	4,230,000	1,268,907	5,498,907
2029	4,330,000	1,167,939	5,497,939
2030-2034	23,325,000	4,117,689	27,442,689
2035-2038	15,485,000	885,630	16,370,630
	$ 60,475,000	$ 11,838,353	$ 72,313,353

NOTE 5: RETIREMENT PLANS

Arkansas Teacher Retirement System

(1) Plan Description

The District contributes to the Arkansas Teacher Retirement System (ATRS), a cost-sharing multiple-employer defined benefit pension plan that covers all Arkansas public school employees, except certain nonteachers hired prior to July 1, 1989. ATRS provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit and contribution provisions are established by State law and can be amended only by the Arkansas General Assembly. The Arkansas Teacher Retirement System issues a publicly available financial report that includes financial statements and required supplementary information. The report can be obtained by writing to ATRS, 1400 West Third Street, Little Rock, Arkansas 72201 or by calling 1-800-666-2877.

(2) Funding Policy

ATRS has contributory and non-contributory plans. Contributory members are required by code to contribute 7% of their salaries. Each participating employer is required by code to contribute at a rate established by the Arkansas General Assembly. The current employer rate is 15% of covered salaries.

The employer contribution was paid by the Arkansas Department of Education from the public-school fund, except for those employees paid from federal funding. Employer contributions for those employees were paid by the District. Beginning July 1, 1993, the employer contribution for nonfederally funded members became the lesser of the result of multiplying the applicable percent of active member payroll for the fiscal year by the total covered reported salaries of the previous fiscal year, including any prior year reported salaries, or the amount appropriated by the Arkansas General Assembly. The amount appropriated is limited to the amount funded. The Department of Education determines the amount funded.

The District's contributions to ATRS for the years ended June 30, 2025, 2024, and 2023 were approximately $5,385,159, $5,213,038, and $5,005,798 respectively, equal to the required contributions for each year.

NOTE 5: RETIREMENT PLANS (CONTINUED)

Arkansas Teacher Retirement System (Continued)

(3) Net Pension Liability

The Arkansas Department of Education has stipulated that under the regulatory basis of accounting, the requirements of Governmental Accounting Standards Board (GASB) Statement No. 68 are limited to disclosure of the District's proportionate share of the collective net pension liability. The District's proportionate share of the collective net pension liability at June 30, 2024 (actuarial valuation date and measurement date) was $47,435,980.

NOTE 6: INTERFUND TRANSFERS

Interfund transfers consist primarily of transfers from the General Fund to the Debt Service Fund for the payment of scheduled debt service expenditures. Interfund transfers for the year ended June 30, 2025, are summarized as follows:

Transfer From	General Fund	Other Governmental Funds	Total
General Fund	$ -	$ 8,131,352	$ 8,131,352
Special Revenue	175,538	-	175,538
	$ 175,538	$ 8,131,352	$ 8,306,890

NOTE 7: COMMITMENTS

The District was contractually obligated for the following at June 30, 2025.

Construction Contracts

Project	Architect Contracts	to Date	Balance
RSD Vistor Box, El Bldg, Lighting	$ 2,032,366	$ 1,717,800	$ 314,566
Totals	$ 2,032,366	$ 1,717,800	$ 314,566

NOTE 8: CONCENTRATIONS

Food Service Contract Management Company

The District contracted with a Food Service Management Company (FSMC) to operate the food services of the District for the year ending June 30, 2025. The cost associated with this program was $3,792,270.

NOTE 9: ON-BEHALF PAYMENTS

The allocation of the health insurance premiums paid by the Arkansas Department of Education to the Employee Benefits Division, on-behalf of the District's employees, totaled $1,547,935 for the year ended June 30, 2025.

NOTE 10: RISK MANAGEMENT

The District is exposed to various risks of loss from torts; theft of damage to and destruction of assets; errors and omissions; and natural disasters for which the District carries commercial insurance. Settled claims have not exceeded this commercial coverage in any of the three preceding years.

The District has joined with other school districts to form the Arkansas School Board Association Self-Insurance Program, a public entity risk pool currently operating as a common risk management and insurance program for its members. The District pays an annual premium to the Pool for its property insurance. The Pool's governing agreement specifies that the Pool will be self-sustaining through member premiums and will reinsure through commercial carriers for claims in excess of specified stop loss amounts.

NOTE 11: SUBSEQUENT EVENTS

Except as noted above, Russellville School District No. 14 did not have any recognized or nonrecognized subsequent events occur after June 30, 2025, the date of the balance sheet. Subsequent events have been evaluated through March 16, 2026, the date the financial statements were available to be issued.

RUSSELLVILLE SCHOOL DISTRICT NO. 14
SCHEDULE OF CAPITAL ASSETS
JUNE 30, 2025

	Balance June 30, 2025
Nondepreciable Capital Assets:	
Land	$ 2,068,049
Total Nondepreciable	2,068,049
Depreciable Capital Assets	
Buildings	132,488,337
Site Improvements	7,348,119
Equipment	21,580,157
Total Depreciable Capital Assets	161,416,613
Less Accumulated Depreciation	75,611,169
Total Depreciable Capital Assets, Net	85,805,444
Capital Assets, Net	$ 87,873,493

See independent auditors' report on supplementary schedules.

RUSSELLVILLE SCHOOL DISTRICT NO. 14
NOTES TO SCHEDULE OF CAPITAL ASSETS (SCHEDULE 1)
FOR THE YEAR ENDED JUNE 30, 2025

NOTE 1: CAPITAL ASSETS

Capital assets generally result from expenditures in the governmental funds. These assets are not reported in the fund financial statement balance sheet – regulatory basis.

Capital assets are recorded at cost (or estimated historical cost) and updated for additions and retirements during the year. Donated capital assets are recorded at their estimated fair value as of the date received. The District maintains a threshold level of $1,000 for capitalizing equipment. Library holdings are not capitalized. Improvements are capitalized; the cost of normal maintenance and repairs that do not add value to the assets or materially extend an asset's life are not capitalized. Interest incurred during construction is not capitalized.

The District does not possess any material amounts of infrastructure capital assets, such as sidewalks and parking lots. Such items are considered to be part of the cost of buildings or other improvable property.

Capital assets not being depreciated include land and construction in progress. Improvements are depreciated over the remaining useful lives of the related capital assets. Since surplus assets are sold for immaterial amounts when declared as no longer needed for public school purposes, no salvage value is taken into consideration for depreciation purposes. Depreciation is computed using the straight-line method over the estimated useful life of the assets. The District has established capitalization thresholds and estimated useful lives as follows:

Description	Capitalization Threshold	Estimated Useful Lives in Years
Land	All	-
Construction in Progress	All	-
Buildings	All	50
Vehicles	$1,000	8
Equipment	$1,000	5-20

RUSSELLVILLE SCHOOL DISTRICT NO. 61
SCHEDULE OF BILLABLE UNITS (SCHEDULE 2)
SCHOOL BREAKFAST PROGRAM AND NATIONAL SCHOOL LUNCH PROGRAM
FOR THE YEAR ENDED JUNE 30, 2025

Description	Number of Units	Rate	Total Income
Meals Rendered in Accordance with U.S. Department of Agriculture Child Nutrition Program:			
Breakfast			
Free	298,843	$ 2.84	$ 848,714
Reduced	83,002	2.54	210,825
Paid	114,711	0.39	44,737
Total Breakfast	496,556		1,104,276
Lunch			
Free	373,914	4.45	1,663,917
Reduced	103,861	4.05	420,637
Paid	114,387	0.44	50,330
Total Lunch	592,162		2,134,884
Snacks			
Free	369	1.21	446
Total Snacks	369		446
Total	1,089,087		3,239,606
Performance Based Reimbursement (1)			53,295
Total Revenue			$ 3,292,901

(1) Performance Based Reimbursement is based on total lunch units less July and August Free units at $0.09.

See independent auditors' report on supplementary schedules.

RUSSELLVILLE SCHOOL DISTRICT NO. 14
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (SCHEDULE 3)
FOR THE YEAR ENDED JUNE 30, 2025

Federal Grantor/Pass-Through Grantor/Program Title	Federal Assistance Listing Number	Total Disbursements/ Expenditures
U.S. Department of Education:		
Passed-Through Arkansas Department of Education:		
Title I	84.010	$ 1,461,469
Education for Homeless Children and Youth	84.196	53,735
Arkansas Comprehensive Literacy	84.371	156,673
Title III, Recent Immigrant	84.365	86,387
Title II Part A Improving Teacher Quality	84.367	273,101
Carl Perkins	84.048	90,448
Direct & Equitable	84.002	140,177
Title IV	84.424A	139,290
Title IV SCG	84.424F	158,227
Title V	84.358B	6,769
		2,566,276
Special Education Cluster:		
Special Education, IDEA, Part B	84.027	1,215,764
IDEA Title VI B Early Child	84.173	88,387
Total Special Education Cluster		1,304,151
ESSER Cluster:		
American Rescue Plan Homeless Children & Youth	84.425W	46,606
ARP ESSER	84.425U	604,258
Total ESSER Cluster		650,864
Total U.S. Department of Education		4,521,291
U.S. Department of Agriculture		
Child Nutrition Cluster:		
Passed-Through the Arkansas Department of Education:		
School Breakfast Program	10.553	1,104,276
National School Lunch Program	10.555	2,188,625
Total U.S. Department of Agriculture		3,292,901
Passed-Through the State Department of Human Services:		
Food Distribution	10.555	188,800
Total Child Nutrition Cluster		3,481,701
Total U.S. Department of Agriculture		3,481,701

See independent auditors' report on supplementary schedules.

RUSSELLVILLE SCHOOL DISTRICT NO. 14
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (SCHEDULE 3 CONTINUED)
FOR THE YEAR ENDED JUNE 30, 2025

Federal Grantor/Pass-Through Grantor/Program Title	Federal Assistance Listing Number	Total Disbursements/ Expenditures
U.S. Department of Health and Human Services:		
Passed Through the Arkansas Department of Human Services:		
Preschool Development	93.434	$ 206,686
Child Care and Development Block Grant	93.575	400,692
Total U.S. Department of Health and Human Services		607,378
U.S. Department of Defense		
ROTC	12.100	79,903
U.S. Department of Environmental Protection Agency		
State Clean Diesel Grant	66.040	100,000
U.S. Department of the Treasury		
Coronavirus State and Local Fiscal Recovery Funds	21.027	113,100
TOTAL		$ 8,903,373

See independent auditors' report on supplementary schedules.

RUSSELLVILLE SCHOOL DISTRICT NO. 14
NOTES TO SCHEDULES OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2025

NOTE 1: SIGNIFICANT ACCOUNTING POLICIES

The accompanying Schedule of Expenditures of Federal Awards (the Schedule) is a summary of the activity of the District's federal awards program and is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, Audit Requirements for Federal Awards* (OMB Uniform Guidance). This schedule has been prepared on the modified accrual basis of accounting. Therefore, some amounts presented in these schedules may differ from amounts presented in or used in the presentation of the basic financial statements.

The District did not elect to use the 10% de minimis indirect cost rate as permitted by OMB Uniform Guidance.

NOTE 2: NUTRITION CLUSTER

Nonmonetary assistance, such as food received from the U.S. Department of Agriculture, is reported in the Schedule at the fair value of the commodities received and consumed. Cash receipts from the U.S. Department of Agriculture are commingled with State grants. It is assumed federal monies are expended first. For the year ended June 30, 2025, the District received $188,800 in food commodities.

NOTE 3: MEDICAID

During the year ended June 30, 2025, the District received Medicaid funding of $608,919 from the State Department of Human Services as well as $323,887 of ARMAC Medicaid Administrative Claiming funds. Such payments are not considered federal awards expended; therefore, they are not included in the Schedule of Expenditures of Federal Awards.

COBB AND SUSKIE, LTD.
CERTIFIED PUBLIC ACCOUNTANTS

650 S. Shackleford Road • Suite 400 • P. O. Box 21675 • Little Rock, Arkansas 72221-1675
(501) 225-2133 • Fax (501) 223-2839

Michael L. Cobb Anne Suskie Pinyan

Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

The Board of Education
Russellville School District No. 14
Russellville, Arkansas

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of each major governmental fund, and the aggregate remaining fund information of Russellville School District No. 14, as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise Russellville School District No. 14's regulatory basis financial statements, and have issued our report thereon dated March 16, 2026. We issued an adverse opinion because the District prepared the financial statements on the basis of the financial reporting provisions of Arkansas Code Section 10-4-413(c), which is a basis of accounting other than accounting principles generally accepted in the United States of America. The effects on the financial statements of the variances between the regulatory basis of accounting and accounting principles generally accepted in the United States of America, although not reasonably determinable, are presumed to be material and pervasive. However, the financial statements present fairly, in all material respects, the respective regulatory basis financial position of each major governmental fund and the aggregate remaining fund information of the District as of June 30, 2025, and the respective regulatory basis changes in financial position thereof and the respective regulatory basis budgetary comparison for the general and special revenue funds for the year then ended, on the basis of accounting described in Note 1.

Internal Control Over Financial Reporting

In planning and performing our audit of the regulatory basis financial statements, we considered Russellville School District No. 14's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Russellville School District No. 14's internal control. Accordingly, we do not express an opinion on the effectiveness of Russellville School District No. 14's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Russellville School District No. 14's regulatory basis financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Cobb and Sustaire, Ltd.

Certified Public Accountants
March 16, 2026

COBB AND SUSKIE, LTD.
CERTIFIED PUBLIC ACCOUNTANTS

650 S. Shackleford Road • Suite 400 • P. O. Box 21675 • Little Rock, Arkansas 72221-1675
(501) 225-2133 • Fax (501) 223-2839

Michael L. Cobb Anne Suskie Pinyan

Independent Auditors' Report on Compliance for Each Major Program
And on Internal Control over Compliance Required by the Uniform Guidance

The Board of Education
Russellville School District No. 14
Russellville, Arkansas

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Russellville School District No. 14's (the "District") compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Russellville School District No. 14's major federal programs for the year ended June 30, 2025. Russellville School District No. 14's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2025.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of title 2 U.S. *Code of Federal regulations* part 200, *Uniform Administrative Requirements, Cost principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts of grant agreements applicable to the District's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgement made by a reasonable user of the report on compliance about the District's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with the GAAS, *Government Auditing Standards*, and the Uniform Guidance, we

- exercise professional judgment and maintain professional skepticism throughout the audit.
- identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- obtain an understanding of the District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Cobb and Sustaire, Ltd.

Certified Public Accountants
March 16, 2026

RUSSELLVILLE SCHOOL DISTRICT NO. 14
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
IN ACCORDANCE WITH OMB UNIFORM GUIDANCE
FOR THE YEAR ENDED JUNE 30, 2025

SECTION I: SUMMARY OF AUDITORS' RESULTS

1. Type of Report Issued, Financial Statements
   The independent auditors' report expresses an unqualified opinion on the basic financial statements.
2. Significant Deficiencies, Financial Statements
   No significant deficiencies were disclosed during the audit of the basic financial statements.
3. Material Noncompliance, Financial Statements
   No instances of noncompliance material to the financial statements were disclosed during the audit.
4. Significant Deficiencies, Major Programs
   No significant deficiencies were disclosed during the audit of the major federal award programs.
5. Type of Report Issued, Compliance
   The auditors' report on compliance for the major federal award programs expresses an unqualified opinion.
6. Audit Findings Under Section 510(a)
   As reported below, there were no audit findings relative to the major federal award programs.
7. Major Programs
   Title I, FAL Number 84.010
   Child Nutrition Cluster, FAL Numbers 10.553/10.555
8. Threshold between Type A and Type B Programs
   The threshold for distinguishing Type A and B programs was $750,000.
9. Type of Auditee
   Russellville School District No. 14 did not qualify as a low-risk auditee as that term is defined by OMB Uniform Guidance.

Section II: FINANCIAL STATEMENT FINDINGS

1. Significant Deficiencies
   None
2. Significant Deficiencies – Prior Year
   None

Section III: FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

1. Significant Deficiencies
   None
2. Significant Deficiencies – Prior Year
   None

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CERTIFIED PUBLIC ACCOUNTANTS

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(501) 225-2133 • Fax (501) 223-2839

Michael L. Cobb

Anne Suskie Pinyan

Independent Auditors' Report on Compliance With Arkansas State Requirements

The Board of Education
Russellville School District No. 14
Russellville, Arkansas

We have examined management's assertions that Russellville School District No. 14 substantially complied with the requirements of Arkansas Code Annotated 6-1-101 and applicable laws and regulations including those listed in the accompanying schedule of statutes required to be addressed by the Arkansas Department of Education during the year ended June 30, 2025. Management is responsible for the District's compliance with those requirements. Our responsibility is to express an opinion on the District's compliance based on our examination.

Our examination was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants and, accordingly, included examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our examination provides a reasonable basis for our opinion. Our examination does not provide a legal determination on the District's compliance with specified requirements.

In our opinion, Russellville School District No. 14 complied, in all material respects, with the aforementioned requirements for the year ended June 30, 2025.

This report is intended solely for the information and use of the School Board, and the Arkansas Department of Education and is not intended to be and should not be used by anyone other than these specified parties.

Cobb and Suskie, Ltd.

Certified Public Accountants
March 16, 2026

RUSSELLVILLE SCHOOL DISTRICT NO. 14
SCHEDULE OF STATUTES REQUIRED BY ARKANSAS DEPARTMENT OF EDUCATION
TO BE ADRESSED IN INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE
FOR THE YEAR ENDED JUNE 30, 2025

DESCRIPTIONS	STATUTES
Bidding & Purchasing Commodities	6-21-301 – 6-21-305; 6-13-628
Ethical Guidelines and Prohibitions	6-24-101 et seq.
Collateralization & Investment of Funds	6-20-222; 19-1-504
Deposit of Funds	19-8-104; 19-8-106
District Finances	
• Bonded & Non-bonded Debt	6-20-402
• District School Bonds	6-20-1201 – 6-20-1208; 6-20-1210
• Petty Cash	6-20-409
• Investment of Funds	19-1-504
Management of Schools	
• Board of Directors	6-13-608; 6-13-611 – 6-13-613; 6-13-617 – 6-13-620; 6-13-622
• District Treasurer	6-13-701
• Warrants/checks	6-17-918 – 6-17-919; 6-20-403
Management Letter for Audit	14-75-101 – 14-75-104
Nonrecurring Salary Payments	6-20-412
Revolving Loan Fund	6-19-114; 6-20-801 et seq.
Salary Laws - Classified	6-17-2201 et seq.; 6-17-2301 et seq.
School Elections	6-13-630; 6-13-634; 6-14-106; 6-14-109; 6-14-118
Teachers and Employees	
• Personnel Policies	6-17-201 et seq., 6-17-2301 et seq.
• Employment and Assignment	6-17-301 et seq.
• Teacher's License Requirement	6-17-401 et seq.
• Contracts	6-17-801 et seq.
• Sick Leave Policies	6-17-1201 et seq.; 6-17-1301 et seq.
• Minimum Wage Act	11-4-213, 11-4-218, 11-4-403, 11-4-405
Teacher Salaries and Foundation Funding Aid	6-17-803; 6-17-907 – 6-17-908; 6-17-911 – 6-17-913; 6-17-918 – 6-17-919; 6-17-2401 et seq.
Trust Funds (Education Excellence)	6-5-307
Use of Contractors, Improvement Contracts	22-9-201 – 22-9-205
Use of DM&O Millage	26-80-110
On Behalf Payments	The amount of funds paid by the Arkansas Department of Education to the Employee Benefits Division on-behalf of District employees
Regulatory Basis of Accounting	10-4-413(c)
Real Estate and Personal Property Tax Appeals	26-35-802
Arkansas Procurement Law	6-21-301 et seq.
Fiscal Accountability	6-20-1901 et. Seq.
Enhanced Student Achievement Funding ESA	6-20-2305 (B)(4)(F)(l)
Limitation of Fund Balances	6-20-2210 (Waived for 2019-2020 only)
CARES Act (COVID-19) Education Funding	Commissioner's Memo LS-20-089

RSD Board of Education Agenda Template

Templates serve to provide background information regarding agenda items.

Board Meeting Date: April 14, 2026
Item Title: Financial Audit Year Ending 2026
Responsible Administrator: Justin Robertson
Strategic Plan Priority: Engage Cobb and Suski, Ltd. to perform financial audit YE June 30, 2026.

Background:

The district currently uses Cobb & Suski, Ltd., Certified Public Accountants (CPAs), to perform the required financial audit. We contacted Cobb & Suski, Ltd. to provide auditing services for the 2025-26 school year ending June 30, 2026. They provided us with a proposed cost not to exceed $15,500 (including expenses).

Provided for your review and consideration is the engagement letter from Cobb & Suski, Ltd. as well as a schedule of Arkansas statutes required by the Arkansas Department of Education to be addressed in an independent auditor's report on compliance for the Year Ending June 30, 2026.

Recommended Acton:

Approve Cobb & Suski, Ltd. Certified Public Accountants of Little Rock, to perform financial audit for the year ending June 30, 2026.

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(501) 225-2133 • Fax (501) 223-2839

Michael L. Cobb Anne Suskie Pinyan

March 19, 2026

Russellville School District No. 14, School Board Members, and
Luke Lovins, Superintendent
3115 W 2nd Court
Russellville, Arkansas 72801

Dear Mr. Lovins and School Board:

We are pleased to confirm our understanding of the services we are to provide Russellville School District No. 14 for the year ended June 30, 2026.

Audit Scope and Objectives

We will audit the regulatory basis financial statements of the governmental activities and the aggregate remaining fund information, including the disclosures, which collectively comprise the regulatory basis financial statements as prescribed by Arkansas Code Ann. 10-4-413(c), of Russellville School District No. 14 as of and for the year ended June 30, 2026.

We have also been engaged to report on supplementary information that accompanies Russellville School District No. 14's regulatory basis financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the regulatory basis financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the regulatory basis financial statements or to the regulatory basis financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America, and we will provide an opinion on it in relation to the regulatory basis financial statements as a whole, in a report combined with our auditors' report on the financial statements:

1. Schedule of Capital Assets

2. Schedule of Billable Units – School Breakfast Program and National School Lunch Program

3. Schedule of Expenditures of Federal Awards

The objectives of our audit are to obtain reasonable assurance whether your financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditors' report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with the regulatory basis of accounting and report on the fairness of the supplementary information referred to in the third paragraph when considered in relation to the regulatory basis financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objective also includes reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.

- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

Auditor's Responsibilities for the Audit of the Financial Statements and Single Audit

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the government's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will also request written representations from your attorneys as part of the engagement.

We have identified the following significant risks of material misstatement as part of our audit planning:

1. Revenue recognition

2. Internal controls over expenditures

Our audit of the financial statements does not relieve you of your responsibilities.

Audit Procedures—Internal Control

We will obtain an understanding of the government and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would

be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Russellville School District No. 14's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of Russellville School District No. 14's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on Russellville School District No. 14's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Other Services

We will also assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes of Russellville School District No. 14 in conformity with accounting principles generally accepted in the United States of America and the Uniform Guidance based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, schedule of expenditures of federal awards, and related notes services previously defined. We, in our sole professional

judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities for the financial statements, schedule of expenditures of federal awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, the schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, the schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Responsibilities of Management for the Financial Statements and Single Audit

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal statutes), rules, and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal

awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review on December 11, 2026.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received, and COVID-19-related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains, and indicates that we have reported on, the schedule of expenditures of federal awards. You also agree to [include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon OR make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon]. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with the regulatory basis of accounting. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with the regulatory basis of accounting; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with the regulatory basis of accounting; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditors' reports or nine months after the end of the audit period.

We will provide copies of our reports to the school district; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Cobb and Suskie, Ltd. and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to cognizant agency or its designee, a federal agency providing direct or indirect funding,

or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Cobb and Suskie, Ltd. personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the cognizant agency. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

We expect to begin our audit in approximately December 2026 and to issue our reports no later than March 2027. Michael L. Cobb is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them.

Our fee for these services will be at our standard hourly rates plus out-of-pocket costs (such as report reproduction, word processing, postage, travel, copies, telephone, etc.) except that we agree that our gross fee, including expenses, will not exceed $15,500. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

Reporting

We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the board of directors of Russellville School District No. 14. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issued reports, or we may withdraw from this engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over

compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We appreciate the opportunity to be of service to Russellville School District No. 14 and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,



Cobb and Suskie, Ltd.

RESPONSE:

This letter correctly sets forth the understanding Russellville School District No. 14.

School Board Signature:_____

Title:_____

Date:_____

Management Signature:_____

Title:_____

Date:_____

RUSSELLVILLE SCHOOL DISTRICT NO. 14
SCHEDULE OF STATUTES REQUIRED BY ARKANSAS DEPARTMENT OF EDUCATION
TO BE ADDRESSED IN INDEPENDENT AUDITORS' REPORT ON COMPLIANCE
FOR THE YEAR ENDED JUNE 30, 2025

DESCRIPTION	STATUTES
Bidding and Purchasing Commodities	6-21-301 – 6-21-305
Ethical Guidelines and Prohibitions	6-13-628, 6-24-101 et seq.
Collateralization & Investment of Funds	6-20-222; 19-1-504
Deposit of Funds	19-8-104; 19-8-106
District Finances	6-20-402
• Bonded & Non-bonded Debt, District School Bonds	6-20-1201 – 6-20-1208, 6-20-1210
• Petty Cash	6-20-409
• Changes in Pullback (no deferrals – declining accrual percentages)	6-20-401
• Investment of Funds	19-1-504
Management of Schools	
• Board of Directors	6-13-604; 6-13-606; 6-13-608;6-13-611 – 6-13-613; 6-13-617 – 6-13-620; 6-24-101 et seq.
• District Treasurer	6-13-701
○ Warrants/checks	6-17-918; 6-17-919; 6-20-403
Management Letter for Audit	14-75-101 - 14-75-104
Nonrecurring Salary Payments	6-20-412
Revolving Loan Fund	6-19-114; 6-20-801 et seq.
Salary Laws – Classified	6-17-2201 et seq.; 6-17-2301 et seq.
Salary Increases 5% or more (Certified & Classified)	6-13-635
School Elections	6-13-622; 6-13-630; 6-13-631; 6-13-634; 6-14-106; 6-14-109; 6-14-118
Teacher and Employees	
• Personnel Policies	6-17-201 et seq.; 6-17-2301
• Employment and Assignment	6-17-301 et seq.
• Teacher's License Requirement	6-17-401 et seq.
• Contracts	6-17-801 et seq.
• Certification Requirements	6-17-309; 6-17-401
• Fair Dismissal Act	6-17-1501 et seq.; 6-17-1701 et seq.
• Sick Leave Policies	6-17-1201 et seq.; 6-17-1301 et seq.
Teacher Salaries and Foundation Funding Aid	6-17-803; 6-17-907; 6-17-908; 6-17-911 – 6-17-913; 6-17-918; 6-17-919
Trust Funds (Education Excellence)	6-5-307
Use of Contractors, Improvement Contracts	22-9-201 – 22-9-205
Use of DM&O Millage	26-80-110
On Behalf Payments	The amount of funds paid by the Arkansas Department of Education to the Employee Benefits Division, on-behalf of the District's employees.

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date: April 14, 2026

Item Title: 2026-2027 Assurances under ESEA- ESSA & IDEA Federal Funds

Responsible Administrator: Justin Robertson, CFO
Dr. Brittany Turner, (IDEA) Special Education Program Director
Jenny Barber, Federal Programs (ESEA-ESSA) Supervisor
Dr. Danielle Stewart, Title III (ESEA-ESSA) Supervisor

Strategic Plan Priority: Academic Success and Financial Stability

Background: Federal Funds Assurances for ESEA-ESSA and IDEA are required to be considered for approval by District Boards of Education annually. The assurances include all anticipated funding for the Elementary and Secondary Education Act, as revised to Every Student Succeeds Act, and the Individuals with Disabilities Education Act (ESEA-ESSA and IDEA) for Russellville School District for school year 2026-2027. The referenced funding includes all federal ESSA entitlements and IDEA. IDEA includes both School Aged and Early Childhood federal program funding.

ESEA-ESSA funds are restricted-use Federal funds allocated as formula grants to school districts. IDEA funds are restricted-use Federal funds allocated to school districts to support the Special Education Program.

Recommended Action: Approve the provided ESSA-IDEA assurances

2026-2027 Assurances under ESSA & IDEA

The Federal Programs Assurances are for **Local Education Agency (LEA)** use in their process of requesting district funds for covered programs under the *Elementary and Secondary Education Act of 1965 (ESEA)*, as amended by the *Every Student Succeeds Act of 2015 (ESSA), and the Individuals with Disabilities Education Act. (IDEA).* The LEA's Superintendent and Board President must provide an original signature to acknowledge their acceptance and compliance with all Federal Program-Specific provisions, requirements, and assurances incorporated into the ESEA as amended by ESSA and IDEA Law.

Funding allocations to individual LEAs are determined based on statutory formulas under ESSA and IDEA. Please ensure that you check ***only the program sections applicable to your district***.

Once your State and Federal Programs Assurances have been signed and the school board meeting is listed, upload this document to the AR App Digital Locker. **Due Date: June 30, 2026.**

Russellville School District	5805000
DISTRICT NAME	**LEA NUMBER**

Please read and consider each item carefully as the **LEA** will be held accountable.

SECTION 1: CERTIFICATIONS

I, the undersigned Superintendent for the above-named Local Education Agency (LEA), hereby certify and assure the Arkansas Department of Education that: I hereby certify that the information provided in this application in support of the following assurances is true, accurate, and complete to the best of my knowledge and belief.

A. The LEA will abide by the provisions of the approved plan/application for Elementary and Secondary Education Act (ESEA) funds.

B. As the prospective lower-tier participant, neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency. Where the prospective lower-tier participant is unable to certify any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. (Executive Order 12549, 2 CFR Part 180)

C. No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.

D. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of a member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard form – LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
https://www.ecfr.gov/current/title-34/subtitle-A/part-82/appendix-Appendix%20B%20to%20Part%2082

E. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

SECTION 2: GENERAL ASSURANCES ***I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that it will comply with the assurances set forth below as stated in the General Education Provisions Act in compliance with 20 U.S.C.A. §1232 e(b)(3),(5),(7),(A)&(B),(8) and (9) (34 CFR §99). The general application submitted by the public agency under subsection (a) incorporates by explicit agreement these assurances:***

A. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications. *ESEA § 8306(a)(1).*

B. The LEA will comply with all applicable supplement, not supplant and maintenance of effort requirements under Section 8521. *ESEA § 1118*.

1. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities and;
2. The public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

C. The LEA will adopt and use proper methods of administering each such program (*ESEA § 8306(a)(3)*, including:

1. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program, and;
2. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

D. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State Educational Agency (SEA), the Secretary, or Federal officials. *ESEA § 8306(a)(4).*

E. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the LEA under each such program. *ESEA § 8306(a)(5).*

F. The LEA will [*ESEA § 8306(a)(6)]*:

1. Submit such reports to the SEA (which shall make the reports available to the Governor), and the Secretary as the SEA and Secretary may require to enable the SEA and Secretary to perform their duties under each such program; and
2. Maintain such records, provide such information, and afford such access to the records as the SEA (after consultation with the Governor) or the Secretary may reasonably be required to carry out the SEA's or the Secretary's duties.

G. The LEA, before the application was submitted, afforded the applicant a reasonable opportunity for the public to comment on the application and considered such comment. *ESEA § 8306(a)(7).*

H. Any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the public.

I. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

J. None of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

SECTION 3: FEDERAL PROGRAMS ASSURANCES (Formula Grants Only)

TITLE I, PART A – Improving Basic Programs Operated by LEAs

I, the undersigned Superintendent for the above-named LEA, hereby assure the Arkansas Department of Education that the LEA will:

A. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part. *ESEA § 1112(c)(1)*.

B. Provides services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services. *ESEA § 1112(c)(2)*.

C. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)). *ESEA § 1112(c)(3)*.

D. Coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, Native Hawaiian children, and homeless children and youths, to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. *ESEA § 1112(c)(4)*.

E. Collaborate with the State or local child welfare agency to:

1. Designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEAs. *ESEA § 1112(c)(5)(A)*.

2. By not later than one year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care,(*ESEA § 1112(c)(5)(B)* which procedures shall— a. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and

b. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—

i. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation.

ii. The local educational agency agrees to pay for the cost of such transportation; or

iii. The local educational agency and the local child welfare agency agree to share the cost of such transportation; and

F. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. *ESEA § 1112(c)(6)*.

G. In the case of a LEA that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)). *ESEA § 1112(c)(7)*

H. Ensure that parents receive information regarding the professional's qualifications; teacher's State qualification and licensing status; if the teacher is teaching in the field of discipline of his/her certification; information on the level of achievement and academic growth of the student, if applicable, and available, on each of the State academic assessments; and timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. *ESEA § 1112(e)(1).*

I. LEA understands its obligation to reserve at least 1 percent of its Title I, Part A allocation for engagement purposes should such total allocation amount to $500,000 or more. *ESEA§ 1112(a)(3)(A)*.

J. LEA understands that all Title I, Part A, funded engagement activities and strategies should remain consistent with all information outlined in *ESEA § 1116(a)(3)(D)*.

K. LEA understands its obligation to submit to the State any comments from parents who deem the schoolwide plan unsatisfactory. *ESEA § 1116(b)(4)*.

L. LEA understands its obligation to ensure each school served under Title I shall jointly develop with and distribute to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements described in ESEA *§ 1116(b)* through *(f).*

M. LEA understands its obligation to provide other reasonable support for engagement activities to ensure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement. *ESSA § 1116(e)(14)*.

N. LEA understands that the district will be limited to a 15% carryover of Title I Part A funds into every school year. ESEA *§ 1127(a)*

O. LEA ensures that any eligible Federal funds allocated will meet the purposes of each Federal program supported by such funds, including serving students from low-income families, English learners, migratory children, and children who are neglected, delinquent, or at risk, as applicable. *ESEA § 1501(d)(1)(F)*.

P. The LEA developed and will implement the local flexibility demonstration agreement in consultation with teachers, principals, other school leaders (including charter school leaders in a local educational agency that has charter schools), administrators of federal programs impacted by the agreement, parents, community leaders, and other relevant stakeholders. *ESEA § 1501(d)(1)(G)*.

Q. The local educational agency will use fiscal control and sound accounting procedures, sections 1117, 1118, and 8501 that ensure proper disbursement of, and accounting for, eligible federal funds consolidated and used under such system. *ESEA § 1501(d)(1)(I)*

R. The LEA will meet the requirements of all applicable federal civil rights laws in carrying out the agreement

and in consolidating and using funds under the agreement. *ESEA § 1501(d)(1)(J)*

TITLE I - 1003 – Improving the Academic Achievement of the Disadvantaged **Not Applicable RSD**

(Applicable to those LEAs that have projects funded under this part)

I, the undersigned Superintendent for the above-named LEA, hereby assure the Arkansas Department of Education that:

A. The LEA assures that each school will attend state-designated 1003 professional development(s).

B. The LEA assures that each school the district proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under 1003.

C. The LEA is aware that the district is responsible for monitoring the school and implementing additional actions as needed for successful implementation.

D. The LEA certifies that the expenditures are for the purposes and objectives outlined in the terms and conditions of the 1003 grant award.

E. The LEA is aware that any false, fictitious, or fraudulent information or the omission of any material fact may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise.

F. The LEA is aware that the district will be limited to a 5% carryover of 1003 funds into the next school year. *Arkansas approved the ESSA Plan.*

G. The LEA is aware that by accepting these funds, the district will enter into level 2 collaborative support with the Arkansas Department of Education. This support will include monitoring by the Department.

TITLE I, PART C – Migrant Education Program **Not Applicable RSD**

[Applicable to those Subgrantees (LEAs/ CoOps) that have projects funded under this part]

I, the undersigned Superintendent for the above-named LEA, hereby assure the Arkansas Department of Education that:

A. The subgrantee assures it will implement the SEA recruitment plan year-round to ensure timely and effective identification and recruitment of all eligible migrant students in its geographic area (34 CFR 200 §200.82).

B. The subgrantee assures it will identify and recruit eligible migratory children, as defined in Section 1309(2) of PL 107-110, within the boundaries of the LEA and document said eligibility with the Certificate of Eligibility (COE) provided by the SEA.

C. The subgrantee assures that the results of the program evaluation carried out under [34 CFR Part 200 §220.84] will be used to improve services to migratory children [34 CFR part 200 §220.85].

D. The subgrantee assures that all services it provides to eligible migratory students comply with the Comprehensive Needs Assessment and Service Delivery Plan [34 CFR 200 §220.83 (4)(c)].

E. The subgrantee will assure equal access to migratory students for public preschool programs, extended school programs, Title I, Title II, and other supplemental programs during the school day [Section 1306(b)(2)].

F. The subgrantee assures that programs and projects funded for the Migrant Education Program will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1118, and Part F [ESEA section 1304(c)(1)

G. The subgrantee assures that in the planning and operation of programs and projects, there is appropriate consultation with parents of migratory children, including Migrant Parent Advisory Council for programs of at least one year in duration, and that all such programs and projects are carried out in a manner that provides for the same parental involvement as is required for programs and projects under section 1116, unless extraordinary circumstances make such provision impractical; and in a format and language understandable to parents. [ESEA section 1304(c)(3)].

H. The subgrantee assures that in planning and carrying out such programs and projects, there will be adequate provision for addressing the unmet educational needs of preschool migratory children and migratory children who have dropped out of school, Out of School Youth (OSY) [ESEA section 1304(c)(4)].

I. The subgrantee assures that it will provide instructional and support services to eligible Migratory Out of School Youth (OSY) within district/region boundaries during the regular school year and summer if specific OSY funds are received. *ESEA § 1304(d)*.

J. The subgrantee assures such programs and projects will provide for advocacy and outreach activities for migratory children and their families, to inform such children and families of other education, health, nutrition, and social services to help them to connect with such services [ESEA section 1304(c)(5)].

K. The subgrantee assures to the extent feasible, such programs and projects will provide access to family literacy programs; the integration of technology into educational and related programs; and programs that facilitate the transition of secondary school students to postsecondary education or employment, including facilitating professional development to migrant personnel [ESEA section 1304(c)(7)].

L. The subgrantee assures priority will be given to migratory children who have made a qualifying move within the previous 1-year period, who:

1. are falling, or most at risk of falling, to meet the challenging State academic standards; or
2. have dropped out of school [ESEA Section 1304(d)].

M. The subgrantee assures that Migrant data collection will be conducted year-round to ensure the timely transfer of student records [Section 1308(b)(2)].

N. The subgrantee assures it will conduct the transfer of migrant student records according to the SEA-required policies and procedures, including actively participating with and meeting all Migrant Student Information Exchange System requirements (MSIX) [34 CFR 200.85(d). 20 USC 6398(b)(2)].

O. The sub-grantee assures that records concerning financial accounting and program evaluation will be maintained by the applicant agency and will be available for review by the SEA and Legislative Audit for a period of 5 (5) years [GEPA section 81.31(c)].

P. Subgrantee shall give students and staff of non-public schools an opportunity for equitable participation in activities and/or services provided by Title I Part C funds [34 CFR §300.38].

Q. Sub-grantee assures that Migrant staff will be released to attend required local/statewide training (MEP Non-Regulatory Guidance Chapter III, A9 and Chapter X, F4)

R. A program meets the intent and purposes of part C of Title I if it meets the following requirements:

(a) The program is specifically designed to meet the unique educational needs of migratory children, as defined in section 1309 of the ESEA.

(b) The program is based on performance targets related to educational achievement that are similar to those used in programs funded under part C of Title I of the ESEA and is evaluated in a manner consistent with those program targets.

(c) The sub-grantee keeps, and provides access to, records that ensure the correctness and verification of these requirements.

(d) The grantee (SEA) monitors program performance to ensure that these requirements are met. (Approved by the Office of Management and Budget under control number 1810-0662) (Authority 20 U.S.C. 6321(d)) [67 FR 71736, Dec. 2, 2002; 68 FR 19152, Apr. 18, 2003]

TITLE I, PART D Subpart 2 – Children or Youth who are Neglected, Delinquent, or At-Risk (Applicable to those LEAs that have projects funded under this part) **Not Applicable RSD**

I, the undersigned Superintendent for the above-named LEA, hereby assure the Arkansas Department of Education that:

A. The LEA understands its shared obligation with delinquent facilities to carry out high-quality education programs to prepare youth for secondary school completion, training, employment, or further education. *ESEA § 1421(1)*

B. The LEA, alongside the delinquent facility, will provide activities to facilitate the transition of such youth from the correctional program to further education or employment. *ESEA § 1421(2)*

C. The LEA ensures that children and youth are participating in an education program comparable to one operating in the local school that they would attend. ESEA § 1421(3)

D. The LEA, alongside the delinquent facility, will operate dropout prevention programs for youth who are at risk and youth returning from correctional facilities. *ESEA § 1421(3)*

E. The LEA, alongside the delinquent facility, will administer the Title I Part D program to assist students residing in a facility for delinquent children in accordance with *ESEA § 1421.*

F. The LEA, alongside the delinquent facility, will make services available to children and youth in adult correctional institutions, with priority given to such children and youth who are likely to be released from incarceration within a two-year period. *ESEA § 1414(c)(2)*

G. The LEA, alongside the delinquent facility, will assist in locating alternative programs through which students can continue their education if the students are not returning to school after leaving the facility or institution for neglected or delinquent children and youth. *ESEA § 1414(c)(2)*

H. The LEA, alongside the delinquent facility, will work with parents to secure parents' assistance in improving the educational achievement of their children and youth, and preventing their children from becoming further involved in delinquent activities. *ESEA § 1414(c)(13) & 1423(13)*

I. The LEA, alongside the delinquent facility, will work with children and youth with disabilities to meet an existing individualized education program and ensure that the agency will notify the youth's local school if the child or youth [*ESEA § 1414(c)(15)]*:

1. Is identified as in need of special education services while the child or youth is in the correctional facility or institution for neglected or delinquent children and youth; and 2. Intends to return to the local school.

J. The LEA, alongside the delinquent facility, will work with children and youth who dropped out of school before entering the correctional facility or institution for neglected or delinquent children and youth to encourage the children and youth to reenter school once the term of the incarceration is completed or provide the child or youth with the skills necessary to gain employment, continue the education of the child or youth, or achieve a secondary school diploma or its recognized equivalent if

the child or youth does not intend to return to school. *ESEA § 1414(c)(16)*

K. LEA ensures that certified or licensed teachers and other qualified staff are trained to work with children and youth with disabilities and other students with special needs, considering the unique needs of such students. *ESEA § 1414(c)(17)*

L. LEA ensures that it will coordinate the program under this subpart with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 (42 U.S.C. 5601 et seq.) or other comparable programs if applicable. *ESEA § 1414(c)(18)*

TITLE II, PART A – Preparing, Training, and Recruiting High-Quality Teachers and Principals

I, the undersigned Superintendent for the above-named LEA, hereby assure the Arkansas Department of Education that:

A. The LEA will comply with sections 8501-8504, regarding equitable participation of private school children and teachers. (ESEA section 4106(e)(2)(B)).

B. The LEA will coordinate professional development activities authorized under this part with professional development activities provided through other federal, state, and local programs that; a.) increase student achievement consistent with the challenging State academic standards ESSA §2103(b)(3)(E); b.) improves the quality and effectiveness of teachers, principals, and other school leaders ESSA § 2103(b)(3)(E); c.) increases the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools ESSA §2103(b)(3)(E); and/or d.) provides low-income and minority students with greater access to effective teachers, principals, and other school leaders. ESSA §2103(b)(3)(B) e.) The LEA provides professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and the use of data from academic assessments. ESSA §1114(b)(7)(iii)(IV)

C. The LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c)

D. The LEA will provide meaningful consultation with teachers, principals, other school leaders, paraprofessionals, support personnel, parents, family, community partners, and stakeholders. ESSA §2102(b)(3)

TITLE III, PART A – Language Instruction for English Learners and Immigrant Students (Applicable to those LEAs that have projects funded under this part)

I, the undersigned Superintendent for the above-named LEA, hereby assure the Arkansas Department of Education that:

A. Each LEA that is included in the eligible entity is complying with section 1112(e) prior to, and throughout, each school year as of the date of application; *ESSA §3116(b)(4)(A)*

B. The eligible entity is not in violation of any state law, including state constitutional law, regarding the education of English learners, consistent with ESEA sections 3125 and 3126; *ESSA §3116(b)(4)(B)* C. The

eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such a plan; and *ESSA §3116(b)(4)(C)*

D. The eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. *ESSA §3116(b)(4)(D)*

E. The LEA assures that all teachers in any language instruction educational program for English Learners that is, or will be, funded under this part, are fluent in English and any other language used for instruction, including having written and oral communication skills. *ESSA §3116(c).*

F. Federal funds made available under this subpart shall be used to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth, and in no case to supplant such Federal, state, and local public funds. *ESSA §3115(g)*

G. The Title III English Learner Subgrant Assurances. Under Title VI of the Civil Rights Act of 1964 and the EEOA, all States and LEAs must ensure that ELs can participate meaningfully and equally in educational programs and services.

TITLE IV, PART A – Student Support and Academic Enrichment

I, the undersigned Superintendent for the above-named LEA, hereby assure the Arkansas Department of Education that:

In accordance with ESEA section 4106(e) (2) and (f), the applicant provides assurances that it will:

A. Prioritize the distribution of funds to schools served by the LEA based on one or more of the following criteria:

1. Are among the schools with the greatest needs.
2. Have the highest percentages or numbers of children counted under section 1124(c) (i.e., children counted for purposes of basic grants to LEAs under Title I, Part A of the ESEA); 3. Are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools);
4. Are implemented targeted support and improvement plans as described in section 1111(d)(2) (i.e., have consistently underperforming student subgroups); or
5. Are identified as a persistently dangerous public elementary school or secondary school under section 8532. (ESEA section 4106(d)).

B. Consult with a range of stakeholders during the design and development of the program (ESEA section 4106(c)(1)). LEAs must additionally continue to consult with stakeholders to improve program activities and to coordinate implementation with other related activities in the community. (ESEA 4106(c)(2)).

C. For an LEA that receives $30,000 or more, conduct a comprehensive needs assessment. (ESEA section 4106(e)(2)(A)). [CNA needs to be completed every 3 years]

D. For an LEA that receives $30,000 or more, use

1. No less than 20 percent of funds to support one or more of the activities authorized under section 4107 pertaining to well-rounded educational opportunities.

2. Not less than 20 percent of funds to support one or more activities authorized under section 4108 pertaining to safe and healthy students; and
3. A portion of funds to support one or more activities authorized under section 4109(a) pertaining to the effective use of technology.

E. For an LEA that receives $30,000 or more, use not more than 15 percent of funds designated for supporting the effective use of technology to purchase technological infrastructure, including devices, equipment, software, and digital content.

F. Comply with section 8501-8504, regarding equitable participation of private school children and teachers. (ESEA section 4106(e)(2)(B)).

G. The LEA or consortium will comply with section 8501 (regarding equitable participation by private school children and teachers);

H. The LEA or consortium will annually report to the State for inclusion in the report described in section 4104(a) (2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).

I. SPECIAL RULE. —Any LEA receiving an allocation under section 4105(a)(1) in an amount less than $30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2).

J. Gun-Free Schools Act (GFSA) (Section 8561)

1. The LEA has a Gun Free School Policy as required by A.C.A. §6-21-608.
2. The LEA will report required data elements in APSCN. (Section 8561(d)(2)) (i.e., name of school, number of students expelled, and type of firearm, etc.)

K. Non-Smoking Policy for Children's Services (Section 8573)

1. The LEA has a policy prohibiting smoking, the use of tobacco or tobacco products, or the use of e-cigarettes as required by A.C.A. §6-21-609.

L. Internet Safety (Section 4121): The LEA has a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through computers to visual depictions that are obscene, child pornography, or harmful to minors and is enforcing the operation of such technology protection measures during any use or such computers by minors.

M. Professional Development (Section 4109): The LEA emphasizes professional development activities that should be sustained (not stand-alone, one-day, or short-term workshops), job-embedded, data-driven, and classroom-focused.

N. Supplement, Not Supplant (Section 4110)

The LEA assures that all funds will supplement, and not supplant, non-federal funds that would otherwise be used for these activities.

TITLE V, PART B – Rural Low-Income Schools (RLIS)

I, the undersigned Superintendent for the above-named LEA, hereby assure the Arkansas Department of Education that:

In accordance with ESEA sections 5221 to 5223 and 8302, the applicant provides assurances that it will:

A. Comply with all applicable requirements of all Federal laws, regulations, and policies governing this

program.

IDEA Part B (611) & (619) Funds

I, the Special Education Supervisor (if applicable) for the above-named LEA, hereby assure the Arkansas Department of Education that:

A. **Statement of Intent:** This application is submitted in fulfillment of Ark. Code Ann. 6-20-2202 (34 CFR, Subpart B); the Individuals with Disabilities Education Act (IDEA); and the rules and regulations promulgated by the Arkansas State Board of Education, which are applicable. Upon approval by the Arkansas Department of Education, Special Education Unit, this document shall certify the public agency's authority to expend state and federal funds for the education of children with disabilities in accordance with the assurances, budget, and program of services set forth herein. On this date, the agency has adopted *Special Education and Related Services: Procedural Requirements and Program Standards,* and *Special Education Eligibility Criteria and Program Guidelines for Children with Disabilities, Ages 3-21*, and subsequent rules and regulations adopted by the State Board of Education, as regulations for the administration of the special education program.

B. **Adoption of Procedures:** The applicant agrees to implement *Special Education and Related Services: Procedural Requirements and Program Standards* and *Special Education Eligibility Criteria and Program Guidelines for Children with Disabilities, Ages 3-21,* to ensure that it provides special education services to enable children with disabilities to participate in regular educational programs and that each child has a properly developed individualized education program.

C. **Adjustment to Local Fiscal Effort:** If eligible to do so, the applicant, in accordance with 20 U.S.C.A. §1413 (34 CFR, Subpart C), assures that funds it uses to offset maintenance of effort requirements comply with the provisions of Part B of IDEA 2004.

D. **Assistive Technology:** The applicant assures that assistive technology devices or assistive technology services, or both, as defined in 20 U.S.C.A. §1401(34 CFR, Subpart A), are made available to a child with a disability if required.

E. **Complaint Procedures of the State:** The applicant, in accordance with 20~U.S.C.A. §1415 (34 CFR, Subpart E), assures that it will provide a copy of the written procedures for Complaint Management to parents of students with disabilities when they are notified of their procedural safeguards.

F. **Coordination of Projects:** The applicant, in accordance with EDGAR 34 CFR 76.580, assures, to the extent possible, that it coordinates each of its projects with other activities that are in the same geographic area served by the project and targeted groups.

G. **Excess Cost:** The applicant, in accordance with 20 U.S.C.A. §1413 (34 CFR, Subpart C), assures that funds provided under Part B of IDEA 2004 will be used only for excess costs.

H. **Extended School Year:** The applicant, in accordance with 20 U.S.C.A. §1415 (34 CFR, Subpart E), shall ensure that extended school year services are available as necessary to provide a free appropriate public education.

I. **Highly Qualified Personnel:** The applicant assures that all personnel necessary to carry out Part B of IDEA 2004 within the jurisdiction of the agency are appropriately and adequately prepared and trained consistent with the requirements of 20 U.S.C.A. §1412 (34 CFR, Subpart B).

J. **Information for State Education Agency:** The applicant, in accordance with 20 U.S.C.A. §1412 (34 CFR, Subpart B).

K. assures that information necessary for the state education agency to carry out its duties under 20 U.S.C.A. §1412 (34 CFR, Subpart B) shall be provided.

L. **Least Restrictive Environment:** The applicant, in accordance with 20 U.S.C.A. §1412 (34 CFR, Subpart B), assures it has adopted the policies and procedures of *Special Education and Related Services: Procedural Requirements and Program Standards*, Section 13, pages 1 and 2; and Section 17, pages 1-3.

M. **Responsibility of District:** The applicant assures that any child with a disability who is placed in or referred to a private school or facility by the public agency is provided special education and related services in conformance with an IEP that meets state and federal requirements, at no cost to the parents, is provided an education that meets the standards that apply to education provided by the SEA/DISTRICT, and has all of the rights of a child with a disability who is served by a public agency.

N. **Maintenance of Effort:** The applicant assures, in accordance with 20 U.S.C.A. §1413 (34 CFR, Subpart C), that funds provided under Part B of IDEA 2004 will not be used to reduce the level of financial effort for the education of children with disabilities from local funds below the level of those expenditures for the preceding fiscal year and that additional state funds made available to the special education program through Acts of the Arkansas General Assembly will not be used to reduce the preceding level of financial effort.

O. **Nondiscrimination and Employment of Individuals with Disabilities:** The applicant assures that the program assisted under Part B of IDEA 2004 will operate in compliance with Title 45 of the Code of Federal Regulations, Part 84.

P. **Non-supplanting:** The applicant, in accordance with 20 U.S.C.A. §1412 (34 CFR, Subpart B), assures that funds provided under Part B of IDEA 2004 will be used to supplement the level of State and Local funds expended for the education of children with disabilities, and in no case to supplant those State and Local funds

Q. **Permissive Use of Funds (PUF):** The applicant assures that any Part B funds utilized under the PUF provisions of 20 U.S.C.A. §1413 (34 CFR, Subpart C) are consistent with, and adhere to, state and federal law and regulation.

R. **Policies and Programs Consistent with Eligibility Provisions:** The applicant, in accordance with 20 U.S.C.A. §1413 (34 CFR, Subpart C), assures that it has in effect policies, procedures, and programs that are consistent with State policies and procedures established under 20 U.S.C.A. §1412 (34 CFR, Subpart B).

S. **Procedural Safeguards:** The applicant incorporates by reference the procedures of the state education agency in *Special Education and Related Services: Procedural Requirements and Program Standards,* Sections 4 through 16.

T. **Protection in Evaluation Procedures:** The applicant adopts by reference the procedures of the state education agency in *Special Education and Related Services: Procedural Requirements and Program Standards, Sections* 4, 6, and 7.

U. **Public Control of Funding:** The applicant assures that control of funds provided under Part B of IDEA 2004 and State/Local funds committed to Special Education in accordance with Ark. Code Ann. 6-20-310 (34 CFR Part 76) and title to property acquired with those funds is in a public agency for the uses and purposes authorized and as provided in the Arkansas Department of Education, School and Educational Service Cooperative Financial Accounting Manual.

V. **Records, Reports, and Public Information:** The applicant, in accordance with 20 U.S.C.A. §1413 (34 CFR, Subpart C), assures that it will provide information as may be necessary to enable the state education agency to perform its duties under 20 U.S.C.A. §1412 (34 CFR, Subpart B). The applicant assures that such records as the state educational agency may require, ensuring the correctness and verification of the information, are maintained and available. The applicant assures that all documents relating to the eligibility of the applicant under Part B of IDEA 2004 are available to parents of children with disabilities and to the public.

W. **Retention of Records:** Education Department General Administrative Regulations (EDGAR) 34 CFR §80.42(b) requires that recipients of federal funds retain all financial records and programmatic records, supporting

documents, statistical records, and other records of LEAs for three years and 90 days (at a minimum) from the end of the liquidation period for the applicable grant.

X. **School-Wide Programs Under Title I of ESEA:** The applicant, in accordance with 20 U.S.C.A. §1413 (34 CFR, Subpart C), assures that funds it uses to carry out a school-wide program under Section 1114 of the Elementary and Secondary Act of 1965 will conform to the conditions for the use of the funds under Part B of the IDEA 2004.

Y. **Transition Services:** The applicant assures that transition services, as defined at 20 U.S.C.A. §1414 (34 CFR, Subpart D), are designed within a results-oriented process that is focused on improving academic and functional achievement of children with disabilities to facilitate the child's movement from school to post school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation and is based on the individual child's needs.

Z. **Treatment of Charter Schools and Their Students:** The applicant, in accordance with 20 U.S.C.A. §1413 (34 CFR, Subpart C), assures that with respect to charter schools that are public schools of the local educational agency, the local educational agency serves children with disabilities attending those charter schools in the same manner as the local educational agency serves children with disabilities in its other schools and provides funds under Part B of IDEA 2004 to those charter schools in the same manner and at the same time as it provides those funds to its other schools.

AA. **Access To and Purchase of Instructional Materials:** The applicant, in accordance with 34 Code of Federal Regulations §300.210 (a) and (b), assures that it will coordinate with the State education agency (Division of Elementary & Secondary Education, Special Education) and the National Instructional Materials Access Center (NIMAC) and will take all reasonable steps to provide instructional materials to blind persons or other persons with print disabilities in a timely manner.

BB. **Records Regarding Migratory Children with Disabilities:** The agency must cooperate in the Secretary's effort under section 1308 of the ESEA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding those children.

The signatures below are verification that the agency has reviewed and adopted the policies and procedures relative to children with disabilities covered in the attached *Special Education Assurances and Agreements.* Any additional policies and procedures adopted by the agency relative to children with disabilities not covered in the *Special Education Assurances and Agreements* are enclosed in this application. The signature of the Board President signifies that the Board has voted approval of the application. Such a vote should be recorded in Board meeting minutes and kept on file at the District.

SECTION 3: APPROVAL AND SIGNATURE

Recommendation: This form requires annual review and signatures. If the LEA's superintendent changes at any point during the school year, this form should be reviewed, signed, and uploaded in Indistar again.

BOARD APPROVAL AND SUPERINTENDENT SIGNATURE

The School Board of School District approved and recorded in its minutes the set of assurances stated above at a meeting held on _____ and further authorized the Superintendent to sign such assurances as required by Section 8306 and to submit a budget to the Arkansas Department of Education as required. By signing my name in the space provided, I hereby certify that all assurances have been read and are understood.

Please sign and date:

_____ _____ ***LEA***
Superintendent Name LEA Superintendent Signature

Date: ___/_____/_____

_____ _____ ***LEA Board***
President Name LEA Board President Signature

Date: ___/_____/____

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date: April 14, 2026
Item Title: School Psychology Specialist Intern
Responsible Administrator: Dr. Brittany Turner
Strategic Plan Priority: Academic Excellence

Background: Request filling a School Psychology Specialist Intern position for the remainder of the 2026-27 school year. This position is paid at $1,500 per month by Special Education funds and is utilized to assist in supporting current school psychologists with their caseload while helping build future psychologists and the field of school psychology.

Recommended Action: Approve School Psychology Specialist Intern Contract

RUSSELLVILLE SCHOOL DISTRICT

School Psychology Specialist Intern Contract

The **Russellville School District**, hereafter known as RESIDENT DISTRICT, agrees to enter into the following contractual agreement with **Melia Johnsgard**, hereafter known as SERVICE PROVIDER, for School Psychology Internship for the 2026-27 school year.

1. SERVICE PROVIDER agrees to follow job duties that will be similar to those of a School Psychology Specialist upon licensure including but not limited to individual and group psychotherapy, Psychological, educational and/or intellectual assessments, classroom observations, treatment planning, etc.

2. SERVICE PROVIDER agrees to follow all ethical and legal requirements of the School Psychology Specialist profession while also following all RESIDENT DISTRICT rules, regulations and code of conduct.

3. The SERVICE PROVIDER will provide all services in compliance with state and federal laws and regulations.

4. The RESIDENT DISTRICT will compensate SERVICE PROVIDER for services rendered over the course of this paid internship experience. Internship will last approximately 10 MONTHS (August 2026- May, 20276) and SERVICE PROVIDER will be compensated in the amount of $1500.00 per month.

5. The RESIDENT DISTRICT agrees to pay mileage when needed between in district meetings, or services at the district's set mileage rate.

6. Attendance is to be furnished to the RESIDENT DISTRICT by the SERVICE PROVIDER and SERVICE PROVIDER will give adequate notice to the RESIDENT DISTRICT at any time the SERVICE PROVIDER may be absent.

7. The SERVICE PROVIDER agrees to complete any required financial documents including but not limited to a W-9.

RESIDENT DISTRICT

_____ _____

President of Board Date

_____ _____

Superintendent Date

SERVICE PROVIDER

_____ _____

SPS Intern Date

RSD Board of Education Agenda Template

Templates serve to provide background information regarding agenda items.

Board Meeting Date:	April 14, 2026
Item Title:	Financial Reports for Period 9
Responsible Administrator:	Justin Robertson
Strategic Plan Priority:	Financial Stability

Background:

Financial Reports will be information only.

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIOD 9 OF 26

SELECTION CRITERIA: orgn.fund like '[124]%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
1000	TEACHER SALARY FUND	-16,403,690.07	.00	.00	.00	2,195,235.71	-18,598,925.78
1001	OTHER TEACHER SALARY	-30,958.56	.00	.00	.00	3,869.82	-34,828.38
1004	PREK SALARY	.00	.00	.00	.00	.00	.00
1005	BETTER BEGINNINGS	.00	.00	.00	.00	.00	.00
1006	PRRESC PRIVATE PAY	-29,341.69	.00	.00	.00	4,191.67	-33,533.36
1014	PERFM ARTS TCH SALAR	.00	.00	.00	.00	.00	.00
1201	AUDULT ED {ABE} TEAC	-107,139.90	.00	.00	.00	15,310.32	-122,450.22
1202	ADULT ED {GAE} TEACH	-63,494.43	.00	.00	.00	7,937.99	-71,432.42
1214	MERIT TEACHER INCENT	.00	.00	.00	.00	.00	.00
1217	STUDENT GROWTH FUND	.00	.00	.00	.00	.00	.00
1218	DECLINING ENROLLMENT	.00	.00	.00	.00	.00	.00
1220	ADE NBC SALARY	.00	.00	.00	.00	.00	.00
1223	PROFESSIONAL DEVELOP	.00	.00	.00	.00	.00	.00
1227	CCRPP	.00	.00	.00	.00	.00	.00
1229	NAT'L BOARD	.00	.00	.00	.00	.00	.00
1232	AR SCHOOL RECOGNITIO	.00	.00	.00	.00	.00	.00
1240	SUPV GRANT	-62,072.22	.00	.00	.00	.00	-62,072.22
1244	ESY	-90.00	.00	.00	.00	.00	-90.00
1246	PATHWISE	.00	.00	.00	.00	.00	.00
1260	STATE EARLY CHILD SP	-124,603.51	.00	.00	.00	17,711.63	-142,315.14
1262	EIDT TEACHER FUND	.00	.00	.00	.00	.00	.00
1271	GT - ADVANCED PLACEM	.00	.00	.00	.00	.00	.00
1275	ALE	-148,988.60	.00	.00	.00	21,171.05	-170,159.65
1276	ELL ENG LAN	-102,561.01	.00	.00	.00	12,761.42	-115,322.43
1281	ESA	-602,114.33	.00	.00	.00	84,653.15	-686,767.48
1282	NSLA MATCH GRANT	-37,216.69	.00	.00	.00	5,316.67	-42,533.36
1293	SEC WORKFORCE	.00	.00	.00	.00	.00	.00
1365	ABC	-267,220.35	.00	.00	.00	37,402.44	-304,622.79
1382	SMART START - MATH	.00	.00	.00	.00	.00	.00
1941	ADE COMP SCI SALARY	.00	.00	.00	.00	.00	.00
TOTAL TEACHER SALARY FUND		-17,979,491.36	.00	.00	.00	2,405,561.87	-20,385,053.23
2000	OPERATING FUND	-12,566,512.00	.00	.00	.00	1,659,607.98	-14,226,119.98
2001	OTHER OP FUND	48,766,114.66	2,903,746.32	18,150.00	.00	471,195.51	51,216,815.47
2002	ASBOA	.00	.00	.00	.00	.00	.00
2004	QUALITY PRESCHOOL VO	.00	.00	.00	.00	.00	.00
2005	BETTER BEGINNINGS	.00	.00	.00	.00	.00	.00
2006	PRESCHOOL PRIVATE PA	142,846.48	1,200.00	.00	.00	7,773.92	136,272.56
2007	ABC ENHANCEMENT GRAN	.00	.00	.00	.00	.00	.00
2008	PRE-K SNACK	.00	.00	.00	.00	.00	.00
2011	SREB GRANT	.00	.00	.00	.00	.00	.00
2014	PERFORMING ARTS CENT	114,086.46	12,900.70	.00	.00	5,559.51	121,427.65
2201	ADULT BASIC EDUCTION	93,716.82	.00	.00	18,150.00	15,038.37	60,528.45
2202	ADULT GENERAL ED	34,727.13	14,862.35	.00	.00	9,612.91	39,976.57
2205	OTHER ADULT EDUCATIO	-1,602.90	4,495.51	.00	.00	4,495.51	-1,602.90
2214	MERIT INCENTIVE OPER	.00	.00	.00	.00	.00	.00
2217	STUDENT GROWTH FUNDI	.00	.00	.00	.00	.00	.00
2218	DECLINING ENROLLMENT	144,582.00	185,000.00	.00	.00	.00	329,582.00
2220	ADE NBC BENEFITS	45,993.75	.00	.00	.00	.00	45,993.75
2223	PROFESSIONAL DEVELOP	167,550.91	33.28	.00	.00	1,812.97	165,771.22

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIOD 9 OF 26

SELECTION CRITERIA: orgn.fund like '[124]%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
2227	CCRPP	.00	.00	.00	.00	.00	.00
2229	NATIONAL BOARD NBPTS	.00	.00	.00	.00	.00	.00
2232	AR SCHOOL RECOGNITIO	78,181.03	.00	.00	.00	.00	78,181.03
2234	DISTANCE LEARNING	.00	.00	.00	.00	.00	.00
2239	RISE ACADEMIES	9,337.68	.00	.00	.00	.00	9,337.68
2240	SP ED SUP	48,579.41	.00	.00	.00	.00	48,579.41
2244	ESY	13,693.24	.00	.00	.00	.00	13,693.24
2246	TRAVELING TEACHER PG	189.51	.00	.00	.00	.00	189.51
2247	PROFESSIONAL LEARNIN	.75	.00	.00	.00	.00	.75
2255	CHILDREN W/ DISABILI	.00	.00	.00	.00	.00	.00
2260	STATE EARLY CHILD SP	183,943.02	27,539.46	.00	.00	4,965.97	206,516.51
2262	EIDT	.00	.00	.00	.00	.00	.00
2265	CATASTROPHIC LOSS FN	273,000.16	.00	.00	.00	16,026.30	256,973.86
2271	GT-ADVANCED PLACEMEN	37,868.36	.00	.00	.00	227.80	37,640.56
2272	AP STATISTICS	.00	.00	.00	.00	.00	.00
2275	ALE	224,342.44	.00	.00	.00	5,761.28	218,581.16
2276	ELL	303,515.46	.00	.00	.00	16,255.74	287,259.72
2281	ESA	1,011,646.22	175,869.00	.00	.00	38,944.19	1,148,571.03
2282	NSL MATCH GRANT	87,888.47	.00	.00	.00	4,718.51	83,169.96
2293	SECONDARY WORKFORCE	.00	.00	.00	.00	.00	.00
2340	CAREER NEW PROG STAR	.00	.00	.00	.00	.00	.00
2341	CAREER MODERNIZATION	.00	.00	.00	.00	.00	.00
2365	ABC	478,812.29	88,827.00	.00	.00	38,439.07	529,200.22
2366	CHILDCARE BLOCK GRAN	16,162.52	.00	.00	.00	2,825.10	13,337.42
2382	SMART START - MATH	.00	.00	.00	.00	.00	.00
2390	PHONE FREE SCHOOL	.00	.00	.00	.00	.00	.00
2397	SCHOOL SAFETY GRANT	.00	.00	.00	.00	16,670.90	-16,670.90
2398	AR GAME & FISH COMMI	2,527.51	.00	.00	.00	.00	2,527.51
2902	RUSSELLVILLE SBHC	-180,071.57	.00	.00	.00	-289.57	-179,782.00
2903	PATHWISE MENTORING G	.00	.00	.00	.00	.00	.00
2931	BROADBAND	.00	.00	.00	.00	.00	.00
2940	CAREER PATHWAY	.00	.00	.00	.00	.00	.00
2941	AP COMPUTER SCIENCE	1,015.01	.00	.00	.00	.00	1,015.01
2946	COMP SCI INITIATI	2,725.50	.00	.00	.00	.00	2,725.50
TOTAL OPERATING FUND		39,534,860.32	3,414,473.62	18,150.00	18,150.00	2,319,641.97	40,629,691.97
4000	DEBT SERVICE FUND	-4,564,402.31	.00	.00	.00	.00	-4,564,402.31
TOTAL DEBT SERVICE FUND		-4,564,402.31	.00	.00	.00	.00	-4,564,402.31
TOTAL		16,990,966.65	3,414,473.62	18,150.00	18,150.00	4,725,203.84	15,680,236.43

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIOD 9 OF 26

SELECTION CRITERIA: orgn.fund like '3%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
3000	BUILDING FUND	.00	.00	.00	.00	.00	.00
3001	BUILDING FUND 2	.00	.00	.00	.00	.00	.00
3002	BUILDING FUND 3	.00	.00	.00	.00	.00	.00
3003	BUILDING FUND 4	.00	.00	.00	.00	.00	.00
3004	INDOOR PRACTICE FACI	.00	.00	.00	.00	.00	.00
3005	RMS ROOFING PROJECT	.00	.00	.00	.00	.00	.00
3006	BOND ATHLETIC ARENA	.00	.00	.00	.00	.00	.00
3007	BOND SUMMER PROJECTS	.00	.00	.00	.00	.00	.00
3008	FUTURE PROJECTS	8,282,666.98	23,107.97	.00	.00	154,009.04	8,151,765.91
3099	QSCB	872,672.03	.00	.00	.00	.00	872,672.03
3198	QSCB	.00	.00	.00	.00	.00	.00
3200	FUTURE PROJECTS	.00	.00	.00	.00	.00	.00
TOTAL BUILDING FUND		9,155,339.01	23,107.97	.00	.00	154,009.04	9,024,437.94
TOTAL		9,155,339.01	23,107.97	.00	.00	154,009.04	9,024,437.94

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIOD 9 OF 26

SELECTION CRITERIA: orgn.fund like '5%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
5000	CAPITAL OUTLAY FUND	2,161,587.10	60,225.33	.00	.00	799,768.30	1,422,044.13
TOTAL CAPITAL OUTLAY FUND		2,161,587.10	60,225.33	.00	.00	799,768.30	1,422,044.13
TOTAL		2,161,587.10	60,225.33	.00	.00	799,768.30	1,422,044.13

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIOD 9 OF 26

SELECTION CRITERIA: orgn.fund like '6%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
6201	CHILDCARE BLOCK GRAN	6,000.00	.00	.00	.00	.00	6,000.00
6203	CHILDCARE BLOCK GRAN	430,777.24	32,146.00	.00	.00	7,714.90	455,208.34
6430	JROTC	5,501.49	6,687.70	.00	.00	12,471.81	-282.62
6465	FEMA SAFE ROOM PROJE	.00	.00	.00	.00	.00	.00
6467	HURRICAN RELIEF	.00	.00	.00	.00	.00	.00
6501	ESEA TITLE I	-116,292.11	234,149.61	.00	.00	118,361.87	-504.37
6502	ESEA MIGRANT	.00	.00	.00	.00	.00	.00
6511	ARRA-ESEA STBL	.00	.00	.00	.00	.00	.00
6516	ARRA/TITE1/A	.00	.00	.00	.00	.00	.00
6519	EDUCATION JOBS FUND	.00	.00	.00	.00	.00	.00
6520	TITLE V	.00	.00	.00	.00	.00	.00
6521	ARRA/IDEA	.00	.00	.00	.00	.00	.00
6522	TITLE VI CSR	.00	.00	.00	.00	.00	.00
6530	HOMELESS CHILDREN	-3,134.27	6,268.54	.00	.00	3,134.27	.00
6535	CHARTER GRANT	.00	.00	.00	.00	.00	.00
6540	JTPA	.00	.00	.00	.00	.00	.00
6556	HEALTHY SCHOOLS	.00	.00	.00	.00	.00	.00
6560	CARES PREK	53,049.38	.00	.00	.00	1,308.01	51,741.37
6562	AR DHS CCD (VOUCHER)	50,171.92	.00	.00	.00	11,361.66	38,810.26
6563	DHS/BETTER BEGINNING	45,291.00	.00	.00	.00	.00	45,291.00
6570	VOC.FEDERAL/CARL PER	-24,690.19	.00	.00	.00	706.30	-25,396.49
6571	LEADERSHIP PROJECTS	.00	.00	.00	.00	.00	.00
6573	CTE MODERNIZATION GR	.00	.00	.00	.00	.00	.00
6577	CTE CERTIFICATION GR	.00	.00	.00	.00	.00	.00
6578	TITLE III GOALS 2000	.00	.00	.00	.00	.00	.00
6595	TITLE IID	.00	.00	.00	.00	.00	.00
6596	ENHANCING ED/TECHNOL	.00	.00	.00	.00	.00	.00
6600	DIRECT & EQUITABLE	-9,781.17	11,491.71	.00	.00	11,491.71	-9,781.17
6601	EL/CIVICS AWARD	.00	.00	.00	.00	.00	.00
6606	GEER GRANT	.00	.00	.00	.00	.00	.00
6608	ESSER ADULT ED	.00	.00	.00	.00	.00	.00
6610	CORRECTIONAL AD ED	.00	.00	.00	.00	.00	.00
6630	E & T PROGRAM	.00	.00	.00	.00	.00	.00
6636	ADULT ED EL CIVICS	.00	.00	.00	.00	.00	.00
6700	VI-6 PASSTHROUGH	.00	.00	.00	.00	.00	.00
6701	TITLE VI-B AREA SERV	.00	.00	.00	.00	.00	.00
6702	TITLE VI-B PASSTHROU	-93,373.34	186,718.86	.00	.00	95,917.52	-2,572.00
6703	ARP	.00	.00	.00	.00	.00	.00
6704	ARP EARLY CHILDHOOD	.00	.00	.00	.00	.00	.00
6710	FED. EARLY CHILD SPE	-5,649.11	11,298.22	.00	.00	5,680.77	-31.66
6719	ESSER	.00	.00	.00	.00	.00	.00
6720	SLIVER GRANT	.00	.00	.00	.00	.00	.00
6721	ARRA/IDEA	.00	.00	.00	.00	.00	.00
6722	ARRA/IDEA/CEIS	.00	.00	.00	.00	.00	.00
6750	MEDICAID SP ED	226,833.89	66,495.40	.00	.00	136,349.65	156,979.64
6751	MEDICAID REGULAR	.00	.00	.00	.00	.00	.00
6752	MEDICAID ADMIN CLAIM	589,372.39	12,279.88	.00	.00	16,719.82	584,932.45
6754	IMMIGRANTSUB-GRANT	.00	.00	.00	.00	.00	.00
6755	MATH & SCIENCE EISEN	.00	.00	.00	.00	.00	.00
6756	TITLE IIA IMPR TEACH	-12,963.89	25,927.78	.00	.00	12,963.89	.00

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIOD 9 OF 26

SELECTION CRITERIA: orgn.fund like '6%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
6758	TITLE III SUB GRANT	.00	.00	.00	.00	.00	.00
6761	TITLE III ENG LANGUA	-7,343.23	16,076.96	.00	.00	8,733.73	.00
6765	TITLE III GOALS 2000	.00	.00	.00	.00	.00	.00
6766	SAFE SCH/HEALTHY STU	.00	.00	.00	.00	.00	.00
6767	ALCOHOL ABUSE REDUCT	.00	.00	.00	.00	.00	.00
6768	ARP	.00	.00	.00	.00	.00	.00
6774	COVID EMERGENCY LEAV	.00	.00	.00	.00	.00	.00
6778	AR AWARE ADVANCED MI	.00	.00	.00	.00	.00	.00
6779	STRONGER CONNECTION	.00	13,163.22	.00	.00	13,879.78	-716.56
6780	CARES/ESSER I	.00	.00	.00	.00	.00	.00
6781	CARES/ESSER II	.00	.00	.00	.00	.00	.00
6784	TITLE V	.00	.00	.00	.00	.00	.00
6786	TITLE IV	.00	11,539.44	.00	.00	11,539.44	.00
6787	SEL GRANT	.00	.00	.00	.00	.00	.00
6788	PRESCHOOL DEVELOPMEN	39,503.85	.00	.00	.00	8,771.79	30,732.06
6791	S.O.A.R. GRANT	.00	.00	.00	.00	.00	.00
6795	ARP ESSER	.00	.00	.00	.00	21,233.55	-21,233.55
6797	EARLY HEAD START	.00	.00	.00	.00	.00	.00
6802	MODERNIZATION STBL	.00	.00	.00	.00	.00	.00
6803	ARRA/RENOV STBL	.00	.00	.00	.00	.00	.00
6804	ARRA/REPAIR STBL	.00	.00	.00	.00	.00	.00
6805	SOF	.00	.00	.00	.00	.00	.00
6807	ARRA/INNV GRTS	.00	.00	.00	.00	.00	.00
6809	ARP ESSER ABC STIPEN	36.75	.00	.00	.00	.00	36.75
6811	ARKANSAS THRIVE	.00	.00	.00	.00	.00	.00
6815	CLEAN DIESEL GNT GO	.00	.00	.00	.00	.00	.00
6819	SCHOOL HEALTH SERVIC	.00	.00	.00	.00	.00	.00
6834	PHONE FREE SCHOOL GR	.00	.00	.00	.00	.00	.00
6852	NAEP PARTICIPATION G	200.00	.00	.00	.00	.00	200.00
6861	PRESCHOOL DEVELOPMEN	-17,865.95	.00	.00	.00	778.26	-18,644.21
6903	PATHWISE MENTORING G	.00	.00	.00	.00	.00	.00
TOTAL	FEDERAL GRANTS FUND	1,155,644.65	634,243.32	.00	.00	499,118.73	1,290,769.24
TOTAL		1,155,644.65	634,243.32	.00	.00	499,118.73	1,290,769.24

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIOD 9 OF 26

SELECTION CRITERIA: orgn.fund like '8%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
8000	FOOD SERVICE FUND	630,504.93	111,115.03	.00	.00	385,737.73	355,882.23
8004	SNACK REIMB CACFP	.00	.00	.00	.00	.00	.00
8017	FOOD SERVICE CRAWFOR	.00	.00	.00	.00	.00	.00
8018	FOOD SERVICE DWIGHT	.00	.00	.00	.00	.00	.00
8019	FOOD SERVICE LONDON	.00	.00	.00	.00	.00	.00
8020	FOOD SERVICE OAKLAND	.00	.00	.00	.00	.00	.00
8021	FOOD SERVICE SEQUOYA	.00	.00	.00	.00	.00	.00
8022	FOOD SERVICE RMS	.00	.00	.00	.00	.00	.00
8023	FOOD SERVICE RJHS	.00	.00	.00	.00	.00	.00
8024	FOOD SERVICE RHS	.00	.00	.00	.00	.00	.00
8025	FOOD SERVICE CENTER	.00	.00	.00	.00	.00	.00
8026	FOOD SERVICE UE5	.00	.00	.00	.00	.00	.00
8028	FOOD SERVICE GARDNER	.00	.00	.00	.00	.00	.00
8056	CNU EMERGENCY OPS	.00	.00	.00	.00	.00	.00
8058	SUPPLY CHAIN ASSISTA	.00	.00	.00	.00	.00	.00
8059	SUPPLY CHAIN ASSISTA	.00	.00	.00	.00	.00	.00
8060	SUPPLY CHAIN ASSISTA	.00	.00	.00	.00	.00	.00
8061	SUPPLY CHAIN ASSISTA	.00	.00	.00	.00	.00	.00
8657	FFVP	5,335.48	6,834.54	.00	.00	6,711.58	5,458.44
8672	ARRA-SCHL LUNCH EQUI	.00	.00	.00	.00	.00	.00
TOTAL FOOD SERVICE FUND		635,840.41	117,949.57	.00	.00	392,449.31	361,340.67
TOTAL		635,840.41	117,949.57	.00	.00	392,449.31	361,340.67

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY REVENUE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: revledgr.key_orgn like '[124]%'
ACCOUNTING PERIOD: 9/26

ACCOUNT	- - - - TITLE - - - - -	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
11110	PROPERTY TAXES-CURRENT	26,000,000.00	.00	.00	25,948,361.81	51,638.19	99.80
11115	PROPERTY TAX RELIEF	48,000.00	.00	.00	76,429.77	-28,429.77	159.23
11120	PROPERTY TAX-JAN-JUNE	17,300,000.00	1,566,472.24	.00	2,240,689.25	15,059,310.75	12.95
11125	TAX RELIEF - JAN-JUNE	3,175,000.00	.00	.00	2,920,513.70	254,486.30	91.98
11140	PROPERTY TAXES DELINQUENT	650,000.00	109,890.61	.00	765,996.77	-115,996.77	117.85
11150	EXCESS COMMISSION	1,700,000.00	.00	.00	1,715,919.45	-15,919.45	100.94
11160	LAND REDEMP-IN STATE SALE	60,000.00	18,583.19	.00	54,978.31	5,021.69	91.63
11200	SALES AND USE TAX	.00	.00	.00	.00	.00	.00
11500	INT ON PROPERTY TAXES	80,000.00	.00	.00	74,432.09	5,567.91	93.04
12800	REV IN LIEU OF TAXES	45,000.00	.00	.00	54,455.54	-9,455.54	121.01
13100	FROM INDIVIDUALS	.00	.00	.00	.00	.00	.00
13110	REGULAR DAY SCHOOL	.00	.00	.00	.00	.00	.00
13120	SUMMER SCHOOL	.00	.00	.00	.00	.00	.00
13140	PRE-K PRIVATE PAY	90,000.00	1,200.00	.00	65,820.00	24,180.00	73.13
13211	TUITION-LEAS VOC.CENTER	.00	.00	.00	.00	.00	.00
13220	SUMMER SCHOOL OTHER LEA	.00	.00	.00	.00	.00	.00
13290	OTHER PROGRAMS	.00	.00	.00	.00	.00	.00
14110	REGULAR DAY SCHOOLS	12,000.00	2,873.32	.00	12,808.06	-808.06	106.73
14211	TRANS - LEAS VOC	.00	.00	.00	.00	.00	.00
14290	OTHER PROGRAMS	.00	.00	.00	.00	.00	.00
14900	TRANS FEES-OTHER SOURCES	.00	.00	.00	.00	.00	.00
15100	INTEREST ON INVESTMENTS	553,500.00	67,422.84	.00	694,155.17	-140,655.17	125.41
15901	SALE OF EQUIP	.00	.00	.00	.00	.00	.00
15902	SALE OF VEHICLES	.00	.00	.00	.00	.00	.00
17120	OTHER SCH SPONSORED EVENT	.00	.00	.00	.00	.00	.00
19120	OTHER RENT-LAND OWNED LEA	.00	5,000.00	.00	5,000.00	-5,000.00	.00
19130	LEA BUILDGS & FACILITIES	100,000.00	15,081.58	.00	25,306.49	74,693.51	25.31
19140	RENTAL EQUIP & VEHICLES	2,000.00	.00	.00	.00	2,000.00	.00
19200	PRIVATE CONTRIBUTIONS	.00	.00	.00	100.00	-100.00	.00
19201	*GRANTS - ARCH FORD	.00	.00	.00	.00	.00	.00
19202	*GRANTS - AR COMMUNITY FO	.00	.00	.00	.00	.00	.00
19203	*GRANTS -ENTERGY COMMUNIT	.00	.00	.00	.00	.00	.00
19204	AR HUMANITIES	.00	.00	.00	.00	.00	.00
19205	*JUNIOR AUXILIARY	.00	.00	.00	.00	.00	.00
19207	*AASCD/LEADERSHIP	.00	.00	.00	.00	.00	.00
19208	*GR INTERNATIONAL PAPER	.00	.00	.00	.00	.00	.00
19209	EXXONMOBIL FOUNDATION	.00	.00	.00	.00	.00	.00
19210	*GRANT-WAL MART	.00	.00	.00	.00	.00	.00
19211	*ASBOA	.00	.00	.00	.00	.00	.00
19212	GRANT-PARENT INSTITUTE	.00	.00	.00	.00	.00	.00
19213	*GRANT-REGION 5 CAREER	.00	.00	.00	.00	.00	.00
19300	GAIN/LOSS SALE CAP ASSEST	.00	.00	.00	.00	.00	.00
19510	OTHER LEA WITHIN STATE	.00	.00	.00	.00	.00	.00
19511	TEST SCORING	.00	.00	.00	.00	.00	.00
19800	REFUNDS OF PRIOR YR EXPEN	30,000.00	1,104.81	.00	14,601.89	15,398.11	48.67
19900	MISC REV FR LOCAL SOURCES	20,000.00	1,792.00	.00	10,217.19	9,782.81	51.09
19910	SALE OF MISC ITEMS	1,000.00	22.00	.00	7,700.78	-6,700.78	770.08
19911	PARA TEST/BACKGROUND CHKS	.00	.00	.00	495.00	-495.00	.00
19912	FUEL REIMBURSEMENT	.00	.00	.00	.00	.00	.00
19913	PURCHASING REWARDS	6,500.00	346.55	.00	3,996.62	2,503.38	61.49
19914	COLLEGE BOARD REBATE	.00	.00	.00	1,500.00	-1,500.00	.00
21100	CNTY GENERAL APPORTIONMNT	.00	.00	.00	.00	.00	.00
21200	SEVERANCE TAX	2,500.00	.00	.00	2,453.90	46.10	98.16
21900	OTHER REV FR COUNTY	.00	.00	.00	.00	.00	.00

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY REVENUE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: revledgr.key_orgn like '[124]%'
ACCOUNTING PERIOD: 9/26

ACCOUNT	- - - - TITLE - - - - -	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
22000	RESTRICTED GRANTS	.00	.00	.00	4,710.00	-4,710.00	.00
31101	STATE FOUNDATION FUNDS	12,606,536.00	1,045,610.00	.00	9,445,035.00	3,161,501.00	74.92
31102	ENHANCED EDUC FUNDING	.00	.00	.00	.00	.00	.00
31103	98% GUARANTEE	.00	.00	.00	.00	.00	.00
31450	STUDENT GROWTH	.00	.00	.00	.00	.00	.00
31460	DECLINING ENROLLMENT FUND	329,582.00	185,000.00	.00	329,582.00	.00	100.00
31600	INCENTIVE FUNDING	.00	.00	.00	.00	.00	.00
31900	OTHER STATE REVENUE	.00	.00	.00	.00	.00	.00
32110	ABE ADULT BASIC EDUCATION	376,348.86	.00	.00	204,971.20	171,377.66	54.46
32120	ADULT GENERAL EDUCATION	213,579.19	14,766.35	.00	136,568.98	77,010.21	63.94
32140	ADULT ED SPECIAL PROJECTS	51,893.01	4,495.51	.00	35,613.13	16,279.88	68.63
32204	TEACHER SAL EQUALIZATION	995,139.00	82,928.00	.00	746,352.00	248,787.00	75.00
32205	LEARNS TCHR SAL/RAISE FN	1,196,839.00	.00	.00	1,196,839.00	.00	100.00
32211	READING PROGRAMS	.00	.00	.00	.00	.00	.00
32214	MERIT TEACHER INCENTIVE	.00	.00	.00	.00	.00	.00
32220	NBC ADE/SUPPLEMENTAL SAL	.00	.00	.00	45,993.75	-45,993.75	.00
32221	CS INITITIVE SUPPORT	2,000.00	.00	.00	.00	2,000.00	.00
32227	CS SPECIALIST FUNDING	.00	.00	.00	.00	.00	.00
32229	CS INTIATIVE STU SUPPORT	.00	.00	.00	.00	.00	.00
32232	AR SCHOOL RECOGNITION PRO	.00	.00	.00	64,354.42	-64,354.42	.00
32234	DISTANCE LEARNING	.00	.00	.00	.00	.00	.00
32239	RISE ACADEMIES	.00	.00	.00	.00	.00	.00
32250	PROF QUALITY ENHANCEMENT	.00	.00	.00	.00	.00	.00
32251	PROFESSIONAL LEARNING GNT	.00	.00	.00	.00	.00	.00
32253	INVESTING & SECURITIES	.00	.00	.00	.00	.00	.00
32256	PROFESSIONAL DEVELOPMENT	218,942.00	.00	.00	218,942.00	.00	100.00
32260	AR GAME & FISH	.00	.00	.00	.00	.00	.00
32290	OTHER GRANTS AND AID	.00	.00	.00	.00	.00	.00
32310	CHILDREN W/ DISABILITIES	20,000.00	.00	.00	.00	20,000.00	.00
32314	SPED EXTENDED SCHOOL YEAR	2,000.00	.00	.00	222.00	1,778.00	11.10
32330	CHILDREN W/OUT DISABILITY	.00	.00	.00	.00	.00	.00
32340	CWD RESIDENT TREATMENT	.00	.00	.00	.00	.00	.00
32350	EARLY CHILDHOOD SPED	348,333.09	27,188.62	.00	190,708.72	157,624.37	54.75
32351	YOUTH SHELTER STUDENTS	.00	.00	.00	.00	.00	.00
32352	EIDT	.00	.00	.00	.00	.00	.00
32355	SPEC ED CATASTROPHIC LOSS	185,000.00	.00	.00	.00	185,000.00	.00
32360	G&T AEGIS/GOVENORS	.00	.00	.00	.00	.00	.00
32361	G&T ADVANCED PLACEMENT	33,100.00	.00	.00	23,730.00	9,370.00	71.69
32370	ALE ALTERNATIVE LEARN ENV	308,300.00	.00	.00	246,640.00	61,660.00	80.00
32371	ELL ENGLISH LANGUAGE LEAR	367,000.00	.00	.00	392,250.00	-25,250.00	106.88
32381	ESA ENHANCED STU ACHIEVE	1,934,561.00	175,869.00	.00	1,406,952.00	527,609.00	72.73
32382	ESA MATCH GRANT	93,000.00	.00	.00	68,077.67	24,922.33	73.20
32410	CTE COORDINATORS	.00	.00	.00	.00	.00	.00
32415	SECONDARY CAREER CENTERS	.00	.00	.00	.00	.00	.00
32420	CAREER COACHES	.00	.00	.00	.00	.00	.00
32430	COORDINATED CAREER ED SER	.00	.00	.00	.00	.00	.00
32445	WORKPLACE READINESS	.00	.00	.00	.00	.00	.00
32450	WORKFORCE COUNSELING	.00	.00	.00	.00	.00	.00
32460	YOUTH APPRENTICESHIP	.00	.00	.00	.00	.00	.00
32470	TRADITONAL APPRENTICESHIP	.00	.00	.00	.00	.00	.00
32480	DCTE CAREER NEW PRO START	.00	.00	.00	.00	.00	.00
32481	CAREER MODERNIZATION GRNT	.00	.00	.00	.00	.00	.00
32611	COOP DISTANCE LEARN OP GR	.00	.00	.00	.00	.00	.00
32710	AR BETTER CHANCE(ABC)GRNT	888,270.00	88,827.00	.00	797,401.00	90,869.00	89.77

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY REVENUE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: revledgr.key_orgn like '[124]%'
ACCOUNTING PERIOD: 9/26

ACCOUNT	- - - - TITLE - - - - -	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
32711	ADE CHILDCARE BLOCK GRNT	5,000.00	.00	.00	.00	5,000.00	.00
32715	POVERTY INDEX GRANT	.00	.00	.00	.00	.00	.00
32720	K-3 AT RISK	.00	.00	.00	.00	.00	.00
32725	K-3 MATH/SCIENCE	.00	.00	.00	.00	.00	.00
32735	*GR PARENT INVOLVEMENT	.00	.00	.00	.00	.00	.00
32750	SMART START - MATH	.00	.00	.00	.00	.00	.00
32755	SMART START LITERACY	.00	.00	.00	.00	.00	.00
32790	OTHER (PRESCHOOL)	.00	.00	.00	.00	.00	.00
32902	RUSSELLVILLE SBHC	.00	.00	.00	.00	.00	.00
32903	PLTW & STEM GRANT	31,968.04	.00	.00	52,947.30	-20,979.26	165.63
32906	PHONE FREE SCHOOL	.00	.00	.00	.00	.00	.00
32907	STATE SCHOOL SAFETY GRANT	215,500.00	.00	.00	280,957.33	-65,457.33	130.37
32910	WORKER'S COMP INSURANCE	.00	.00	.00	.00	.00	.00
32913	GROWTH FACILITIES FUNDING	.00	.00	.00	.00	.00	.00
32916	DHS HUMAN SVC. WORKER	.00	.00	.00	.00	.00	.00
32920	AR GAME & FISH COMMISSION	.00	.00	.00	1,120.00	-1,120.00	.00
32931	BROADBAND PROJECT	.00	.00	.00	.00	.00	.00
32940	BLOOMBOARD TRAININGS	.00	.00	.00	.00	.00	.00
32941	GOVERNOR'S COMP SCI GRANT	.00	.00	.00	.00	.00	.00
32950	PROPERTY INS PRE OFFSET	.00	.00	.00	.00	.00	.00
32990	OTHER STATE AID	.00	.00	.00	.00	.00	.00
41300	REV IN LIEU OF TAXES	.00	.00	.00	.00	.00	.00
42200	FLOOD CONTROL	2,000.00	.00	.00	3,285.62	-1,285.62	164.28
42300	MINERAL LEASES	.00	.00	.00	.00	.00	.00
43980	INTEREST REBATE	43,000.00	.00	.00	.00	43,000.00	.00
45541	SNACK REIMB CACFP	.00	.00	.00	.00	.00	.00
51800	REFUNDING SAVINGS	.00	.00	.00	.00	.00	.00
51999	AUDIT ADJUSTMENT PRIOR YE	.00	.00	.00	.00	.00	.00
52100	TRANS FROM SALARY FUND	.00	.00	.00	.00	.00	.00
52200	TRANS FROM OPERATING FUND	33,119,254.95	.00	.00	.00	33,119,254.95	.00
52201	TRANSFER FROM 2001	43,585,569.72	.00	.00	.00	43,585,569.72	.00
52202	TRANS INTO 2000 FROM 2001	3,271,561.35	.00	.00	.00	3,271,561.35	.00
52204	TRANSFER ADE BONUS SAL	995,139.00	.00	.00	.00	995,139.00	.00
52205	LEARNS TRANSFER FROM 2001	1,196,839.00	.00	.00	.00	1,196,839.00	.00
52207	TRANS IN FROM PROG	.00	18,150.00	.00	18,150.00	-18,150.00	.00
52208	TRANSFER ADE NBC BENEFITS	.00	.00	.00	.00	.00	.00
52300	TRANS FROM BUILDING FUND	.00	.00	.00	.00	.00	.00
52600	TRANS FROM FEDERAL GRANTS	.00	.00	.00	.00	.00	.00
52700	TRANS FROM STUDENT ACTVTY	.00	.00	.00	204.23	-204.23	.00
52900	INDIRECT COST REIMB	169,000.00	.00	.00	.00	169,000.00	.00
53100	SALE OF EQUIPMENT	.00	.00	.00	.00	.00	.00
53200	SALE OF BUILD & GROUNDS	.00	.00	.00	.00	.00	.00
53400	COMPEN-LOSS FIXED ASSETS	.00	.00	.00	.00	.00	.00
56400	EXTRAORDINARY ITEM	.00	.00	.00	24,660.00	-24,660.00	.00
TOTAL REPORT		152,680,755.21	3,432,623.62	.00	50,632,199.14	102,048,556.07	33.16

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY REVENUE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: orgn.fund like '3%'
ACCOUNTING PERIOD: 9/26

ACCOUNT	- - - - TITLE - - - - -	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
15100	INTEREST ON INVESTMENTS	250,000.00	23,107.97	.00	165,233.56	84,766.44	66.09
19200	PRIVATE CONTRIBUTIONS	40,000.00	.00	.00	30,000.00	10,000.00	75.00
19800	REFUNDS OF PRIOR YR EXPEN	.00	.00	.00	.00	.00	.00
19900	MISC REV FR LOCAL SOURCES	.00	.00	.00	.00	.00	.00
32990	OTHER STATE AID	.00	.00	.00	.00	.00	.00
51100	BONDED INDEBTEDNESS	2,705,000.00	.00	.00	2,704,085.13	914.87	99.97
51102	GOOD FAITH/BONDED INDEBT	.00	.00	.00	.00	.00	.00
52200	TRANS FROM OPERATING FUND	.00	.00	.00	.00	.00	.00
52300	TRANS FROM BUILDING FUND	.00	.00	.00	3,826.04	-3,826.04	.00
52400	TRANS FROM DEBT SERV FUND	.00	.00	.00	.00	.00	.00
TOTAL REPORT		2,995,000.00	23,107.97	.00	2,903,144.73	91,855.27	96.93

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY REVENUE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: orgn.fund like '5%'
ACCOUNTING PERIOD: 9/26

ACCOUNT	- - - - TITLE - - - - -	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
11110	PROPERTY TAXES-CURRENT	900,000.00	.00	.00	896,306.84	3,693.16	99.59
11115	PROPERTY TAX RELIEF	1,700.00	.00	.00	2,712.27	-1,012.27	159.55
11120	PROPERTY TAX-JAN-JUNE	640,000.00	55,661.47	.00	105,334.59	534,665.41	16.46
11125	TAX RELIEF - JAN-JUNE	110,000.00	.00	.00	103,773.58	6,226.42	94.34
11140	PROPERTY TAXES DELINQUENT	20,000.00	3,907.06	.00	27,247.05	-7,247.05	136.24
11150	EXCESS COMMISSION	.00	.00	.00	60,801.70	-60,801.70	.00
11160	LAND REDEMP-IN STATE SALE	2,000.00	656.80	.00	1,947.99	52.01	97.40
11500	INT ON PROPERTY TAXES	3,000.00	.00	.00	2,644.80	355.20	88.16
11900	OTHER TAXES	.00	.00	.00	.00	.00	.00
12800	REV IN LIEU OF TAXES	2,000.00	.00	.00	1,190.42	809.58	59.52
15100	INTEREST ON INVESTMENTS	.00	.00	.00	.00	.00	.00
19200	PRIVATE CONTRIBUTIONS	.00	.00	.00	.00	.00	.00
19800	REFUNDS OF PRIOR YR EXPEN	.00	.00	.00	.00	.00	.00
19900	MISC REV FR LOCAL SOURCES	.00	.00	.00	.00	.00	.00
TOTAL REPORT		1,678,700.00	60,225.33	.00	1,201,959.24	476,740.76	71.60

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY REVENUE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: orgn.fund like '6%'
ACCOUNTING PERIOD: 9/26

ACCOUNT	- - - - TITLE - - - - -	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
19510	OTHER LEA WITHIN STATE	.00	.00	.00	.00	.00	.00
32253	INVESTING & SECURITIES	.00	.00	.00	.00	.00	.00
43160	ROTC	72,000.00	6,687.70	.00	46,813.90	25,186.10	65.02
43920	FEMA STORM SHELTER PROJEC	.00	.00	.00	.00	.00	.00
43921	HURRICANE RELIEF	.00	.00	.00	.00	.00	.00
43922	HOMELESS YOUTH	.00	.00	.00	.00	.00	.00
45110	ESEA CH1 COMP(R) 100-297	1,927,378.10	234,149.61	.00	969,625.13	957,752.97	50.31
45111	ESEA CH1 MIGNT-MOBILE LIF	.00	.00	.00	.00	.00	.00
45113	ESEA CH1 STATE PGM IMPROV	.00	.00	.00	.00	.00	.00
45129	EJFP	.00	.00	.00	.00	.00	.00
45140	SBMHAA HOMELESS ASSIS ACT	39,225.43	6,268.54	.00	30,093.89	9,131.54	76.72
45166	PROMOTING ADOLESCENT HEAL	.00	.00	.00	.00	.00	.00
45170	DHS/BETTER BEGINNINGS	.00	.00	.00	.00	.00	.00
45172	AR DHS ECE GRANT	.00	.00	.00	.00	.00	.00
45173	DHS/BETTER BEGINNINGS	.00	.00	.00	.00	.00	.00
45310	CARL PERKINS	87,790.32	.00	.00	107,931.85	-20,141.53	122.94
45311	VOC-LEADERSHIP PROJECT	.00	.00	.00	.00	.00	.00
45313	VOC-SEX EQUITY	.00	.00	.00	.00	.00	.00
45317	VOC-TECH PREP ED	1,077.50	.00	.00	1,077.50	.00	100.00
45318	VOC-SUPP GRNTS-IMPROV ACT	.00	.00	.00	.00	.00	.00
45325	TITLE IID	.00	.00	.00	.00	.00	.00
45326	ENHANCING ED/TECHNOLOGY	.00	.00	.00	.00	.00	.00
45406	GEER GRANT	.00	.00	.00	.00	.00	.00
45410	DIRECT & EQUIT-SECT 322A	135,909.16	11,491.71	.00	91,615.28	44,293.88	67.41
45411	EL CIVICS GRANT	.00	.00	.00	.00	.00	.00
45430	CORRECTIONAL ADULT ED PGN	.00	.00	.00	.00	.00	.00
45470	ADULT BASIC EDUCATION	.00	.00	.00	.00	.00	.00
45591	S.O.A.R.	.00	.00	.00	.00	.00	.00
45603	ARP IDEA PART B	.00	.00	.00	.00	.00	.00
45604	ARP IDEA PART B	.00	.00	.00	.00	.00	.00
45612	TITLE VI-B AREA SERVICES	.00	.00	.00	.00	.00	.00
45613	TITLE VIB PASSTHROUGH	1,757,242.98	186,718.86	.00	750,044.96	1,007,198.02	42.68
45630	EARLY CHILD-DISAD INDIVID	73,994.20	11,298.22	.00	44,759.93	29,234.27	60.49
45650	MEDICAID	650,000.00	66,495.40	.00	407,053.84	242,946.16	62.62
45701	CHILDCARE QUALITY IMPROVE	6,000.00	.00	.00	.00	6,000.00	.00
45703	CHILDCARE DIRECT SERVICES	280,000.00	32,146.00	.00	231,146.00	48,854.00	82.55
45802	ARRA/MODERN STAB	.00	.00	.00	.00	.00	.00
45805	ARRA/EDU FOR HOMELESS CHL	.00	.00	.00	.00	.00	.00
45809	ABC STIPENDS INCENTIVE	.00	.00	.00	.00	.00	.00
45812	ARKANSAS THRIVE	.00	.00	.00	.00	.00	.00
45815	CLEAN DIESEL GNT GO RED	.00	.00	.00	.00	.00	.00
45819	SCHOOL HEALTH SERVICES	.00	.00	.00	.00	.00	.00
45852	NAEP PARTICIPATION GRANT	.00	.00	.00	200.00	-200.00	.00
45910	MEDICARE CATASTROPHIC COV	.00	.00	.00	.00	.00	.00
45911	MEDICAID/DISTRICT	.00	.00	.00	.00	.00	.00
45913	ARMAC	350,000.00	7,617.08	.00	69,535.65	280,464.35	19.87
45914	TITLE III SUB GRANT	.00	.00	.00	.00	.00	.00
45916	MEDICAID/PERSONAL CARE	.00	1,556.48	.00	1,556.48	-1,556.48	.00
45917	MEDICAID VISION & HEARING	.00	2,820.86	.00	2,820.86	-2,820.86	.00
45918	AUDIOLOGY	.00	285.46	.00	285.46	-285.46	.00
45920	EISENHOWER MATH/SCI PROJ	.00	.00	.00	.00	.00	.00
45925	TEACHER/PRIN TRA	326,500.00	25,927.78	.00	84,066.10	242,433.90	25.75
45928	TITLE III SUB GRANT	.00	.00	.00	.00	.00	.00
45935	TITLE III ENG LANGUAGE	89,476.07	16,076.96	.00	30,384.53	59,091.54	33.96

SELECTION CRITERIA: orgn.fund like '6%'
ACCOUNTING PERIOD: 9/26

ACCOUNT	- - - - TITLE - - - - -	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
45938	AWARE ARKNASAS	.00	.00	.00	.00	.00	.00
45945	SAFE SCH/HEALTHY STUDENTS	.00	.00	.00	.00	.00	.00
45946	ALCOHOL ABUSE REDUCTION	.00	.00	.00	.00	.00	.00
45958	TITLE III SUB GRANT	329.67	.00	.00	329.67	.00	100.00
45967	ARP HOMELESS II	.00	.00	.00	.00	.00	.00
45968	ARP HOMELESS	.00	.00	.00	.00	.00	.00
45971	TITLE IVA SAFE & DRUG FRE	.00	.00	.00	.00	.00	.00
45974	COVID EMERGENCY LEAVE P2	.00	.00	.00	.00	.00	.00
45977	REAP	.00	.00	.00	.00	.00	.00
45979	TITLE IV STRONGER CNCTNS	82,771.34	13,163.22	.00	62,220.52	20,550.82	75.17
45980	AIDS EDUCATION ACT	.00	.00	.00	.00	.00	.00
45981	ESSER II	.00	.00	.00	.00	.00	.00
45986	TITLE IV	149,496.30	11,539.44	.00	103,373.96	46,122.34	69.15
45987	SEL / COVID SUPP	.00	.00	.00	.00	.00	.00
45988	PRESCHOOL DEV GRANT	165,551.36	.00	.00	75,515.44	90,035.92	45.61
45991	AR COMP LITERACY GRANT	.00	.00	.00	.00	.00	.00
45995	CONNECTED MATH PROJECT	.00	.00	.00	.00	.00	.00
52200	TRANS FROM OPERATING FUND	.00	.00	.00	.00	.00	.00
52600	TRANS FROM FEDERAL GRANTS	.00	.00	.00	.00	.00	.00
52930	GRANT REV PASS THRU	.00	.00	.00	.00	.00	.00
TOTAL REPORT		6,194,742.43	634,243.32	.00	3,110,450.95	3,084,291.48	50.21

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY REVENUE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: orgn.fund like '8%'
ACCOUNTING PERIOD: 9/26

ACCOUNT	- - - - TITLE - - - - -	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
15100	INTEREST ON INVESTMENTS	20,000.00	2,633.44	.00	20,716.23	-716.23	103.58
16210	STUDENT	40,000.00	2,954.70	.00	34,602.08	5,397.92	86.51
16215	A LA CARTE INCOME	22,500.00	1,865.95	.00	15,458.14	7,041.86	68.70
16220	ADULT	25,600.00	1,026.56	.00	18,178.26	7,421.74	71.01
16400	6 CENT REIMBURSEMENT	.00	.00	.00	.00	.00	.00
16900	OTHER FOOD SVS REVENUE	395,000.00	29,273.94	.00	247,759.51	147,240.49	62.72
19200	PRIVATE CONTRIBUTIONS	.00	.00	.00	.00	.00	.00
32520	MATCHING (STATE)	18,700.00	.00	.00	19,738.18	-1,038.18	105.55
32530	ST FUND COPAY REDUCE MEAL	68,000.00	9,090.50	.00	21,101.40	46,898.60	31.03
32541	PAID BREAKFAST MEALS	.00	64,269.94	.00	143,689.84	-143,689.84	.00
43974	COMMODITIES	.00	.00	.00	.00	.00	.00
45500	FEDERAL REIMBURSEMENT	.00	.00	.00	.00	.00	.00
45510	REIMB LUNCH	2,050,000.00	.00	.00	1,319,652.32	730,347.68	64.37
45512	8 CENT REIMBURSEMENT	51,500.00	.00	.00	-25,755.58	77,255.58	-50.01
45519	SN LUNCH	.00	.00	.00	.00	.00	.00
45520	REIMB BREAKFAST	1,050,000.00	.00	.00	771,457.44	278,542.56	73.47
45529	SEV BRKFST	.00	.00	.00	.00	.00	.00
45540	REIMB SNACK	500.00	.00	.00	283.50	216.50	56.70
45541	SNACK REIMB CACFP	.00	.00	.00	.00	.00	.00
45542	FFV GRANT	60,000.00	6,834.54	.00	40,358.29	19,641.71	67.26
45549	SUPPLY CHAIN ASSISTANCE 3	.00	.00	.00	.00	.00	.00
45554	SUPPLY CHAIN ASSISTANCE 4	.00	.00	.00	.00	.00	.00
45556	CNU EMERGENCY OPS	.00	.00	.00	.00	.00	.00
45558	SUPPLY CHAIN ASSISTANCE	.00	.00	.00	.00	.00	.00
45559	SUPPLY CHAIN ASSISTANCE 2	.00	.00	.00	.00	.00	.00
45561	REG COMM (THROUGH DHS)	.00	.00	.00	.00	.00	.00
45562	FFV	.00	.00	.00	.00	.00	.00
45586	ARRA EQUIPMENT GRANT	.00	.00	.00	.00	.00	.00
52200	TRANS FROM OPERATING FUND	.00	.00	.00	.00	.00	.00
52700	TRANS FROM STUDENT ACTVTY	.00	.00	.00	.00	.00	.00
52800	TRANS FROM FOOD SERVICE	.00	.00	.00	.00	.00	.00
TOTAL REPORT		3,801,800.00	117,949.57	.00	2,627,239.61	1,174,560.39	69.11

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIOD 9 OF 26

SELECTION CRITERIA: orgn.fund='2014'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
2014	PERFORMING ARTS CENT	114,086.46	12,900.70	.00	.00	5,559.51	121,427.65
TOTAL OPERATING FUND		114,086.46	12,900.70	.00	.00	5,559.51	121,427.65
TOTAL		114,086.46	12,900.70	.00	.00	5,559.51	121,427.65

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIOD 9 OF 26

SELECTION CRITERIA: orgn.fund='7999'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
7999	ATH ACCT	8,305.57	2,232.00	.00	.00	4,296.38	6,241.19
TOTAL ACTIVITY FUND		8,305.57	2,232.00	.00	.00	4,296.38	6,241.19
TOTAL		8,305.57	2,232.00	.00	.00	4,296.38	6,241.19

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: orgn.fund like '[124]%'
ACCOUNTING PERIOD: 9/26

ACCOUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
61110	SALARY-CERTIFIED	29,941,760.10	2,406,507.87	.00	19,891,585.95	10,050,174.15	66.43
61120	SLRY-CLS	9,549,552.71	804,415.64	.00	6,550,967.12	2,998,585.59	68.60
61210	TEMP-CERTIFIED	.00	.00	.00	.00	.00	.00
61220	TEMP-CLASSIFIED	22,324.80	2,261.86	.00	16,833.03	5,491.77	75.40
61320	OVERTIME PAY	170,970.79	19,278.34	.00	118,652.69	52,318.10	69.40
61500	TCHR WKSHOP	.00	.00	.00	265.78	-265.78	.00
61510	BONUS/CERTIFIED	.00	.00	.00	486,500.00	-486,500.00	.00
61520	BONUS/CLASSIFIED	45,900.00	.00	.00	305,000.00	-259,100.00	664.49
61600	WORKSHOPS	.00	.00	.00	.00	.00	.00
61610	ONSITE DIR STIPEND	.00	.00	.00	.00	.00	.00
61620	WORKSHOPS/CLASSIFIED	.00	.00	.00	.00	.00	.00
61710	SUBSTITUTES-CERTIFIED	.00	.00	.00	.00	.00	.00
61720	SUBSTITUTES-CLASSIFIED	.00	.00	.00	.00	.00	.00
61810	UNUSED SICK-CERTIFIED	.00	.00	.00	8,170.00	-8,170.00	.00
61819	CERT UNUSED SICK LV	9,917.16	.00	.00	.00	9,917.16	.00
61820	UNUSED SICK-CLASSIFIED	.00	.00	.00	.00	.00	.00
61829	CLS UNUSED SICK LV	.00	.00	.00	.00	.00	.00
61839	CERT UNUSED VACATION LV	36,493.69	.00	.00	.00	36,493.69	.00
61840	UNUSED VAC PAY CLASS	.00	.00	.00	.00	.00	.00
61849	CLS UNUSED VACATION LV	.00	.00	.00	.00	.00	.00
61960	CRT UNUSED VAC	.00	.00	.00	.00	.00	.00
61961	UNUSED VACATION CLS	.00	.00	.00	.00	.00	.00
62100	GRP INSURANCE	.00	.00	.00	.00	.00	.00
62110	GRP INS-CERTIFIED	28,690.18	387.39	.00	3,117.55	25,572.63	10.87
62120	GRP INS-CLS	4,137.90	195.24	.00	1,665.50	2,472.40	40.25
62200	SOC SEC	.00	.00	.00	.00	.00	.00
62210	SOC SEC-CERTIFIED	1,820,563.73	141,560.10	.00	1,202,823.53	617,740.20	66.07
62220	SOC SEC-CLS	576,681.28	48,688.06	.00	414,510.21	162,171.07	71.88
62260	MEDICARE-CERTIFIED	431,991.88	33,106.82	.00	281,305.57	150,686.31	65.12
62270	MEDCARE-CLS	134,535.44	11,386.85	.00	96,942.36	37,593.08	72.06
62310	TCH RET CONT-CERTIFIED	4,525,030.28	359,600.60	.00	3,045,794.70	1,479,235.58	67.31
62320	TCH RET CONT-CLS	1,456,626.91	125,269.59	.00	1,061,259.00	395,367.91	72.86
62321	ATRS SURCHARGE	87,709.01	7,990.63	.00	55,370.16	32,338.85	63.13
62510	UNEMPLY COMP-CERT	.00	.00	.00	123,034.60	-123,034.60	.00
62520	UNEMPLY COMP-CLS	602,296.95	.00	.00	69,565.40	532,731.55	11.55
62610	WK'S COMP-CERTIFIED	20,193.65	.00	.00	.00	20,193.65	.00
62620	WK'S COMP-CLS	5,901.29	.00	.00	.00	5,901.29	.00
62710	HLTH BENEF.CERTIFIED	2,101,043.63	125,792.38	.00	798,949.75	1,302,093.88	38.03
62711	CRT PREMIUM ASSISTNCE EBD	81,147.81	5,320.56	.00	42,434.73	38,713.08	52.29
62720	HLTH BENE.CLS	605,290.82	65,152.50	.00	409,523.69	195,767.13	67.66
62721	CLS PREM ASSISTANCE EBD	23,442.13	1,849.08	.00	13,353.66	10,088.47	56.96
62820	PUB RET.CONTR-CLS	.00	.00	.00	.00	.00	.00
62910	OTHER BENEFITS-CERTIFIED	.00	.00	.00	.00	.00	.00
62920	OTHER BENEFITS-CLASSIFIED	.00	.00	.00	.00	.00	.00
63120	MANAGEMENT SERVICES	.00	.00	.00	.00	.00	.00
63130	BOARD OF ED SERVICES	.00	.00	.00	.00	.00	.00
63200	PROFESSIONAL-EDUCATIONAL	.00	.00	.00	.00	.00	.00
63210	PS/CONSLT	611,077.00	8,560.00	.00	79,787.04	531,289.96	13.06
63220	PUR SERV	980,600.00	73,014.12	175.00	559,884.06	420,715.94	57.10
63221	GAE PS GRAD	.00	.00	.00	.00	.00	.00
63230	COUNSULTING/EDUCATIONAL	40,000.00	2,450.00	4,500.00	64,200.00	-24,200.00	160.50
63240	STUDENT ASSESSMENT	.00	1,095.60	.00	1,095.60	-1,095.60	.00
63300	OTHER PROFESSIONAL	.00	.00	.00	.00	.00	.00
63310	CERTIFIED	118,000.00	1,275.00	2,450.00	67,118.65	50,881.35	56.88

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: orgn.fund like '[124]%'
ACCOUNTING PERIOD: 9/26

ACCOUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
63320	CLASSIFIED	22,820.00	9,632.81	3,215.00	19,372.81	3,447.19	84.89
63410	PUPIL SERVICES	3,550.00	.00	.00	325.75	3,224.25	9.18
63420	ENGINEERING	.00	.00	.00	.00	.00	.00
63430	ACCOUNTING	.00	.00	.00	.00	.00	.00
63431	FINANCIAL AUDITS	.00	2,025.00	.00	10,850.00	-10,850.00	.00
63441	LEGAL-LITIGATION-DEFENSE	.00	.00	.00	2,650.59	-2,650.59	.00
63445	LEGAL-RESEARCH/OPINION	70,500.00	208.00	.00	30,719.20	39,780.80	43.57
63450	OTHER PROF/MEDICAL	164,000.00	1,098.00	.00	8,313.10	155,686.90	5.07
63470	ARCHITECTURAL	.00	.00	.00	.00	.00	.00
63480	SECURITY	218,000.00	12,415.34	.00	84,604.45	133,395.55	38.81
63490	OTHER PROF SERV	.00	.00	.00	80.00	-80.00	.00
63491	PROFESSIONAL ADVERTISING	.00	.00	.00	.00	.00	.00
63510	DATA ENTRY/PROCESSING	3,000.00	.00	.00	.00	3,000.00	.00
63511	DOCUMENT SHREDDING	.00	.00	.00	.00	.00	.00
63530	SOFTWARE MAINT & SUPPORT	147,966.00	5,664.57	5,207.83	29,787.83	118,178.17	20.13
63550	SOFTWARE LICENSE RENEWAL	.00	.00	.00	.00	.00	.00
63590	OTHER TECHNICAL SERVICES	.00	.00	.00	.00	.00	.00
63900	OTHER PURC PROF/TECH SVS	32,650.00	853.87	.00	3,552.71	29,097.29	10.88
63902	EVENT SUPPORT	15,000.00	1,150.00	.00	3,887.50	11,112.50	25.92
63903	FMLA ADIMINSTRATION	2,400.00	.00	.00	400.00	2,000.00	16.67
63910	PROFESSIONAL AND TECHNICA	195,283.00	1,933.78	.00	183,607.73	11,675.27	94.02
63911	INSTRUMENT REPAIRS	59,844.00	1,423.83	.00	23,281.74	36,562.26	38.90
64110	WATER/SEWER	150,000.00	12,492.34	.00	99,581.17	50,418.83	66.39
64210	DISPOSAL/SANITATION	.00	.00	.00	.00	.00	.00
64220	PURCHASE SERV/PROP	.00	.00	.00	.00	.00	.00
64230	CUSTODIAL	.00	.00	.00	.00	.00	.00
64240	LAWN CARE	1,340.00	.00	.00	.00	1,340.00	.00
64300	REPAIR & MAINTENANCE SVS	.00	.00	.00	.00	.00	.00
64310	PUR SVS/PROP	987,121.00	66,158.56	23,826.08	1,810,753.56	-823,632.56	183.44
64320	PUR SVS EQP	37,000.00	.00	4,357.82	24,775.70	12,224.30	66.96
64400	RENTALS	.00	.00	.00	.00	.00	.00
64410	LND/BDLG RENT	39,600.00	2,100.00	.00	8,400.00	31,200.00	21.21
64420	RENT VEH/EQP	43,636.00	2,884.51	.00	22,541.04	21,094.96	51.66
64430	RENT TECH RELATED EQUIP	.00	.00	.00	.00	.00	.00
64440	TEMPORARY RENTALS	.00	.00	.00	2,227.80	-2,227.80	.00
64490	OTHER RENTALS	.00	.00	.00	.00	.00	.00
64500	CONST SERV/PROPERTY	.00	.00	.00	.00	.00	.00
64900	OTHER PURC PROPERTY SVS	.00	584.48	.00	5,442.54	-5,442.54	.00
65190	FROM OTHER SOURCES	.00	.00	.00	.00	.00	.00
65210	PROPERTY INSURANCE	772,000.00	.00	.00	771,254.56	745.44	99.90
65220	LIABILITY INSURANCE	45,000.00	.00	.00	.00	45,000.00	.00
65240	FLEET INSURANCE	69,000.00	732.68	.00	69,115.73	-115.73	100.17
65250	ACCIDENT INS FOR STUDENTS	28,500.00	.00	.00	.00	28,500.00	.00
65290	OTHER INSURANCE	.00	.00	.00	-190,127.00	190,127.00	.00
65310	TELEPHONE	70,010.00	4,886.11	.00	45,212.13	24,797.87	64.58
65320	POSTAGE	115,906.72	279.28	2,479.00	32,462.46	83,444.26	28.01
65330	NETWORK/INTERNET SERVICES	3,300.00	572.47	.00	2,537.30	762.70	76.89
65331	BROADBAND	123,300.00	9,283.45	.00	89,351.99	33,948.01	72.47
65400	ADVERTISING	66,825.00	3,341.80	.00	42,044.00	24,781.00	62.92
65500	PRINTING & BINDING	29,015.00	163.30	.00	4,556.98	24,458.02	15.71
65501	PRINTING AND BINDING	.00	.00	.00	.00	.00	.00
65650	INTERM AGNCY-OUT OF STATE	.00	.00	.00	.00	.00	.00
65690	OTHER TUITION	11,000.00	-72,678.06	.00	.00	11,000.00	.00
65810	TRVL-CERT-IN DISTRICT	22,876.00	1,983.06	.00	11,339.50	11,536.50	49.57

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: orgn.fund like '[124]%'
ACCOUNTING PERIOD: 9/26

ACCOUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
65820	TRVL-CLS IN DISTRICT	13,800.00	707.82	.00	4,896.08	8,903.92	35.48
65830	TRVL CERT-OUT DISTRICT	62,655.92	1,308.66	.00	19,320.09	43,335.83	30.84
65840	TRVL CLS OUT DISTRICT	4,600.00	197.60	.00	2,023.63	2,576.37	43.99
65850	TRVL CERT OUT STATE	13,150.00	-468.66	.00	1,581.57	11,568.43	12.03
65860	TRVL CLS OUT STATE	1,500.00	.00	.00	1,019.61	480.39	67.97
65870	NON-EMPLOYEE TRAVEL	51,191.84	186.88	936.00	5,620.30	45,571.54	10.98
65880	MEALS	32,330.00	559.50	488.14	6,992.93	25,337.07	21.63
65890	LODGING	120,230.96	1,535.17	15,886.64	66,062.22	54,168.74	54.95
65900	MISC PURC SVS	.00	.00	.00	.00	.00	.00
65910	SVS PURCHASED LOCALLY	.00	.00	.00	.00	.00	.00
65911	SVR PUR FROM ADE	310,000.00	.00	.00	129,970.53	180,029.47	41.93
65920	PURC-OTHER LEA IN STATE	.00	.00	.00	.00	.00	.00
66100	GEN SUPPLIES	3,154,830.29	138,249.31	222,627.95	1,986,318.26	1,168,512.03	62.96
66110	OTHER SUPPLIES	.00	.00	.00	.00	.00	.00
66111	GAE TEACH/SUP	5,671.72	.00	.00	.00	5,671.72	.00
66120	GRAD SUP	.00	.00	.00	.00	.00	.00
66160	CUSTODIAL SUPPLY	.00	.00	.00	.00	.00	.00
66210	NAT.GAS	190,500.00	21,259.40	.00	155,819.24	34,680.76	81.79
66220	ELECTRICITY	1,161,984.00	77,415.05	.00	919,481.59	242,502.41	79.13
66230	BOTTLED GAS	.00	.00	.00	.00	.00	.00
66260	GASOLINE/DIESEL	30,000.00	50.00	.00	25,337.38	4,662.62	84.46
66261	BUS OIL/FLUIDS	.00	.00	.00	.00	.00	.00
66265	DIESEL FUEL	170,000.00	17,195.73	.00	130,331.82	39,668.18	76.67
66267	NATURAL GAS	20,000.00	1,259.73	.00	13,918.48	6,081.52	69.59
66268	PROPANE	.00	.00	.00	.00	.00	.00
66269	OIL FOR BUSES/VEHICLES	9,000.00	413.11	.00	8,065.26	934.74	89.61
66410	TEXTBOOKS	64,790.00	347.42	671.94	37,643.27	27,146.73	58.10
66411	E TEXTBOOKS	.00	.00	.00	.00	.00	.00
66420	LIBRARY BOOKS	72,297.60	5,309.19	19,296.70	67,336.11	4,961.49	93.14
66421	E LIBRARY BOOKS	3,500.00	.00	.00	5,000.00	-1,500.00	142.86
66430	PERIODICALS	1,100.00	545.65	.00	1,227.65	-127.65	111.60
66431	E-PUBLICATIONS	.00	.00	.00	.00	.00	.00
66440	AUDIOVISUAL MATERIALS	.00	.00	.00	.00	.00	.00
66500	TECHNOLOGY SUPPLIES	158,410.00	.00	8,529.61	36,003.70	122,406.30	22.73
66510	SOFTWARE, LICENSE OR MAIN	1,124,957.48	7,344.52	105,738.22	490,231.06	634,726.42	43.58
66511	TECHNOLOGY APPS	.00	.00	.00	.00	.00	.00
66512	TABLET COMPUTERS	1,100.00	.00	.00	.00	1,100.00	.00
66520	TECH DEVICE SUPPLIES	123,650.00	31,816.07	10,829.01	116,877.04	6,772.96	94.52
66521	TED SUPPLY	132,500.00	.00	141,157.79	242,447.51	-109,947.51	182.98
66523	NON INSTRUCTIONAL TECH	1,500.00	.00	.00	1,416.82	83.18	94.45
66527	LOW VALUE TECH SUPPLY	1,000.00	.00	.00	.00	1,000.00	.00
66910	TIRES	.00	.00	.00	1,109.75	-1,109.75	.00
67200	BUILDINGS	.00	.00	.00	.00	.00	.00
67211	VO-TECH HSE	.00	.00	.00	.00	.00	.00
67300	EQUIPMENT	.00	.00	.00	.00	.00	.00
67310	MACHINERY	2,500.00	.00	.00	.00	2,500.00	.00
67320	VEHICLES	.00	.00	.00	.00	.00	.00
67330	FURNITURE & FIXTURES	4,000.00	.00	1,090.00	2,180.00	1,820.00	54.50
67340	SP EQUIP	211,825.00	84,672.35	3,715.00	335,606.09	-123,781.09	158.44
67341	HAND-HELD COMPUTING DEVIC	200,000.00	5,533.72	18,850.00	144,686.72	55,313.28	72.34
67343	TLC NON INSTRUCTION	10,000.00	2,335.30	.00	7,542.22	2,457.78	75.42
67350	TECHNOLOGY SOFTWARE	.00	.00	.00	.00	.00	.00
67360	NON TECHNOLOGY EQUIPMENT	4,000.00	.00	1,695.00	6,688.02	-2,688.02	167.20
67390	OTHER EQUIPMENT	1,098.63	.00	.00	.00	1,098.63	.00

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: orgn.fund like '[124]%'
ACCOUNTING PERIOD: 9/26

ACCOUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
68100	DUES AND FEES	177,102.13	12,912.91	8,130.80	175,424.31	1,677.82	99.05
68101	LICENSE RENEWAL/TEACHERS	5,890.57	.00	1,000.00	3,325.00	2,565.57	56.45
68102	CRIMINAL BACKGROUND CHECK	11,200.00	170.00	.00	4,548.00	6,652.00	40.61
68110	DUES & FEES	.00	.00	.00	123.60	-123.60	.00
68112	STUDENT DUES & FEES	.00	.00	.00	.00	.00	.00
68300	INTEREST/FEES	1,476,729.00	.00	.00	739,634.39	737,094.61	50.09
68610	PENALTY OR INTEREST	.00	.00	.00	58,983.12	-58,983.12	.00
68700	OUT OF COURT SETTLEMENT	.00	.00	.00	.00	.00	.00
68830	PROPERTY TAX	.00	.00	.00	.00	.00	.00
68900	MISCELLANEOUS EXPENDITURE	.00	.00	.00	.00	.00	.00
68999	ALLOCATED CHARGES	.00	.00	.00	.00	.00	.00
69100	REDEMPTION OF PRINCIPAL	3,882,333.00	.00	.00	3,820,000.00	62,333.00	98.39
69310	TO SALARY FUND	27,796,192.95	.00	.00	.00	27,796,192.95	.00
69314	TRANSFER TO 1000 NBCT	995,139.00	.00	.00	.00	995,139.00	.00
69315	LEARNS TRANSFER TO 1000	1,196,839.00	.00	.00	.00	1,196,839.00	.00
69320	TO OPERATING FUND	.00	.00	.00	.00	.00	.00
69321	TRANSFER TO 2000	43,585,569.72	.00	.00	.00	43,585,569.72	.00
69322	ADDITIONAL TRANS TO 2000	3,271,561.35	.00	.00	.00	3,271,561.35	.00
69324	TRANSFER TO 2000 NBCT	.00	.00	.00	.00	.00	.00
69327	TRANS FOR PROG EXPEND	.00	18,150.00	.00	18,150.00	-18,150.00	.00
69330	TO BUILDING FUND	.00	.00	.00	.00	.00	.00
69340	TO DEBT SERVICE FUND	5,323,062.00	.00	.00	.00	5,323,062.00	.00
69350	TO CAPITAL OUTLAY FUND	.00	.00	.00	.00	.00	.00
69360	TO FEDERAL GRANTS FUND	.00	.00	.00	.00	.00	.00
69370	TO STUDENT ACTIVITY FUND	.00	.00	.00	.00	.00	.00
69380	TO FOOD SERVICE FUND	.00	.00	.00	.00	.00	.00
69400	PROGRAM FUNDING RETURN	.00	.00	.00	29,137.61	-29,137.61	.00
69401	MEDICAID MATCHING	.00	.00	.00	.00	.00	.00
69690	ADULT/EMPLOYEE MEAL	.00	.00	.00	.00	.00	.00
TOTAL REPORT		152,773,614.02	4,743,353.84	606,853.53	48,844,694.18	103,928,919.84	31.97

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: expledgr.key_orgn like '3%'
ACCOUNTING PERIOD: 9/26

ACCOUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
63230	COUNSULTING/EDUCATIONAL	.00	.00	.00	.00	.00	.00
63420	ENGINEERING	.00	.00	.00	.00	.00	.00
63470	ARCHITECTURAL	.00	.00	.00	.00	.00	.00
63490	OTHER PROF SERV	.00	.00	.00	.00	.00	.00
63900	OTHER PURC PROF/TECH SVS	.00	.00	.00	.00	.00	.00
63910	PROFESSIONAL AND TECHNICA	.00	.00	.00	.00	.00	.00
64240	LAWN CARE	.00	.00	.00	.00	.00	.00
64310	PUR SVS/PROP	.00	154,009.04	.00	1,067,355.31	-1,067,355.31	.00
64420	RENT VEH/EQP	.00	.00	.00	.00	.00	.00
64500	CONST SERV/PROPERTY	.00	.00	.00	.00	.00	.00
64901	PRE-DESIGN CONSTR SERV	.00	.00	.00	.00	.00	.00
65210	PROPERTY INSURANCE	.00	.00	.00	.00	.00	.00
65220	LIABILITY INSURANCE	.00	.00	.00	.00	.00	.00
65290	OTHER INSURANCE	.00	.00	.00	.00	.00	.00
65400	ADVERTISING	.00	.00	.00	.00	.00	.00
65500	PRINTING & BINDING	.00	.00	.00	.00	.00	.00
65870	NON-EMPLOYEE TRAVEL	.00	.00	.00	.00	.00	.00
65890	LODGING	.00	.00	.00	.00	.00	.00
66100	GEN SUPPLIES	.00	.00	.00	.00	.00	.00
66500	TECHNOLOGY SUPPLIES	.00	.00	.00	.00	.00	.00
66510	SOFTWARE, LICENSE OR MAIN	.00	.00	.00	.00	.00	.00
66520	TECH DEVICE SUPPLIES	.00	.00	.00	.00	.00	.00
67100	LAND & IMPROVEMENTS	.00	.00	.00	.00	.00	.00
67200	BUILDINGS	.00	.00	.00	.00	.00	.00
67310	MACHINERY	.00	.00	.00	.00	.00	.00
67330	FURNITURE & FIXTURES	.00	.00	.00	.00	.00	.00
67340	SP EQUIP	.00	.00	.00	.00	.00	.00
67390	OTHER EQUIPMENT	.00	.00	.00	.00	.00	.00
68100	DUES AND FEES	.00	.00	.00	.00	.00	.00
68900	MISCELLANEOUS EXPENDITURE	.00	.00	.00	.00	.00	.00
69320	TO OPERATING FUND	.00	.00	.00	.00	.00	.00
69330	TO BUILDING FUND	.00	.00	.00	3,826.04	-3,826.04	.00
69340	TO DEBT SERVICE FUND	.00	.00	.00	.00	.00	.00
TOTAL REPORT		.00	154,009.04	.00	1,071,181.35	-1,071,181.35	.00

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: expledgr.key_orgn like '5%'
ACCOUNTING PERIOD: 9/26

ACCOUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
63470	ARCHITECTURAL	.00	.00	.00	.00	.00	.00
63530	SOFTWARE MAINT & SUPPORT	.00	.00	.00	.00	.00	.00
63900	OTHER PURC PROF/TECH SVS	.00	.00	.00	.00	.00	.00
63910	PROFESSIONAL AND TECHNICA	.00	.00	.00	13,028.36	-13,028.36	.00
63912	ATHL EVENT PURCHASE SERVI	.00	.00	.00	.00	.00	.00
64240	LAWN CARE	.00	.00	.00	.00	.00	.00
64310	PUR SVS/PROP	.00	81,054.00	65,137.67	490,907.33	-490,907.33	.00
64500	CONST SERV/PROPERTY	.00	.00	.00	.00	.00	.00
64900	OTHER PURC PROPERTY SVS	.00	.00	.00	.00	.00	.00
65330	NETWORK/INTERNET SERVICES	.00	.00	.00	.00	.00	.00
65400	ADVERTISING	.00	.00	.00	.00	.00	.00
66100	GEN SUPPLIES	133,500.00	6,549.81	26,387.03	156,660.26	-23,160.26	117.35
66109	EQUIP LESS THAN $500	.00	.00	.00	.00	.00	.00
66261	BUS OIL/FLUIDS	.00	.00	.00	.00	.00	.00
66440	AUDIOVISUAL MATERIALS	.00	.00	.00	.00	.00	.00
66500	TECHNOLOGY SUPPLIES	.00	.00	.00	.00	.00	.00
66510	SOFTWARE, LICENSE OR MAIN	.00	.00	.00	.00	.00	.00
66512	TABLET COMPUTERS	.00	.00	.00	.00	.00	.00
66520	TECH DEVICE SUPPLIES	.00	.00	.00	.00	.00	.00
66521	TED SUPPLY	300,000.00	.00	.00	.00	300,000.00	.00
66527	LOW VALUE TECH SUPPLY	.00	.00	.00	.00	.00	.00
67100	LAND & IMPROVEMENTS	.00	.00	.00	.00	.00	.00
67300	EQUIPMENT	.00	.00	.00	.00	.00	.00
67310	MACHINERY	.00	.00	.00	.00	.00	.00
67320	VEHICLES	1,100,000.00	699,004.00	.00	695,502.00	404,498.00	63.23
67330	FURNITURE & FIXTURES	.00	6,390.49	1,000.00	215,483.52	-215,483.52	.00
67340	SP EQUIP	25,000.00	.00	.00	49,550.24	-24,550.24	198.20
67350	TECHNOLOGY SOFTWARE	.00	.00	.00	.00	.00	.00
67360	NON TECHNOLOGY EQUIPMENT	25,000.00	6,770.00	8,047.40	53,384.91	-28,384.91	213.54
67361	MUSICAL INSTRUMENTS	105,000.00	.00	.00	57,504.64	47,495.36	54.77
67390	OTHER EQUIPMENT	.00	.00	.00	.00	.00	.00
67391	EQUIP OTHER LEAS	.00	.00	.00	.00	.00	.00
TOTAL REPORT		1,688,500.00	799,768.30	100,572.10	1,732,021.26	-43,521.26	102.58

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: expledgr.key_orgn like '6%'
ACCOUNTING PERIOD: 9/26

ACCOUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
61100	REG EMPLOYEES	.00	.00	.00	.00	.00	.00
61110	SALARY-CERTIFIED	2,010,962.00	150,140.55	.00	1,217,008.58	793,953.42	60.52
61120	SLRY-CLS	1,226,726.43	85,367.43	.00	595,801.64	630,924.79	48.57
61210	TEMP-CERTIFIED	.00	.00	.00	.00	.00	.00
61220	TEMP-CLASSIFIED	.00	.00	.00	.00	.00	.00
61510	BONUS/CERTIFIED	.00	.00	.00	.00	.00	.00
61520	BONUS/CLASSIFIED	8,850.00	.00	.00	.00	8,850.00	.00
61610	ONSITE DIR STIPEND	.00	.00	.00	.00	.00	.00
61620	WORKSHOPS/CLASSIFIED	1,000.00	.00	.00	.00	1,000.00	.00
61720	SUBSTITUTES-CLASSIFIED	.00	.00	.00	.00	.00	.00
62110	GRP INS-CERTIFIED	2,841.18	23.95	.00	187.87	2,653.31	6.61
62120	GRP INS-CLS	3,274.36	27.48	.00	212.68	3,061.68	6.50
62210	SOC SEC-CERTIFIED	124,830.47	8,701.32	.00	71,150.88	53,679.59	57.00
62220	SOC SEC-CLS	77,215.03	4,956.18	.00	34,402.00	42,813.03	44.55
62260	MEDICARE-CERTIFIED	30,221.38	2,034.99	.00	16,585.35	13,636.03	54.88
62270	MEDCARE-CLS	18,386.31	1,159.11	.00	8,045.60	10,340.71	43.76
62310	TCH RET CONT-CERTIFIED	292,668.24	22,521.10	.00	182,551.42	110,116.82	62.37
62320	TCH RET CONT-CLS	182,677.22	12,805.18	.00	89,395.18	93,282.04	48.94
62520	UNEMPLY COMP-CLS	.00	.00	.00	.00	.00	.00
62610	WK'S COMP-CERTIFIED	6,333.34	.00	.00	.00	6,333.34	.00
62620	WK'S COMP-CLS	2,457.71	.00	.00	.00	2,457.71	.00
62710	HLTH BENEF.CERTIFIED	108,187.00	7,907.62	.00	49,748.60	58,438.40	45.98
62711	CRT PREMIUM ASSISTNCE EBD	12,381.00	429.05	.00	3,079.63	9,301.37	24.87
62720	HLTH BENE.CLS	110,574.00	7,647.50	.00	48,233.24	62,340.76	43.62
62721	CLS PREM ASSISTANCE EBD	14,150.00	243.44	.00	1,968.78	12,181.22	13.91
62820	PUB RET.CONTR-CLS	.00	.00	.00	.00	.00	.00
63120	MANAGEMENT SERVICES	.00	.00	.00	.00	.00	.00
63210	PS/CONSLT	1,501,238.64	136,165.20	5,000.00	865,315.18	635,923.46	57.64
63220	PUR SERV	153,400.00	2,342.25	.00	11,964.85	141,435.15	7.80
63230	COUNSULTING/EDUCATIONAL	120,500.00	.00	.00	59,704.00	60,796.00	49.55
63240	STUDENT ASSESSMENT	1,077.50	.00	1,480.00	14,463.00	-13,385.50	1342.27
63310	CERTIFIED	155,185.00	830.00	9,712.00	23,054.60	132,130.40	14.86
63320	CLASSIFIED	10,400.00	415.00	.00	720.00	9,680.00	6.92
63420	ENGINEERING	.00	.00	.00	.00	.00	.00
63441	LEGAL-LITIGATION-DEFENSE	.00	.00	.00	.00	.00	.00
63450	OTHER PROF/MEDICAL	2,783.39	.00	.00	.00	2,783.39	.00
63480	SECURITY	189,771.34	25,419.22	.00	158,311.04	31,460.30	83.42
63490	OTHER PROF SERV	.00	.00	.00	.00	.00	.00
63491	PROFESSIONAL ADVERTISING	6,000.00	.00	.00	5,436.51	563.49	90.61
63530	SOFTWARE MAINT & SUPPORT	.00	.00	.00	.00	.00	.00
63900	OTHER PURC PROF/TECH SVS	10,000.00	.00	.00	344.25	9,655.75	3.44
63910	PROFESSIONAL AND TECHNICA	76,270.00	2,301.60	.00	13,713.60	62,556.40	17.98
63915	PROFESSIONAL CATERING SER	.00	.00	.00	.00	.00	.00
64220	PURCHASE SERV/PROP	.00	.00	.00	.00	.00	.00
64310	PUR SVS/PROP	.00	.00	.00	.00	.00	.00
64410	LND/BDLG RENT	.00	.00	.00	.00	.00	.00
64900	OTHER PURC PROPERTY SVS	.00	.00	.00	.00	.00	.00
65190	FROM OTHER SOURCES	.00	.00	.00	.00	.00	.00
65300	COMMUNICATIONS	.00	.00	.00	.00	.00	.00
65310	TELEPHONE	.00	.00	.00	.00	.00	.00
65320	POSTAGE	2,000.00	16.72	.00	16.72	1,983.28	.84
65400	ADVERTISING	500.00	.00	.00	75.26	424.74	15.05
65500	PRINTING & BINDING	2,500.00	.00	.00	.00	2,500.00	.00
65501	PRINTING AND BINDING	.00	.00	.00	.00	.00	.00

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: expledgr.key_orgn like '6%'
ACCOUNTING PERIOD: 9/26

ACCOUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
65810	TRVL-CERT-IN DISTRICT	17,350.00	470.76	.00	3,412.35	13,937.65	19.67
65820	TRVL-CLS IN DISTRICT	3,700.00	.00	.00	33.28	3,666.72	.90
65830	TRVL CERT-OUT DISTRICT	32,500.00	351.52	.00	2,623.37	29,876.63	8.07
65840	TRVL CLS OUT DISTRICT	7,000.00	33.28	.00	210.08	6,789.92	3.00
65850	TRVL CERT OUT STATE	35,250.00	.00	.00	555.28	34,694.72	1.58
65870	NON-EMPLOYEE TRAVEL	12,500.00	123.34	.00	217.03	12,282.97	1.74
65880	MEALS	22,400.00	28.00	.00	1,097.00	21,303.00	4.90
65890	LODGING	64,750.00	111.00	832.42	5,877.22	58,872.78	9.08
65910	SVS PURCHASED LOCALLY	.00	.00	.00	.00	.00	.00
66100	GEN SUPPLIES	442,136.47	5,211.81	29,492.52	128,640.63	313,495.84	29.10
66107	EQ SUPPLIES	.00	7,896.00	.00	7,896.00	-7,896.00	.00
66111	GAE TEACH/SUP	1,451.69	.00	.00	.00	1,451.69	.00
66210	NAT.GAS	.00	.00	.00	.00	.00	.00
66420	LIBRARY BOOKS	.00	.00	.00	.00	.00	.00
66430	PERIODICALS	3,610.73	.00	.00	.00	3,610.73	.00
66500	TECHNOLOGY SUPPLIES	30,000.00	.00	.00	.00	30,000.00	.00
66510	SOFTWARE, LICENSE OR MAIN	270,350.00	21,771.83	946.85	102,311.62	168,038.38	37.84
66511	TECHNOLOGY APPS	.00	.00	.00	.00	.00	.00
66512	TABLET COMPUTERS	150.00	.00	.00	.00	150.00	.00
66520	TECH DEVICE SUPPLIES	7,500.00	.00	.00	.00	7,500.00	.00
66521	TED SUPPLY	11,450.00	-7,896.00	.00	57,950.00	-46,500.00	506.11
66527	LOW VALUE TECH SUPPLY	27,889.08	.00	.00	.00	27,889.08	.00
66900	OTHER SUPPLIES & MATERIAL	.00	.00	.00	.00	.00	.00
67210	LIBRARY BOOKS-NEW LEBRARY	.00	.00	.00	.00	.00	.00
67211	VO-TECH HSE	.00	.00	.00	.00	.00	.00
67300	EQUIPMENT	.00	.00	.00	.00	.00	.00
67310	MACHINERY	7,000.00	.00	.00	.00	7,000.00	.00
67320	VEHICLES	11,000.00	.00	.00	.00	11,000.00	.00
67330	FURNITURE & FIXTURES	81,500.00	.00	.00	.00	81,500.00	.00
67340	SP EQUIP	5,000.00	.00	.00	.00	5,000.00	.00
67341	HAND-HELD COMPUTING DEVIC	.00	.00	.00	.00	.00	.00
67360	NON TECHNOLOGY EQUIPMENT	60,000.00	.00	7,798.84	20,126.68	39,873.32	33.54
67390	OTHER EQUIPMENT	.00	.00	.00	.00	.00	.00
68100	DUES AND FEES	6,100.00	.00	.00	880.50	5,219.50	14.43
68101	LICENSE RENEWAL/TEACHERS	5,200.00	-437.70	1,500.00	1,062.30	4,137.70	20.43
68102	CRIMINAL BACKGROUND CHECK	1,100.00	.00	500.00	586.40	513.60	53.31
68112	STUDENT DUES & FEES	.00	.00	.00	.00	.00	.00
68400	INDIRECT COST	69,000.00	.00	.00	.00	69,000.00	.00
69310	TO SALARY FUND	.00	.00	.00	.00	.00	.00
69320	TO OPERATING FUND	.00	.00	.00	.00	.00	.00
69360	TO FEDERAL GRANTS FUND	.00	.00	.00	.00	.00	.00
69400	PROGRAM FUNDING RETURN	.00	.00	.00	9,122.17	-9,122.17	.00
TOTAL REPORT		7,701,249.51	499,118.73	57,262.63	3,814,092.37	3,887,157.14	49.53

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: expledgr.key_orgn like '8%'
ACCOUNTING PERIOD: 9/26

ACCOUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
61110	SALARY-CERTIFIED	.00	.00	.00	.00	.00	.00
61120	SLRY-CLS	41,000.00	3,385.50	.00	45,603.89	-4,603.89	111.23
61220	TEMP-CLASSIFIED	.00	.00	.00	.00	.00	.00
61320	OVERTIME PAY	.00	.00	.00	.00	.00	.00
61520	BONUS/CLASSIFIED	.00	.00	.00	1,000.00	-1,000.00	.00
61720	SUBSTITUTES-CLASSIFIED	.00	.00	.00	.00	.00	.00
61820	UNUSED SICK-CLASSIFIED	.00	.00	.00	.00	.00	.00
61840	UNUSED VAC PAY CLASS	.00	.00	.00	.00	.00	.00
62110	GRP INS-CERTIFIED	.00	.00	.00	.00	.00	.00
62120	GRP INS-CLS	11.00	.85	.00	7.65	3.35	69.55
62210	SOC SEC-CERTIFIED	.00	.00	.00	.00	.00	.00
62220	SOC SEC-CLS	2,500.00	188.92	.00	2,701.89	-201.89	108.08
62260	MEDICARE-CERTIFIED	.00	.00	.00	.00	.00	.00
62270	MEDCARE-CLS	600.00	44.18	.00	631.86	-31.86	105.31
62310	TCH RET CONT-CERTIFIED	.00	.00	.00	.00	.00	.00
62320	TCH RET CONT-CLS	7,000.00	507.83	.00	6,990.64	9.36	99.87
62321	ATRS SURCHARGE	.00	.00	.00	.00	.00	.00
62610	WK'S COMP-CERTIFIED	.00	.00	.00	.00	.00	.00
62620	WK'S COMP-CLS	.00	.00	.00	.00	.00	.00
62700	HLT BENEFITS	.00	.00	.00	.00	.00	.00
62720	HLTH BENE.CLS	3,000.00	350.00	.00	2,457.00	543.00	81.90
62721	CLS PREM ASSISTANCE EBD	100.00	6.76	.00	60.84	39.16	60.84
62820	PUB RET.CONTR-CLS	.00	.00	.00	.00	.00	.00
63220	PUR SERV	.00	.00	.00	.00	.00	.00
63310	CERTIFIED	.00	.00	.00	.00	.00	.00
63320	CLASSIFIED	.00	.00	.00	.00	.00	.00
63470	ARCHITECTURAL	.00	.00	.00	.00	.00	.00
63530	SOFTWARE MAINT & SUPPORT	.00	.00	.00	.00	.00	.00
63540	CAFE NON-EMPLOYEE SUB	.00	.00	.00	.00	.00	.00
63900	OTHER PURC PROF/TECH SVS	.00	.00	.00	.00	.00	.00
63910	PROFESSIONAL AND TECHNICA	20,000.00	5,447.83	1,533.88	28,356.44	-8,356.44	141.78
64210	DISPOSAL/SANITATION	.00	.00	.00	.00	.00	.00
64310	PUR SVS/PROP	3,500.00	.00	.00	.00	3,500.00	.00
65310	TELEPHONE	950.00	159.48	.00	999.27	-49.27	105.19
65320	POSTAGE	.00	.00	.00	.00	.00	.00
65400	ADVERTISING	.00	.00	.00	.00	.00	.00
65500	PRINTING & BINDING	.00	.00	.00	.00	.00	.00
65700	FOOD SVS MANAGEMENT	.00	.00	.00	.00	.00	.00
65710	FSMC - FOOD	1,654,000.00	169,125.90	.00	1,199,492.34	454,507.66	72.52
65720	FSMC - LABOR	1,605,500.00	160,243.27	.00	1,221,101.06	384,398.94	76.06
65730	FSMC - SUPPLIES & EQUIP	100,500.00	14,700.23	.00	52,732.52	47,767.48	52.47
65780	FSM - DUES & FEES	300,000.00	34,966.39	.00	238,422.42	61,577.58	79.47
65810	TRVL-CERT-IN DISTRICT	.00	-44.46	.00	.00	.00	.00
65820	TRVL-CLS IN DISTRICT	100.00	.00	.00	120.54	-20.54	120.54
65830	TRVL CERT-OUT DISTRICT	.00	.00	.00	.00	.00	.00
65840	TRVL CLS OUT DISTRICT	500.00	44.46	.00	125.58	374.42	25.12
65880	MEALS	100.00	.00	.00	.00	100.00	.00
65890	LODGING	500.00	.00	.00	.00	500.00	.00
66100	GEN SUPPLIES	17,189.00	6,322.17	21,544.06	32,798.53	-15,609.53	190.81
66300	FOOD	.00	.00	.00	.00	.00	.00
66500	TECHNOLOGY SUPPLIES	.00	.00	.00	.00	.00	.00
66510	SOFTWARE, LICENSE OR MAIN	.00	.00	1,546.22	13,982.90	-13,982.90	.00
66520	TECH DEVICE SUPPLIES	3,000.00	.00	.00	.00	3,000.00	.00
66523	NON INSTRUCTIONAL TECH	.00	.00	.00	.00	.00	.00

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: expledgr.key_orgn like '8%'
ACCOUNTING PERIOD: 9/26

ACCOUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
67310	MACHINERY	.00	.00	.00	.00	.00	.00
67330	FURNITURE & FIXTURES	.00	.00	.00	.00	.00	.00
67340	SP EQUIP	.00	.00	.00	.00	.00	.00
67360	NON TECHNOLOGY EQUIPMENT	.00	-3,000.00	21,311.82	64,431.13	-64,431.13	.00
67390	OTHER EQUIPMENT	.00	.00	11,066.92	11,066.92	-11,066.92	.00
68100	DUES AND FEES	.00	.00	.00	.00	.00	.00
68400	INDIRECT COST	100,000.00	.00	.00	.00	100,000.00	.00
69380	TO FOOD SERVICE FUND	.00	.00	.00	.00	.00	.00
TOTAL REPORT		3,860,050.00	392,449.31	57,002.90	2,923,083.42	936,966.58	75.73

Russellville School District

Legal Balance History: Period 9 (March) of FY 2026

	BALANCE FYE 17	BALANCE FYE 18	BALANCE FYE 19	BALANCE FYE 20	BALANCE FYE 21	BALANCE FYE 22	BALANCE FYE 23	BALANCE FYE 24	BALANCE FYE 25	BALANCE FYE 26	CHANGE 24 TO 25
JULY 31	8,425,570	8,683,139	7,629,703	8,028,707	9,762,524	10,959,660	10,757,691	11,173,371	11,600,578	12,632,741	1,032,163
AUGUST 31	6,800,605	6,809,166	5,137,094	5,417,502	7,776,115	7,513,485	8,095,979	9,264,004	10,351,045	10,205,469	(145,576)
SEPTEMBER 30	10,456,996	11,525,860	9,726,575	9,941,494	13,045,950	6,357,356	14,096,579	8,016,588	8,847,064	8,452,531	(394,533)
OCTOBER 31	16,910,866	17,924,127	15,868,798	16,164,844	18,541,533	19,172,024	20,348,128	22,638,203	23,983,774	23,068,212	(915,562)
NOVEMBER 30	15,394,110	15,783,508	14,676,918	14,461,570	17,901,148	17,892,299	18,862,717	21,491,084	22,770,298	21,929,032	(841,266)
DECEMBER 31	13,881,806	14,337,100	12,747,600	13,750,420	16,733,901	17,527,100	18,754,413	21,297,052	24,504,240	23,705,910	(798,329)
JANUARY 31	10,828,400	11,222,263	10,789,860	11,712,743	14,103,208	14,867,061	14,424,247	18,027,040	19,589,992	19,388,529	(201,462)
FEBRUARY 28	9,122,584	9,140,944	8,381,776	9,428,855	12,031,210	12,529,745	11,515,923	15,445,220	16,383,142	16,990,967	607,825
MARCH 31	8,214,661	8,146,344	7,240,019	7,975,333	10,725,528	11,809,981	10,804,614	13,908,285	15,169,011	15,680,236	511,226
APRIL 30	11,625,747	10,432,093	9,635,703	13,129,641	17,541,692	18,204,664	17,274,031	20,237,050	17,537,501		
MAY 31	12,019,967	11,874,104	10,577,580	12,623,675	15,809,217	15,944,645	15,137,871	17,276,238	18,707,911		
JUNE 30	11,005,124	8,827,355	8,933,131	10,450,270	11,781,025	13,333,591	13,139,111	13,128,886	13,213,602		
AVERAGE	11,223,870	11,225,500	10,112,063	11,090,421	13,812,754	13,842,634	14,434,275	15,991,918	16,888,180	16,894,847	

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIOD 9 OF 26

SELECTION CRITERIA: orgn.fund='7998'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
7998	ATHLETIC GATE RECEIP	-2,170.23	10,485.58	.00	.00	10,410.08	-2,094.73
TOTAL ACTIVITY FUND		-2,170.23	10,485.58	.00	.00	10,410.08	-2,094.73
TOTAL		-2,170.23	10,485.58	.00	.00	10,410.08	-2,094.73

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 9 OF 26

SELECTION CRITERIA: orgn.fund like '[124]%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
1000	TEACHER SALARY FUND	.00	.00	.00	.00	18,598,925.78	-18,598,925.78
1001	OTHER TEACHER SALARY	.00	.00	.00	.00	34,828.38	-34,828.38
1004	PREK SALARY	.00	.00	.00	.00	.00	.00
1005	BETTER BEGINNINGS	.00	.00	.00	.00	.00	.00
1006	PRRESC PRIVATE PAY	.00	.00	.00	.00	33,533.36	-33,533.36
1014	PERFM ARTS TCH SALAR	.00	.00	.00	.00	.00	.00
1201	AUDULT ED {ABE} TEAC	.00	.00	.00	.00	122,450.22	-122,450.22
1202	ADULT ED {GAE} TEACH	.00	.00	.00	.00	71,432.42	-71,432.42
1214	MERIT TEACHER INCENT	.00	.00	.00	.00	.00	.00
1217	STUDENT GROWTH FUND	.00	.00	.00	.00	.00	.00
1218	DECLINING ENROLLMENT	.00	.00	.00	.00	.00	.00
1220	ADE NBC SALARY	.00	.00	.00	.00	.00	.00
1223	PROFESSIONAL DEVELOP	.00	.00	.00	.00	.00	.00
1227	CCRPP	.00	.00	.00	.00	.00	.00
1229	NAT'L BOARD	.00	.00	.00	.00	.00	.00
1232	AR SCHOOL RECOGNITIO	.00	.00	.00	.00	.00	.00
1240	SUPV GRANT	.00	.00	.00	.00	62,072.22	-62,072.22
1244	ESY	.00	.00	.00	.00	90.00	-90.00
1246	PATHWISE	.00	.00	.00	.00	.00	.00
1260	STATE EARLY CHILD SP	.00	.00	.00	.00	142,315.14	-142,315.14
1262	EIDT TEACHER FUND	.00	.00	.00	.00	.00	.00
1271	GT - ADVANCED PLACEM	.00	.00	.00	.00	.00	.00
1275	ALE	.00	.00	.00	.00	170,159.65	-170,159.65
1276	ELL ENG LAN	.00	.00	.00	.00	115,322.43	-115,322.43
1281	ESA	.00	.00	.00	.00	686,767.48	-686,767.48
1282	NSLA MATCH GRANT	.00	.00	.00	.00	42,533.36	-42,533.36
1293	SEC WORKFORCE	.00	.00	.00	.00	.00	.00
1365	ABC	.00	.00	.00	.00	304,622.79	-304,622.79
1382	SMART START - MATH	.00	.00	.00	.00	.00	.00
1941	ADE COMP SCI SALARY	.00	.00	.00	.00	.00	.00
TOTAL TEACHER SALARY FUND		.00	.00	.00	.00	20,385,053.23	-20,385,053.23
2000	OPERATING FUND	158.02	.00	.00	.00	14,226,278.00	-14,226,119.98
2001	OTHER OP FUND	12,117,915.86	46,000,197.44	43,014.23	.00	6,944,312.06	51,216,815.47
2002	ASBOA	.00	.00	.00	.00	.00	.00
2004	QUALITY PRESCHOOL VO	.00	.00	.00	.00	.00	.00
2005	BETTER BEGINNINGS	.00	.00	.00	.00	.00	.00
2006	PRESCHOOL PRIVATE PA	125,474.84	65,820.00	.00	.00	55,022.28	136,272.56
2007	ABC ENHANCEMENT GRAN	.00	.00	.00	.00	.00	.00
2008	PRE-K SNACK	.00	.00	.00	.00	.00	.00
2011	SREB GRANT	.00	.00	.00	.00	.00	.00
2014	PERFORMING ARTS CENT	114,490.62	23,731.04	.00	.00	16,794.01	121,427.65
2201	ADULT BASIC EDUCTION	31,430.13	204,971.20	.00	25,984.00	149,888.88	60,528.45
2202	ADULT GENERAL ED	5,017.44	136,764.98	.00	19,366.76	82,439.09	39,976.57
2205	OTHER ADULT EDUCATIO	4,829.46	35,613.13	.00	1,936.85	40,108.64	-1,602.90
2214	MERIT INCENTIVE OPER	.00	.00	.00	.00	.00	.00
2217	STUDENT GROWTH FUNDI	.00	.00	.00	.00	.00	.00
2218	DECLINING ENROLLMENT	.00	329,582.00	.00	.00	.00	329,582.00
2220	ADE NBC BENEFITS	.00	45,993.75	.00	.00	.00	45,993.75
2223	PROFESSIONAL DEVELOP	12,965.94	219,056.40	.00	.00	66,251.12	165,771.22

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 9 OF 26

SELECTION CRITERIA: orgn.fund like '[124]%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
2227	CCRPP	.00	.00	.00	.00	.00	.00
2229	NATIONAL BOARD NBPTS	.00	.00	.00	.00	.00	.00
2232	AR SCHOOL RECOGNITIO	18,015.36	64,354.42	.00	.00	4,188.75	78,181.03
2234	DISTANCE LEARNING	.00	.00	.00	.00	.00	.00
2239	RISE ACADEMIES	9,337.68	.00	.00	.00	.00	9,337.68
2240	SP ED SUP	64,340.63	.00	.00	.00	15,761.22	48,579.41
2244	ESY	13,491.62	222.00	.00	.00	20.38	13,693.24
2246	TRAVELING TEACHER PG	189.51	.00	.00	.00	.00	189.51
2247	PROFESSIONAL LEARNIN	33,277.75	.00	.00	.00	33,277.00	.75
2255	CHILDREN W/ DISABILI	.00	.00	.00	.00	.00	.00
2260	STATE EARLY CHILD SP	75,799.66	191,303.25	.00	.00	60,586.40	206,516.51
2262	EIDT	.00	.00	.00	.00	.00	.00
2265	CATASTROPHIC LOSS FN	367,564.25	.00	.00	.00	110,590.39	256,973.86
2271	GT-ADVANCED PLACEMEN	16,989.15	25,230.00	.00	.00	4,578.59	37,640.56
2272	AP STATISTICS	.00	.00	.00	.00	.00	.00
2275	ALE	17,996.11	246,640.00	.00	.00	46,054.95	218,581.16
2276	ELL	16,563.25	392,250.00	.00	.00	121,553.53	287,259.72
2281	ESA	63,268.36	1,406,952.00	.00	.00	321,649.33	1,148,571.03
2282	NSL MATCH GRANT	53,327.92	68,077.67	.00	.00	38,235.63	83,169.96
2293	SECONDARY WORKFORCE	.00	.00	.00	.00	.00	.00
2340	CAREER NEW PROG STAR	.00	.00	.00	.00	.00	.00
2341	CAREER MODERNIZATION	.00	.00	.00	.00	.00	.00
2365	ABC	3,195.67	797,401.00	.00	.00	271,396.45	529,200.22
2366	CHILDCARE BLOCK GRAN	29,295.00	.00	.00	.00	15,957.58	13,337.42
2382	SMART START - MATH	.00	.00	.00	.00	.00	.00
2390	PHONE FREE SCHOOL	.00	.00	.00	.00	.00	.00
2397	SCHOOL SAFETY GRANT	.00	280,957.33	.00	.00	297,628.23	-16,670.90
2398	AR GAME & FISH COMMI	1,407.51	1,120.00	.00	.00	.00	2,527.51
2902	RUSSELLVILLE SBHC	85,795.69	.00	.00	.00	265,577.69	-179,782.00
2903	PATHWISE MENTORING G	.00	52,947.30	.00	.00	52,947.30	.00
2931	BROADBAND	.00	.00	.00	.00	.00	.00
2940	CAREER PATHWAY	.00	.00	.00	.00	.00	.00
2941	AP COMPUTER SCIENCE	1,015.01	.00	.00	.00	.00	1,015.01
2946	COMP SCI INITIATI	2,725.50	.00	.00	.00	.00	2,725.50
TOTAL OPERATING FUND		13,285,877.94	50,589,184.91	43,014.23	47,287.61	23,241,097.50	40,629,691.97
4000	DEBT SERVICE FUND	.00	.00	.00	3,820,000.00	744,402.31	-4,564,402.31
TOTAL DEBT SERVICE FUND		.00	.00	.00	3,820,000.00	744,402.31	-4,564,402.31
TOTAL		13,285,877.94	50,589,184.91	43,014.23	3,867,287.61	44,370,553.04	15,680,236.43

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 9 OF 26

SELECTION CRITERIA: orgn.fund like '3%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
3000	BUILDING FUND	.00	.00	.00	.00	.00	.00
3001	BUILDING FUND 2	822.79	.00	.00	822.79	.00	.00
3002	BUILDING FUND 3	1,299.10	.00	.00	1,299.10	.00	.00
3003	BUILDING FUND 4	.00	.00	.00	.00	.00	.00
3004	INDOOR PRACTICE FACI	.00	.00	.00	.00	.00	.00
3005	RMS ROOFING PROJECT	.00	.00	.00	.00	.00	.00
3006	BOND ATHLETIC ARENA	1,704.15	.00	.00	1,704.15	.00	.00
3007	BOND SUMMER PROJECTS	.00	.00	.00	.00	.00	.00
3008	FUTURE PROJECTS	6,315,976.49	195,233.56	2,707,911.17	.00	1,067,355.31	8,151,765.91
3099	QSCB	872,672.03	.00	.00	.00	.00	872,672.03
3198	QSCB	.00	.00	.00	.00	.00	.00
3200	FUTURE PROJECTS	.00	.00	.00	.00	.00	.00
TOTAL BUILDING FUND		7,192,474.56	195,233.56	2,707,911.17	3,826.04	1,067,355.31	9,024,437.94
TOTAL		7,192,474.56	195,233.56	2,707,911.17	3,826.04	1,067,355.31	9,024,437.94

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 9 OF 26

SELECTION CRITERIA: orgn.fund like '5%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
5000	CAPITAL OUTLAY FUND	1,851,534.05	1,201,959.24	.00	.00	1,631,449.16	1,422,044.13
TOTAL CAPITAL OUTLAY FUND		1,851,534.05	1,201,959.24	.00	.00	1,631,449.16	1,422,044.13
TOTAL		1,851,534.05	1,201,959.24	.00	.00	1,631,449.16	1,422,044.13

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 9 OF 26

SELECTION CRITERIA: orgn.fund like '6%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
6201	CHILDCARE BLOCK GRAN	6,000.00	.00	.00	.00	.00	6,000.00
6203	CHILDCARE BLOCK GRAN	283,673.00	231,146.00	.00	.00	59,610.66	455,208.34
6430	JROTC	493.21	46,813.90	.00	.00	47,589.73	-282.62
6465	FEMA SAFE ROOM PROJE	.00	.00	.00	.00	.00	.00
6467	HURRICAN RELIEF	.00	.00	.00	.00	.00	.00
6501	ESEA TITLE I	.00	969,625.13	.00	.00	970,129.50	-504.37
6502	ESEA MIGRANT	.00	.00	.00	.00	.00	.00
6511	ARRA-ESEA STBL	.00	.00	.00	.00	.00	.00
6516	ARRA/TITE1/A	.00	.00	.00	.00	.00	.00
6519	EDUCATION JOBS FUND	.00	.00	.00	.00	.00	.00
6520	TITLE V	.00	.00	.00	.00	.00	.00
6521	ARRA/IDEA	.00	.00	.00	.00	.00	.00
6522	TITLE VI CSR	.00	.00	.00	.00	.00	.00
6530	HOMELESS CHILDREN	.00	30,093.89	.00	.00	30,093.89	.00
6535	CHARTER GRANT	.00	.00	.00	.00	.00	.00
6540	JTPA	.00	.00	.00	.00	.00	.00
6556	HEALTHY SCHOOLS	.00	.00	.00	.00	.00	.00
6560	CARES PREK	60,453.30	.00	.00	.00	8,711.93	51,741.37
6562	AR DHS CCD (VOUCHER)	110,001.77	.00	.00	.00	71,191.51	38,810.26
6563	DHS/BETTER BEGINNING	45,750.00	.00	.00	.00	459.00	45,291.00
6570	VOC.FEDERAL/CARL PER	.00	107,931.85	.00	.00	133,328.34	-25,396.49
6571	LEADERSHIP PROJECTS	.00	.00	.00	.00	.00	.00
6573	CTE MODERNIZATION GR	.00	.00	.00	.00	.00	.00
6577	CTE CERTIFICATION GR	.00	1,077.50	.00	.00	1,077.50	.00
6578	TITLE III GOALS 2000	.00	.00	.00	.00	.00	.00
6595	TITLE IID	.00	.00	.00	.00	.00	.00
6596	ENHANCING ED/TECHNOL	.00	.00	.00	.00	.00	.00
6600	DIRECT & EQUITABLE	10,832.71	91,615.28	.00	9,122.17	103,106.99	-9,781.17
6601	EL/CIVICS AWARD	.00	.00	.00	.00	.00	.00
6606	GEER GRANT	.00	.00	.00	.00	.00	.00
6608	ESSER ADULT ED	.00	.00	.00	.00	.00	.00
6610	CORRECTIONAL AD ED	.00	.00	.00	.00	.00	.00
6630	E & T PROGRAM	.00	.00	.00	.00	.00	.00
6636	ADULT ED EL CIVICS	.00	.00	.00	.00	.00	.00
6700	VI-6 PASSTHROUGH	.00	.00	.00	.00	.00	.00
6701	TITLE VI-B AREA SERV	.00	.00	.00	.00	.00	.00
6702	TITLE VI-B PASSTHROU	.00	750,044.96	.00	.00	752,616.96	-2,572.00
6703	ARP	.00	.00	.00	.00	.00	.00
6704	ARP EARLY CHILDHOOD	.00	.00	.00	.00	.00	.00
6710	FED. EARLY CHILD SPE	.00	44,759.93	.00	.00	44,791.59	-31.66
6719	ESSER	.00	.00	.00	.00	.00	.00
6720	SLIVER GRANT	.00	.00	.00	.00	.00	.00
6721	ARRA/IDEA	.00	.00	.00	.00	.00	.00
6722	ARRA/IDEA/CEIS	.00	.00	.00	.00	.00	.00
6750	MEDICAID SP ED	622,395.15	407,053.84	.00	.00	872,469.35	156,979.64
6751	MEDICAID REGULAR	.00	.00	.00	.00	.00	.00
6752	MEDICAID ADMIN CLAIM	691,370.77	74,198.45	.00	.00	180,636.77	584,932.45
6754	IMMIGRANTSUB-GRANT	.00	.00	.00	.00	.00	.00
6755	MATH & SCIENCE EISEN	.00	.00	.00	.00	.00	.00
6756	TITLE IIA IMPR TEACH	.00	84,066.10	.00	.00	84,066.10	.00

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 9 OF 26

SELECTION CRITERIA: orgn.fund like '6%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
6758	TITLE III SUB GRANT	.00	329.67	.00	.00	329.67	.00
6761	TITLE III ENG LANGUA	22,968.76	30,384.53	.00	.00	53,353.29	.00
6765	TITLE III GOALS 2000	.00	.00	.00	.00	.00	.00
6766	SAFE SCH/HEALTHY STU	.00	.00	.00	.00	.00	.00
6767	ALCOHOL ABUSE REDUCT	.00	.00	.00	.00	.00	.00
6768	ARP	.00	.00	.00	.00	.00	.00
6774	COVID EMERGENCY LEAV	.00	.00	.00	.00	.00	.00
6778	AR AWARE ADVANCED MI	.00	.00	.00	.00	.00	.00
6779	STRONGER CONNECTION	.00	62,220.52	.00	.00	62,937.08	-716.56
6780	CARES/ESSER I	.00	.00	.00	.00	.00	.00
6781	CARES/ESSER II	.00	.00	.00	.00	.00	.00
6784	TITLE V	.00	.00	.00	.00	.00	.00
6786	TITLE IV	.00	103,373.96	.00	.00	103,373.96	.00
6787	SEL GRANT	.00	.00	.00	.00	.00	.00
6788	PRESCHOOL DEVELOPMEN	83,172.61	75,515.44	.00	.00	127,955.99	30,732.06
6791	S.O.A.R. GRANT	.00	.00	.00	.00	.00	.00
6795	ARP ESSER	.00	.00	.00	.00	21,233.55	-21,233.55
6797	EARLY HEAD START	.00	.00	.00	.00	.00	.00
6802	MODERNIZATION STBL	.00	.00	.00	.00	.00	.00
6803	ARRA/RENOV STBL	.00	.00	.00	.00	.00	.00
6804	ARRA/REPAIR STBL	.00	.00	.00	.00	.00	.00
6805	SOF	.00	.00	.00	.00	.00	.00
6807	ARRA/INNV GRTS	.00	.00	.00	.00	.00	.00
6809	ARP ESSER ABC STIPEN	36.75	.00	.00	.00	.00	36.75
6811	ARKANSAS THRIVE	.00	.00	.00	.00	.00	.00
6815	CLEAN DIESEL GNT GO	.00	.00	.00	.00	.00	.00
6819	SCHOOL HEALTH SERVIC	.00	.00	.00	.00	.00	.00
6834	PHONE FREE SCHOOL GR	.00	.00	.00	.00	.00	.00
6852	NAEP PARTICIPATION G	.00	200.00	.00	.00	.00	200.00
6861	PRESCHOOL DEVELOPMEN	.00	.00	.00	.00	18,644.21	-18,644.21
6903	PATHWISE MENTORING G	.00	.00	.00	.00	.00	.00
TOTAL	FEDERAL GRANTS FUND	1,937,148.03	3,110,450.95	.00	9,122.17	3,747,707.57	1,290,769.24
TOTAL		1,937,148.03	3,110,450.95	.00	9,122.17	3,747,707.57	1,290,769.24

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 9 OF 26

SELECTION CRITERIA: orgn.fund like '8%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
8000	FOOD SERVICE FUND	585,783.68	2,586,881.32	.00	.00	2,816,782.77	355,882.23
8004	SNACK REIMB CACFP	.00	.00	.00	.00	.00	.00
8017	FOOD SERVICE CRAWFOR	.00	.00	.00	.00	.00	.00
8018	FOOD SERVICE DWIGHT	.00	.00	.00	.00	.00	.00
8019	FOOD SERVICE LONDON	.00	.00	.00	.00	.00	.00
8020	FOOD SERVICE OAKLAND	.00	.00	.00	.00	.00	.00
8021	FOOD SERVICE SEQUOYA	.00	.00	.00	.00	.00	.00
8022	FOOD SERVICE RMS	.00	.00	.00	.00	.00	.00
8023	FOOD SERVICE RJHS	.00	.00	.00	.00	.00	.00
8024	FOOD SERVICE RHS	.00	.00	.00	.00	.00	.00
8025	FOOD SERVICE CENTER	.00	.00	.00	.00	.00	.00
8026	FOOD SERVICE UE5	.00	.00	.00	.00	.00	.00
8028	FOOD SERVICE GARDNER	.00	.00	.00	.00	.00	.00
8056	CNU EMERGENCY OPS	.00	.00	.00	.00	.00	.00
8058	SUPPLY CHAIN ASSISTA	.00	.00	.00	.00	.00	.00
8059	SUPPLY CHAIN ASSISTA	.00	.00	.00	.00	.00	.00
8060	SUPPLY CHAIN ASSISTA	.00	.00	.00	.00	.00	.00
8061	SUPPLY CHAIN ASSISTA	.00	.00	.00	.00	.00	.00
8657	FFVP	14,397.90	40,358.29	.00	.00	49,297.75	5,458.44
8672	ARRA-SCHL LUNCH EQUI	.00	.00	.00	.00	.00	.00
TOTAL FOOD SERVICE FUND		600,181.58	2,627,239.61	.00	.00	2,866,080.52	361,340.67
TOTAL		600,181.58	2,627,239.61	.00	.00	2,866,080.52	361,340.67

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date: April 14, 2026
Item Title: Updated District Policies
Responsible Administrator: Brittany Herring
Strategic Plan Priority: Academic Excellence

Background:
The following policies have been updated to reflect the Department of Elementary and Secondary Education (DESE) Rules. The new language has been recommended by legal counsel and the Arkansas School Board Association.

1.14—MEETING AGENDA - The policy was updated to incorporate requirements regarding agendas from Act 120 and Act 505 and the public comment process from Act 902.

Recommended Action: To approve Policy 1.14

Policy 1.14

MEETING AGENDA

Effective: 7/1/2026

The agenda guides the proceedings of the Board meeting. The Superintendent shall prepare the agenda with consultation from the Board President. ~~Other members of the Board who desire to have an item placed on the monthly agenda may do so by contacting the Superintendent or, in writing, the Board President by the date established in this policy and the item will be duly considered for inclusion.~~

At each regular monthly meeting of the Board, a report or presentation regarding student academic data or performance shall be provided to the Board.

Requests to be Placed on the Agenda

The chairman of the PPC, or the chairman's designee, shall be placed on the Board of Director's meeting agenda to make an oral presentation to the Board to address either a personnel policy proposed by the Board that the PPC committee has possessed for no less than ten (10) work days or a personnel policy that the PPC wishes to propose to the Board.

Members of the Board, other than the board president, who desire to have an item placed on the monthly agenda may do so by contacting the Superintendent or, in writing, the Board President at least five (5) days prior to the meeting and the item will be duly considered for inclusion.

District patrons wishing to have an item placed on the Board meeting's agenda must submit their requests, in writing to the Superintendent, at least five (5) days prior to the meeting of the Board. The written request must be sufficiently descriptive to enable the Superintendent and Board President to fully understand and evaluate its appropriateness to be an agenda item. Such requests may be accepted, rejected, or referred back to the individual for further clarification.

The Superintendent shall notify the Board President of all written requests to be placed on the agenda along with the Superintendent's recommendation concerning the request. No item shall be placed on the agenda that would operate to prejudice the Board concerning a student or personnel matter that could come before the Board for disciplinary or employment considerations or that is in conflict with other District policy or law.

Patrons whose written request to be placed on the meeting's agenda has been accepted shall have no more than 3 minutes (or 15 minutes for a group) to present to the Board unless specifically granted additional time by a motion approved by a majority of the Board. The speaker shall limit his/her comments to the approved topic/issue or forfeit his/her right to address the Board. The members of the Board will listen to the patron's presentation but shall not respond to the presenter during the meeting in

which the presentation is made. The Board may choose to discuss the issue presented at a later meeting but is under no obligation to do so.

Agenda Circulation

The Superintendent shall be responsible for Board members receiving copies of the Agenda with all accompanying pertinent information at least 5 (five) days prior to ~~the meeting.~~a regularly scheduled meeting.~~This policy's advance notice requirements do not apply to~~ The Superintendent shall provide Board members copies of the Agenda with all accompanying pertinent information as soon as possible prior to an emergency or special ~~or called~~ board meeting~~s.~~.

The agenda for a regularly scheduled board meeting shall be posted to the District website at least three (3) days in advance of the meeting. The agenda for an emergency or special board meeting shall be posted to the District website at least two (2) hours in advance of the meeting.

Public Comment

The following individuals shall have a right to provide public comment at Board meetings:

1. Residents of the District;
2. Parents, legal guardians, persons having lawful control of a student, or persons standing in loco parentis to a student enrolled in the District; or
3. District employees.

A sign-up sheet shall be provided at least thirty (30) minutes prior to the start of a Board meeting for individuals wishing to provide public comment. The sign-up sheet shall include spaces for individuals wishing to provide public comment to indicate the:

- Name of the persons who will be providing the public comment; and
- Agenda item, if any, the person wishes to speak on.

While individuals may give public comment on any matter that is within the powers and duties of the Board, individuals may not provide public comment that prejudices the Board concerning a student or personnel matter that is on the agenda concerning a disciplinary or employment action.

Individuals who sign up to provide public comment shall have three (3) minutes to provide public comment as follows:

a. Individuals who have not signed up to provide public comment on an item on the meeting's agenda shall be given an opportunity for public comment at the start of the Board meeting prior to any business or an executive session. If the public comment on matters that are not on the meeting's agenda extends beyond thirty (30) minutes, the Board may move the remaining public comments not concerning items on the meeting's agenda to the end of the

meeting agenda; and

b. Individuals who have signed up to provide public comment on an item on the meeting's agenda shall be given an opportunity to provide public comment prior to the board taking action on the item the individual has signed up to speak on.[8]

Cross Reference: 1.9 Policy Formulation, 5.20 District Website

Legal Reference: A.C.A. § 6-11-129, A.C.A. § 6-13-619, A.C.A. § 6-17-205 A.C.A. § 6-17-2305

Former Policy: 1.6R

Adopted: 7/16/2013

History BOE: 7/11/2013, 6/5/2023

Revised: 7/1/2011, 6/5/2023, 4/14/2026

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date: April 14, 2026
Item Title: Updated District Policies
Responsible Administrator: Brittany Herring
Strategic Plan Priority: Academic Excellence

Background:
The following policies have been updated to reflect the Department of Elementary and Secondary Education (DESE) Rules. The new language has been recommended by legal counsel and the Arkansas School Board Association. The policies have been presented and approved by the PPC.

3.5—LICENSED PERSONNEL CONTRACT RETURN - The policy was updated to include the requirement from Act 53 for an employee to have the right to unilaterally rescind their contract for the upcoming school year if they notify the superintendent by May 15.

3.6—LICENSED PERSONNEL EMPLOYEE TRAINING - The policy was updated to account for the repeal of references to past deadlines for staff to be proficient or aware of the science of reading from Act 195. The training required for coaches was updated to account for changes from Act 247. Footnote 1 was updated to incorporate changes from Act 304. The language for emergency responders was updated to include the cardiac emergency response plan from Act 352. The language regarding behavioral interventions was updated to align with changes from Act 804. The language regarding AI is now required due to Act 848.

3.8—LICENSED PERSONNEL SICK LEAVE - A comma was added to the paragraph on documentation on illness to correct a grammar error. In addition, a reference to non-renewals was removed. Employees who miss PD can make up sick day on non contract time.

3.9—LICENSED PERSONNEL SICK LEAVE BANK - The policy was updated to standardize several items.

3.11.1R - LICENSED PERSONNEL BEREAVEMENT LEAVE - **(NEW)** -This policy is proposed adoption of a new bereavement leave policy designed to support employees during times of personal loss and to ease the burden during one of life's most difficult experiences.

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

3.13—LICENSED PERSONNEL PUBLIC OFFICE - The policy was updated to address a couple of places where we still have references to “non-renewal” in the body of the policy.

3.14—LICENSED PERSONNEL JURY DUTY - The policy was updated to standardize the Notes section of the policy. The policy updates how employees are paid while out for Jury Duty.

3.17—LICENSED PERSONNEL CODE OF CONDUCT - This update is to align with the updated grievance process set forth in Policy 3.26 and to break up Intimidation and Teasing as separate bullets.

3.18—LICENSED PERSONNEL OUTSIDE EMPLOYMENT - The policy was updated to remove a reference to “non-renewal.”

3.19—LICENSED PERSONNEL EMPLOYMENT - The policy was updated to recognize the transition from teaching under a waiver to under an individual licensure plan from Act 304; the requirement to include a Title VI coordinator to prevent antisemitism from Act 721; and to recognize the court orders requiring that all districts use the 2020 sexual harassment regulations instead of the 2024 regulations

3.20—LICENSED PERSONNEL REIMBURSEMENT OF TRAVEL EXPENSES - The Cross References were updated to standardize the formatting with other policies.

3.24—LICENSED PERSONNEL DEBTS - A couple of grammatical items were corrected as well as some language was changed to standardize with other policies.

3.26—LICENSED PERSONNEL SEXUAL HARASSMENT - This policy was updated to recognize the court orders requiring that all districts use the 2020 sexual harassment regulations instead of the 2024 regulations. Constitutes were broken into a complete sub section.

3.28—LICENSED PERSONNEL TECHNOLOGY USE POLICY - The policy was updated to remove a reference to non-renewals.

3.31—DRUG FREE WORKPLACE - LICENSED PERSONNEL - The Legal References were updated to cite to the criminal statute for use and possession of medical marijuana on school grounds from Act 271.

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

3.38—LICENSED PERSONNEL RESPONSIBILITIES GOVERNING BULLYING -- The policy was updated to incorporate changes from Act 805. The Legal References were updated to note the change in the title to the DESE Rules Governing Student Discipline.

3.41—LICENSED PERSONNEL VIDEO SURVEILLANCE AND OTHER MONITORING - The policy was updated to put things in place for when the audio recording devices are installed as required by Act 908.

3.43- DUTY OF LICENSED EMPLOYEES TO MAINTAIN LICENSE IN GOOD STANDING- The policy was updated to reflect more accurate terminology.

3.46R—LICENSED PERSONNEL VACATIONS - The policy was updated to standardize with other policies and to reward employee longevity.

3.49—TEACHERS' REMOVAL OF STUDENT FROM CLASSROOM - The policy was updated to include the requirements regarding the removal of students from class under Act 565. The Legal References were updated to note the change in the title to the DESE Rules Governing Student Discipline.

3.56—LICENSED PERSONNEL PARENTAL LEAVE - **(NEW)** The policy was updated to account for changes from Act 904, which made the policy mandatory, and Act 905.

3.58—LICENSED PERSONNEL USE OF ARTIFICIAL INTELLIGENCE - The policy was updated to align with the language from Act 848, which now requires that the policy be adopted

3.59—ANTISEMITISM PROHIBITED - **(NEW)** This is a new policy to meet the requirements from Act 721 that all districts adopt policies addressing antisemitism.

Recommended Action: To approve Policy 3.5, 3.6, 3.8, 3.9R, 3.11.1R, 3.13, 3.14, 3.17, 3.18, 3.19, 3.20, 3.24, 3.26, 3.28, 3.31R, 3.38, 3.41, 3.43, 3.46R, 3.49, 3.58, 3.59

Policy 3.5

LICENSED PERSONNEL CONTRACT RETURN

Effective: 7/1/2026

An employee shall have thirty (30) days from the date of the receipt of the employee's contract for the following school year in which to return the contract, signed, to the office of the Superintendent. The date of receipt of the contract shall be presumed to be the date of a cover memo[1]~~, or email sent by central office~~which will be attached to the contract.

Failure of an employee to return the signed contract to the office of the Superintendent within thirty (30) days of the receipt of the contract shall operate as a rejection of the offer of employment by the employee. ~~However, the Superintendent or designee may extend the thirty (30) days if he or she has knowledge that the employee plans to fulfill their contract for the following year.~~ No further action on the part of the employee, the Superintendent, or the School Board ~~is~~shall be required in order to make the employee's rejection of the offer of employment final.

An employee may unilaterally rescind a signed employment contract for the subsequent school year if the employee submits a signed written notification to the superintendent, or the superintendent's designee, of the employee's intent to rescind the contract for the subsequent school year by the end of business on:[2]

- May 15; or
- The Friday before May 15 if May 15 falls on a weekend.

~~Cross Reference: 8.42R – CLASSIFIED PERSONNEL CONTRACT RETURN~~
Legal Reference: A.C.A. § 6-17-311
Adopted: ND
PPC: 1/8/2020
History BOE: 5/1985, 4/22/1991, 9/16/2003, 1/21/2020, 6/5/2023
Revised: 5/1985, 4/22/1991, 9/16/2003, 1/21/2020 6/5/2023, 4/14/2026

Policy 3.6

LICENSED PERSONNEL EMPLOYEE TRAINING

Effective: 7/1/2026

Definitions

"Flexible PD hours (flex hours)" means PD hours that an employee is allowed to substitute as PD activities, different than those offered by the District, but are still aligned to the employee's professional growth plan (PGP), the employee's school's school-level improvement plan (SLIP), or the District's professional development plan (PDP).

"Immediate family member" means the same as in Policy 3.8—LISENCED PERSONNEL SICK LEAVE.

~~For the purposes of this policy, professional~~ "Professional development (PD)" means a set of coordinated, planned learning activities for District employees who are required to hold a current license issued by the State Board of Education as a condition of employment that:

- Is required by statute or the Division of Elementary and Secondary Education (DESE); or
- Meets the following criteria:
  - Is part of the professional development hours or professional learning credits, as determined by DESE, required by law or by DESE;
  - Improves the knowledge, skills, and effectiveness of teachers;
  - Improves the knowledge and skills of administrators and paraprofessionals concerning effective instructional strategies and methods;
  - Leads to improved student academic achievement; and
  - Is researched-based and standards-based~~.~~; or

~~All employees shall attend all local professional development training sessions as directed by his/her supervisor.~~

- May incorporate educational technology as a component of the professional development, including without limitation taking or teaching an online or blended course.

As part of the District's ~~School~~ District ~~Support~~Strategic Plan (~~S~~DSP), the District shall develop and implement a ~~professional development~~ ~~plan (~~PDP~~)~~ for its licensed employees. The District's PDP shall, in part, align District resources to address the PD activities identified in each school's ~~school-level improvement plan (~~SLIP~~)~~ and incorporate the licensed employee's ~~professional growth plan (~~PGP~~)~~. The PDP shall describe how the District's categorical funds will be used to address deficiencies in student performance and any identified

academic achievement gaps between groups of students. At the end of each school year, the District shall evaluate the PD activities' effectiveness at improving student performance and closing achievement gaps.

~~Each licensed employee shall receive a minimum thirty-six (36) hours of professional development annually to be fulfilled between June 1 and May 31. A licensed employee may be required to receive more PD than the minimum when necessary to complete the licensed employee's PGP, but not to exceed sixty (60) total hours of PD. All licensed employees are required to obtain their thirty-six (36) hours of approved PD each year over a five-year period as part of their licensure renewal requirements. PD hours earned in excess of each licensed employee's required number of hours in the designated year cannot be carried over to the next year.~~

~~Licensed employees who are prevented from obtaining the required professional development hours due to their illness or the illness of an immediate family member asdefined in A.C.A. § 6-17-1202 have until the end of the following school year to make up the deficient hours. Missed hours of PD shall be made up with PD that is substantially similar to that which was missed and can be obtained by any method, online or otherwise, approved by the DESE. This time extension does not absolve the employee from also obtaining the following year's required PD. Failure to obtain required PD or to make up missed PD could lead to disciplinary consequences, up to termination of the contract of employment.~~

The goal of all PD activities shall be improved ~~teaching and learning~~ knowledge and skills ~~that result in~~to facilitate individual, team, school-wide, and District-wide improvement designed to ensure that all students demonstrate proficiency on the state's academic standards. The PDP shall be research-based and standards-based and in alignment with applicable DESE Rules and/or Arkansas code.

Teachers, administrators, and paraprofessionals shall be involved in the design, implementation, and evaluation of the plan for their own PD offerings. The results of the evaluation made by the participants in each program shall be used to continuously improve PD offerings and to revise the ~~SLIP~~.PDP.

~~Flexible PD hours (flex hours) are those hours that an employee is allowed to substitute PD activities, different than those offered by the District, but are still aligned to the~~Each licensed employee shall receive a minimum of thirty-six (36) hours of PD annually to be fulfilled between ~~June~~July 1 and ~~May 31.~~June 30. ~~-~~A licensed employee may be required to receive more PD than the minimum when necessary to complete the licensed employee's PGP, but not to exceed sixty (60) total hours of PD. ~~-~~All licensed employees are required to obtain ~~their~~ thirty-six (36) hours of approved PD each year over a five-year period as part of their licensure renewal requirements. PD hours earned in excess of each licensed employee's required number of hours in the designated year cannot be carried over to the next year.

~~employee's PGP,~~ All employees shall attend all local PD training sessions as directed by the

employee's ~~school's SLIP, or the District's PDP~~supervisor. The District shall determine on an annual basis how many, if any, flex hours of PD it will allow to be substituted for District scheduled PD offerings. The determination may be made at an individual building, a grade, or by subject basis. ~~An application for Flex PD must be submitted by the licensed personnel to~~ the building principal ~~and curriculum director for approval prior to completing the PD activity.~~ The District administration and the building principal have the authority to require attendance at specific PD activities. Employees must receive advance approval from the building principal for activities they wish to have qualify for flex PD hours. To the fullest extent possible, PD activities are to be scheduled and attended such that teachers do not miss their regular teaching assignments. Six (6) approved flex hours credited toward fulfilling the licensed employee's required hours shall equal one (1) contract day. Hours of PD earned by an employee that ~~is~~are in excess of the employee's required hours but are either not at the request of the District ~~and is in excess of the employee's required thirty-six (36) hours,~~ or not pre-approved by the building principal, shall not be credited toward fulfilling the required number of contract days for that employee. Hours earned that count toward the licensed employee's required hours also count toward the required number of contract days for that employee. Employees shall be paid their daily rate of pay for ~~professional development~~PD hours earned at the request of the District that necessitate the employee work more than the number of days required by their contract.

Approved PD activities that occur during the instructional day or outside the licensed employee's annual contract days may apply toward the annual minimum PD requirement.

Teachers and administrators who, for any reason, miss part or all of any scheduled PD activity they were required to attend, must make up the required hours in comparable activities, which are to be pre-approved by the employee's appropriate supervisor. The PD to be made up may be obtained by any method, online or otherwise, approved by DESE. Licensed employees who are prevented from obtaining the required ~~professional development~~PD hours due to their illness or the illness of an immediate family member ~~as defined in A.C.A. § 6-17-1202~~ have until the end of the following school year to make up the deficient hours.
This time extension does not absolve the employee from also obtaining the following year's required hours of PD.

To receive credit for ~~his/her~~a PD activity, each employee is responsible for obtaining and submitting documents of attendance, or completion for each PD activity the~~/she~~ employee attends. Documentation is to be submitted to the building principal or the building principal's designee. The District shall maintain all documents submitted by its employees that reflect completion of PD programs, whether such programs were provided by the District or an outside organization.

~~To the extent required by DESE Rules, employees will receive up to six (6) hours of educational technology PD that is integrated within other PD offerings including taking or teaching an online or blended course.~~

~~The following PD shall count toward a licensed employee's required PD hours to the extent the~~

~~District's PDP or the employee's school's SLIP includes such training, is approved for flex hours, or is part of the employee's PGP and it provides him/her with knowledge and skills for teaching:~~

- ~~Students with intellectual disabilities, including Autism Spectrum Disorder;~~
- ~~Students with specific learning disorders, including dyslexia;~~
- ~~Culturally and linguistically diverse students;~~
- ~~Gifted students.~~

~~Beginning in the 2013-14 school-year and every fifth year thereafter, all District personnel shall receive two (2) hours of PD related to child maltreatment required under A.C.A. § 6-61-133.~~

~~Beginning in school-year 2023-24, teachers shall receive two (2) hours of PD designed to enhance their understanding of effective parental involvement strategies at least one (1) time.~~

~~Beginning in school-year 2014-15 and every fourth year thereafter, administrators shall receive two (2) hours of~~ PD ~~designed to enhance their understanding of effective parent and family engagement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parent and family participation.~~

Employees who do not receive or furnish documentation of the required annual PD jeopardize the accreditation of their school and academic achievement of their students. Failure of an employee to receive ~~his/her~~ required annual hours of PD in any given year, unless due to illness as permitted by law, DESE Rule, and this policy, shall be grounds for disciplin~~ary action~~e, up to and including termination.

Teachers' PD shall meet the requirements prescribed under the Teacher Excellence and Support System (TESS).

All District teachers that are in their first year of employment as a teacher shall receive the following PD to the extent the PD was not received as part of the teacher's licensure program:

1. Two (2) hours of PD on:
   - A. Child maltreatment and mandated reporters;
   - B. Parent, family, and community engagement;
   - C. Mental health awareness and teen suicide awareness and prevention;
   - ~~Beginning in the 2023-24 school-year and every fourth year thereafter, teachers shall receive at least two (2) hours of PD in Arkansas History at least one (1) time. A teacher who~~D. For educators provide~~s~~ing instruction in Arkansas history ~~may be required to additional hours of PD in~~, Arkansas history~~; as part of the teacher's annual PD requirement.~~and

~~Beginning with the 2018-2019 school year, the District shall provide professional development to teachers licensed:~~

- E. Bullying prevention that includes a Recognition of the relationship between incidents of bullying and the risk of suicide;

2. Thirty (30) minutes of professional development in human trafficking prevention; and
3. Dyslexia professional awareness.

~~• At the elementary level for kindergarten through grade six (K-6), in special education for kindergarten through grade twelve (K-12) that is directly related to literacy, or reading specialists for kindergarten through grade twelve (K-12)~~The Ddistrict shall provide PD for one (1) of the prescribed pathways to obtaining a proficiency credential in knowledge and practices in scientific reading instruction~~; and~~ for teachers in:

- ~~• In an area other than elementary level for k~~Kindergarten through sixth grade ~~six~~ (K-6)~~; in~~who are teaching:
  - Math;
  - Science;
  - Social studies; and
  - English language arts; and
- ~~special education for k~~Kindergarten through ~~grade twelve~~twelfth grade (K-12) ~~that is directly related to literacy or~~ who are:
  - In special education resource teaching English language arts; and
  - reading specialists ~~for kindergarten through grade twelve (K-12).~~

The District shall provide PD for one (1)~~—~~ of the prescribed pathways to obtaining an awareness credential in knowledge and practices of scientific reading instruction for all other teachers.

A teacher shall demonstrate proficiency or awareness in knowledge and practices in scientific reading instruction~~.~~ as is applicable to their

~~The professional development will be designed so that, by the beginning of the 2023-2024 school year, all teachers employed in a~~ teaching position ~~that requires an elementary education license (K-6), special education license that is directly related to literacy or reading specialist in kindergarten through grade 12 (K-12) shall demonstrate~~ by completing the prescribed proficiency or awareness in knowledge and practices of the scientific reading instruction~~.~~ credential Either:

~~Beginning in the 2019-2020 school year, the District shall provide annual training instruction based on the science of reading as set forth in the literacy plan contained within the District's SLIPs.~~

~~Beginning in the 2023-24 school-year and every fourth year thereafter, All licensed personnel shall receive two (2) hours of training related to bullying prevention and recognition of the relationship between incidents of bullying and the risk of suicide.~~

1. As a condition of licensure; or
2. Within one (1) year if the teacher is:
   - A. Already licensed with an awareness credential and is moving to a position that requires a proficiency credential; or
   - B. Employed under an individual licensure plan.

A teacher who fails to demonstrate proficiency within the time provided may be afforded an opportunity to demonstrate proficiency by being placed in intensive support status. The District Shall document each teacher that has not demonstrated either proficiency or awareness as part of the District's PD reporting.

Teachers may be required to receive additional PD designed to enhance their understanding of

effective parent, family, and community engagement strategies in accordance with the teacher's PGP. Administrators may be required to receive additional PD designed to enhance their understanding of effective parent ~~and~~, family, and community engagement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parent ~~and~~, family, and community participation in accordance with the administrator's PGP.

Beginning in the 2023-24 school-year and every fifth year thereafter, all licensed personnel shall receive two (2) hours of PD in mental health awareness and teen suicide awareness and prevention, which may be obtained by self-review of suitable mental health awareness and suicide prevention materials approved by DESE.

Beginning in the 2023~~3~~4-~~24~~25 school-year and every ~~fourth~~fifth year thereafter, ~~A~~all licensed personnel shall receive two (2) hours of training related to bullying prevention and recognition of the relationship between incidents of bullying and the risk of suicide.

Beginning in the 2025-26 school-year and every fifth year thereafter, all District personnel shall receive two (2) hours of PD related to child maltreatment required under A.C.A. § 6-61-133.

By the beginning of the 2024-25 school year and every fourth year thereafter, a school counselor shall receive Youth Mental Health training to learn the risk factors and warning signs of mental health issues in adolescents; the importance of early intervention; and how to help an adolescent who is in crisis or expecting a mental health challenge.

In addition to the mental health training otherwise required by this policy, all district employees shall receive mental health awareness training.

Anticipated rescuers shall receive training in cardiopulmonary resuscitation and the use of automated external defibrillators as required by DESE Rule and the District's Cardiac Emergency Response Plan. Such training shall count toward the required annual hours of PD.

Starting in the 2024-2025 school year and every two (2) years thereafter, principals, guidance counselors, teachers, and other relevant school personnel with direct contact and supervision of students shall receive seventy-five (75) minutes of training, in person or online, on the recognition of signs and symptoms of seizures and the appropriate steps for seizure first aid that is consistent with training programs and guidelines developed by the Epilepsy Foundation of America. In addition, at least two (2) employees at each school
shall receive training that is consistent with training programs and guidelines developed by the Epilepsy Foundation of America to:

1. Administer or assist with the self-administration of:
    - A seizure rescue medication or medication prescribed to treat seizure disorder symptoms; and
    - A manual dose of prescribed electrical stimulation using a vagus nerve stimulator magnet; and
2. Recognize the signs and symptoms of seizures and the appropriate steps to be taken to respond to these symptoms.

At least once every three (3) years, persons employed as athletic coaches; licensed teacher coaches; or competitive or noncompetitive spirit coaches shall receive training related to the recognition and management of concussions, dehydration, or other health emergencies; students' health and safety issues related to environmental issues; communicable diseases; and sudden cardiac arrest. The training may include a component on best practices for a coach to educate parents of students involved in athletics on sports safety. Athletics coaches, licensed teacher coaches; or competitive or noncompetitive spirit coaches shall maintain a Basic Life Support certification in cardiopulmonary resuscitation and automated external defibrillation.

~~All licensed personnel shall receive two (2) hours of training related to compliance with the District's antibullying policies and the licensed employee's duties under the District's antibullying policies.~~

For each administrator, the thirty- six (36) hour PD requirement shall include training in data disaggregation, instructional leadership, and fiscal management. This training may include the Initial, Tier 1, and Tier 2 training required for Superintendents and other designees by ~~A~~DESE's Rules Governing the Arkansas Financial Accounting and Reporting System and Annual Training Requirements.

Building level administrators shall complete the credentialing assessment for the teacher evaluation PD program prior to conducting any summative teacher evaluations.[7]
~~Teachers' PD shall meet the requirements prescribed under the Teacher Excellence and Support System (TESS).~~

~~By the end of the 2014-15 school-year, teachers shall have received professional awareness on the characteristics of dyslexia and the evidence-based interventions and accommodations for dyslexia.~~
Teachers required by the superintendent, building principal, or their designee to take approved training related to teaching an ~~advance placement class for a subject covered by the College Board and Educational Testing Service~~accelerated learning class shall receive up to thirty (30) hours of credit toward the hours of PD required annually.

Licensed personnel may earn up to twelve (12) hours of PD for time they are required to spend in their instructional classroom, office or media center prior to the first day of student/teacher interaction **provided** the time is spent in accordance with ~~the~~ state law and current DESE rules that deal with PD. Licensed personnel who meet the requirements of this paragraph, the associated statute, and DESE Rules shall be entitled to one (1) hour of PD for each hour of approved preparation.

~~Licensed personnel are eligible to receive five (5) PD hours for each credit hour of agraduate level college course that meets the criteria identified in law and the applicable DESE rules. A maximum of fifteen (15) such hours may be applied toward professional development hours obtained annually.~~

The District shall make available annually to licensed personnel at least thirty (30) minutes of professional development on recognizing the warning signs that a child is a victim of human trafficking and reporting a suspicion that a child is a victim of human trafficking.

In addition to other required PD, personnel of Alternative Learning Environments shall receive PD on classroom management and on the specific needs and characteristics of students in alternative education environments.

District administrators as well as licensed personnel selected by the superintendent or building principal shall receive training on the appropriate use of restraint and seclusion in accordance with DESE's Advisory Guidelines for the Use of Student Restraints in Public School or Educational Settings and is in compliance with the requirements of A.C.A. § 6-18-2409. The names of District staff who have received certified training on the use of physical restraint shall be provided to all District staff at least annually.

As part of the District's implementation of the District's ~~positive~~multi-tiered behavioral ~~support system~~intervention procedures, District administrators as well as building personnel selected by the superintendent or building principal shall receive training in the use of ~~positive behavior support for student behavior and in preventive techniques for teaching and motivating prosocial student~~the District's multi-tiered behavioral intervention procedures ~~behavior and conflict de-escalation and resolution techniques~~ to be employed by school personnel to prevent, defuse, evaluate, and debrief a crisis and conflict situation.

Employees who are members of the District's behavioral threat assessment team shall receive basic and advanced behavioral threat assessment training through the Arkansas Center for School Safety of the Criminal Justice Institute or another organization or entity approved by the state board.

The District shall not require a school employee to complete or participate in implicit bias training, which is defined as a training or educational program designed to expose an individual to biases that the training's or educational program's developer or designer presumes the individual to unconsciously or unintentionally possess that predispose the individual to be unfairly prejudiced in favor of or against a thing, person, or group to adjust the individual's pattern of thinking in order to eliminate the individual's unconscious or unintentional bias or prejudice. A District employee may leave a training that the employee is attending if the employee determines that the training addresses implicit biases. The District shall not take adverse employment action against an employee for the employee's failure or refusal to complete or participate in implicit bias training.

~~Employees who do not receive or furnish documentation of the required annual PD jeopardize the accreditation of their school and academic achievement of their students. Failure of an employee to receive his/her required annual hours of PD in anygiven year, unless due to illness as permitted by law, DESE Rule, and this policy, shall be grounds for disciplinary action up to and including termination.~~

The District shall provide ongoing professional development on the effective and ethical use of artificial intelligence (AI) tools that shall include:

- Understanding the capabilities and limitations of AI tools;
- Best practices for integrating AI into daily instructional and administrative duties; and
- Ethical considerations, including appropriate use, transparency, and data privacy.

The following PD shall count toward a licensed employee's required PD hours to the extent the District's PDP or the employee's school's SLIP includes such training, is approved for flex hours, or is part of the employee's PGP and it provides ~~him/her~~the employee with knowledge and skills for teaching:

- Students with intellectual disabilities, including Autism Spectrum Disorder;
- Students with specific learning disorders, including dyslexia;
- Culturally and linguistically diverse students;
- Gifted ~~s~~Students.

Approved PD activities may include:

- Conferences~~/~~, workshops~~/~~, or institutes;
- Mentoring~~/~~ or peer coaching;
- Study groups~~/learning teams~~;
- National Board for Professional Teaching Standards Certification;
- Distance and online learning (including ArkansasIDEAS);
- ~~Micro-credentialing approved by DESE;~~
- Internships;
- ~~State/~~Programs administered by DESE, an education service cooperative, district~~/~~, or school ~~programs~~;
- Approved college/university course work;
- Action research; and
- Individually guided (to be noted in the employee's PGP).

~~Approved PD activities that occur during the instructional day or outside the licensed employee's annual contract days may apply toward the annual minimum PD requirement.~~

PD activities shall relate to the following areas:

- Content (K-12);
- Instructional strategies;
- Student ~~A~~assessment~~/~~ and data-driven decision making;
- Advocacy~~/~~, leadership~~/~~, and fiscal management;
- Systemic change process;
- Standards, frameworks, and curriculum alignment;
- Supervision;
- Mentoring~~/coaching;~~,

- ~~Next generation learning/integrated technology;~~
- Principles of learning~~/~~ and developmental stages~~/diverse learners~~;
- Cognitive research;
- Parent ~~and~~, family, and community engagement~~/~~ and academic planning ~~and scholarship~~;
- ~~Building a c~~Collaborative learning community;
- Student health and wellness; and
- The Code of Ethics for Arkansas Educators.

Additional activities eligible for PD credit, as included in the District's PDP, employee's school's SLIP, and licensed employee's PGP, include:

- School Fire Marshall program (A.C.A. § 6-10-110);
- Tornado and earthquake safety ~~drills~~ (A.C.A. § 6-10-121);
- ~~Statewide student~~Literacy assessments~~-~~, mathematics assessment, or both (A.C.A. § 6-15-~~2912~~2907);
- ~~Test~~Assessment security and confidentiality (A.C.A. § 6-15-2907);
- Emergency plans and the emergency communication method with law enforcement (A.C.A. § 6-15-1302);
- Anti-bullying policies (A.C.A. § 6-18-514);
- TESS (A.C.A. § 6-17-2806);
- Student discipline training~~, behavioral intervention, and classroom management~~ (A.C.A. § 6-18-502);
- Youth mental health (A.C.A. § 6-18-2004);
- Comprehensive School Counseling Program (A.C.A. § 6-18-2004);
- Training required by DESE under The Arkansas Educational Support and Accountability Act and fiscal and facilities distress statutes and rules; and
- Annual lockdown drills (6-15-1303).

Cross Reference: 3.8 - LICENSED PERSONNEL SICK LEAVE; 3.50 - ADMINISTRATOR EVALUATOR CERTIFICATION; 3.58 - LICENSED PERSONNEL USE OF ARTIFICIAL INTELLIGENCE; 4.37 - EMERGENCY DRILLS; 4.60 - STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT; 5.2 - PLANNING FOR EDUCATIONAL IMPROVEMENT
Legal References: Standards for Accreditation 1-B.4, 3-4.4, 3-B.1, 4-G.1, 4-G.2, DESE Rules Governing Professional Development, DESE Rules Governing the Arkansas Educational Support and Accountability Act, DESE Rules Governing the Financial Act Accounting and Reporting System and Annual Training Requirements, DESE Rules Governing the Right to Read Act, ASESE Rules Governing Student Special Needs Funding, DESE Advisory Guidelines for the Use of Student Restraints in Public School or Education Settings, DESE Rules Governing school based Automated External Defibrillator (AED) devises and Cardiopulmonary Resuscitation (CPR) programs in Arkansas Public Schools, A.C.A. § 6-10-121, A.C.A. § 6-10-122, A.C.A. § 6-10-123, A.C.A. § 6-15-1004(C), A.C.A. § 6-15-1302, A.C.A. § 6-15-1303, A.C.A. § 6-15-1703, A.C.A. § 6-15-2907, A.C.A. § 6-15-2911, A.C.A. § 6-15-2912, A.C.A. § 6-15-2913, A.C.A. § 6-15-2914, A.C.A. § 6-19-2916, A.C.A. § 6-16-1203, A.C.A. § 6-17-124, A.C.A. § 6-17-429, A.C.A. § 6-17-703, A.C.A. § 6-17-704, A.C.A. § 6-17-708, A.C.A. § 6-17-709, A.C.A. § 6-17-710, A.C.A. § 6-17-711, A.C.A. § 6-17-2806, A.C.A. § 6-17-2808, A.C.A. § 6-18-502(F), A.C.A. § 6-17-708, A.C.A. § 6-18-720, A.C.A. § 6-18-514(F), A.C.A. § 6-18-2004, A.C.A. § 6-18-2404, A.C.A. § 6-18-2408, A.C.A. § 6-18-2409, A.C.A. § 6-20-2204, A.C.A. § 6-20-2303)15), A.C.A. § 6-41-608, A.C.A. § 6-61-133, A.C.A. § 25-1-128
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Revised: 6/1//2014, 5-19/2016, 5/16/2016, 7/25/2017, 7/17/2018, 6/18/2019, 5/15/2021, 6/5/2023, 4/14/2026

Policy 3.8R

LICENSED PERSONNEL SICK LEAVE

Effective: 7/1/2026

Definitions

1. "Employee" is a full-time employee of the District.

2. "Sick Leave" is absence from work due to illness, whether by the employee or a member of the employee's immediate family, or due to a death in the family. The principal shall determine whether sick leave will be approved on the basis of a death outside the immediate family of the employee.

3. "Excessive Sick Leave" is absence from work, whether paid or unpaid, that exceeds twelve (12) days in a contract year for an employee and that is not excused pursuant to: District policy; the Family Medical Leave Act; a reasonable accommodation of disability under the American's With Disabilities Act; or due to a compensable Workers' Compensation claim.

4. "Grossly Excessive Sick Leave" is absence from work, whether paid or unpaid, that exceeds ten percent (10%) of the employee's contract length and that is not excused pursuant to: District policy; the Family Medical Leave Act; a reasonable accommodation of disability under the American's With Disabilities Act; or due to a compensable Workers' Compensation claim.

5. "Current Sick Leave" means those days of sick leave for the current contract year, which leave is granted at the rate of one (1) day of sick leave per contracted month, or major part thereof.

6. "Accumulated Sick Leave" is the total of unused sick leave, up to a maximum of ninety (90) days accrued from previous contracts, but not used. Accumulated sick leave also includes the sick leave transferred from an employee's previous public school employment.[1]

7. "Immediate family" means an employee's spouse, child, parent, or any other relative provided the other relative lives in the same household as the employee.

All licensed employees shall be granted twelve (12) days sick leave with full pay during a school year licensed employees shall have unlimited accumulation of sick leave at the rate of twelve (12) days per school year.

~~Current~~ Sick Leave

The principal has the discretion to approve sick leave for an employee to attend the funeral of a person who is not related to the employee, under circumstances deemed appropriate by the principal.

Five (5) days of this leave may be used for death in the immediate family or household which includes a wife, husband, child, father, mother, brother, sister, grandfather, grandmother, father-in-law, or mother-in-law. Two (2) days of this leave can be used when it is the death of a close personal friend, subject to approval by the principal.

After an employee has used his/her sick leave, a deduction equivalent to the pay of a substitute is made for each day absent, up to thirty (30) days. Thereafter, a deduction the equivalent of a day's pay is made for each day absent. The rate is computed by dividing the employee's contracted working days into the annual salary contract.

Sick leave must be charged against the employee without regard to the substitute; i.e., fellow employees may fill in, or a substitute be employed. In all cases, the absence is charged against the employee.

Fellow teachers may not use more than three (3) conference periods to substitute for any teacher who is absent. After the third day, a substitute may be employed.

A licensed person who is retiring after at least twenty-five (25) years' experience (or age 60) with the last ten (10) years as an employee of the Russellville School District shall be reimbursed at the current non-degreed substitute teaching rate for accumulated sick leave up to ninety (90) days.

A supervisor (Principal, Director, Assistant Superintendent, Superintendent, etc.) may request a doctor's statement concerning the illness of a licensed employee who requests use of sick leave.

A teacher or substitute replacing a teacher on extended sick leave shall be notified at the time of employment that the position may be terminated on one week's notice.

Employees who are adopting or seeking to adopt a minor child or minor children may use up to fifteen (15) sick leave days in any school year for absences relating to the adoption, including time needed for travel, time needed for home visits, time needed for document translation, submission or preparation, time spent with legal or adoption agency representatives, time spent in court, and bonding time. See also,

3.32—LICENSED PERSONNEL FAMILY MEDICAL LEAVE, which also applies. Except for bonding time, documentation shall be provided by the employee upon request.

Pay for sick leave shall be at the employee's daily rate of pay, which is that employee's total contracted salary, divided by the number of days employed as reflected in the contract. Absences for illness in excess of the employee's accumulated and current sick leave shall result in a deduction from the employee's pay at the daily rate as defined above.

At the discretion of the principal (or Superintendent), and, if FMLA is applicable, subject to the certification or recertification provisions contained in policy 3.32—LICENSED PERSONNEL FAMILY MEDICAL LEAVE, the District may require a written statement from the employee's physician documenting the employee's illness. Failure to provide such documentation of illness may result in sick leave not being paid, or in discipline up to and including termination.

An employee shall be credited with one (1) day of sick leave in the event the employee used one (1) day of sick leave on a mandatory professional development (PD) day so long as the employee makes up the missed mandatory PD day on a noncontract day. Costs and expenses associated with the make-up PD shall be the responsibility of the employee unless agreed to in writing by the superintendent or the superintendent's designee for the expenses to be covered by the District.

Should a teacher be absent ~~excessively~~frequently during a school year, and said absences are not subject to FMLA leave, and if such a pattern of absences continues, or is reasonably expected to continue, the Superintendent may relieve the teacher of ~~his/her~~ the teacher's assignment (with Board approval) and assign the teacher substitute duty at the teacher's daily rate of pay. Should the teacher fail, or otherwise be unable, to report for substitute duty when called, the teacher will be charged a day of sick leave, if available or if unavailable, the teacher will lose a day's wages at ~~his/her~~ the teacher's daily rate of pay.

Temporary reassignment may also be offered or required in certain circumstances as provided in 3.32—LICENSED PERSONNEL FAMILY MEDICAL LEAVE.

If the employee's absences are excessive or grossly excessive as defined by this policy, disciplinary action may be taken against the employee, which could include termination ~~or nonrenewal~~ of the contract of employment. The superintendent shall have the authority when making ~~his/her~~ a determination to consider the totality of the circumstances surrounding the absences and their impact on district operations or student services.

Sick Leave and Family Medical Leave Act (FMLA) Leave

When an employee takes sick leave, the District shall determine if the employee is eligible for FMLA leave and if the leave qualifies for FMLA leave. The District may request additional information from the employee to help make the applicability determination. If the employee is eligible for FMLA leave and if the leave qualifies under the FMLA, the District will notify the employee in writing, of the decision within five (5) workdays. If the circumstances for the leave as defined in policy 3.32—LICENSED PERSONNEL FAMILY MEDICAL LEAVE don't change, the District is only required to notify the employee once of the determination regarding the applicability of sick leave and/or FMLA leave within any applicable twelve (12) month period. To the extent the employee has accumulated sick leave, any sick leave taken that qualifies for FMLA leave shall be paid leave and charged against the employee's accrued leave

including, once an employee exhausts his/her accumulated sick leave, vacation or personal leave. See 3.32—LICENSED PERSONNEL FAMILY MEDICAL LEAVE.

Sick Leave and Outside Employment

Sick leave related absence from work (e.g. sick leave for personal or family illness or accident, Workers' Comp, and FMLA) inherently means the employee is also incapable of working at any source of outside employment. Except as provided in policy 3.44, if an employee who works a non-district job while taking district sick leave for personal or family illness or accident, Workers' Comp, or FMLA shall be subject to discipline up to and including termination.

Cross References: 3.18-LICENSED PERSONNEL OUTSIDE EMPLOYMENT, 3.32-LICENSED PERSONNEL FAMILY MEDICAL LEAVE; 3.44-LICENSED PERSONNEL WORKPLACE INJURIES AND WORKERS' COMPENSATION
Legal References: A.C.A. § 6-17-1201 et seq., 29 USC §§ 2601 et seq., 29 CFR part 825
Adopted: ND
History PPC: 2/11/2015
History BOE: 2/16/2017, 5/11/2015, 1/10/2023
Revised: 6/20/1995, 4/21/1998, Edited May 2005 to reflect change in law, 3/15/2012 (wording, "license(d)'), 2/17/2015, 5/19/2015, 1/10/2023, 4/14/2026

Policy 3.9R

LICENSED PERSONNEL SICK/CATASTROPHIC LEAVE BANKS

Effective: 7/1/2026

A sick and catastrophic leave bank is established for the purpose of permitting employees, upon approval, to obtain sick leave in excess of accumulated and current sick leave, when the employee has exhausted all such leave. Only those employees who contribute to the sick leave bank and/or catastrophic leave bank shall be eligible to withdraw from the appropriate leave bank. Employees must join the sick leave bank in order to join the catastrophic bank. Only Employees who contributed to the catastrophic bank shall be eligible to withdraw from the catastrophic bank.

Catastrophic Illness/Injury: An illness or injury of such magnitude that the employees' life is endangered and/or his/her health is impaired to such an extent that he/she has no option but to seek immediate medical treatment that requires extended time away from the job.

The Superintendent shall appoint a Sick Leave Bank Committee. That committee shall consist of the following members: one (1) Superintendent Designee, one teacher from each building, and one (1) principal.

The terms of the committee shall be for three (3) years with two (2) members being replaced each year.

The Committee shall meet as necessary for the purpose of reviewing requests for withdrawal from the bank. The determination of the committee shall be final.

Withdrawals

The Committee may grant sick leave up to 15 days per contract year for personal or family illness, disabilities or accidents (not including accidents for which the employee is receiving Workers' Compensation), which cause the employee to be absent from work and when the employee has exhausted all accumulated and current sick leave.
The Committee may grant catastrophic leave up to 30 days per contract year.
Requests for withdrawal from ~~a~~ leave bank must state the reason(s) for the request and the number of days requested and must be accompanied by a detailed statement from an attending physician of the nature of the malady and the expected duration thereof.

If the information provided to the Committee is deemed by a majority of the Committee to be insufficient, the Committee may require additional information or deny the employee's request, at its discretion.

The Committee shall have the authority to grant, reduce or deny any request. However, the Committee may grant no request, or any granted time may be withdrawn, when the employee accepts retirement; is eligible for Social Security Disability; or other disability insurance or the employee returns to work.

Notes: This policy is similar to Policy 8.6.

Legal Reference: A.C.A. § 6-17-1208
Previous Policy Number: GBRI 7-8, 00.60
Policy Adopted: 11/15/1983, 1/10/2023
History BOE: 11/15/1983, 5/21/1985, 4/20/1993, 2/20/1996, 11/17/1998, 2/29/1999, 2/20/2001,10/19/2010, 1/10/2023
Revised: 5/21/1985, 4/20/1993, 2/20/1996, 11/17/1998, 2/29/1999, 2/20/2001,10/19/2010, 3/16/2012 (wording, "licensed") 1/10/2023, 4/14/2026

Policy 3.11.1R

LICENSED PERSONNEL BEREAVEMENT LEAVE

Effective: 7/1/2026

Bereavement leave of three (3) days shall be granted to employees for a death in the immediate family. Immediate family shall be parent, grandparent, child, grandchild, sibling, spouse, aunt, or uncle and shall include the same degree of relationship by marriage, and any permanent resident of your household. This leave shall not be deducted from sick or gratuity leave.

This leave must be approved by the employee's Supervisor and the Superintendent or designee.

Legal Reference: A.C.A. § 6-17-1208

Date Adopted:

Last Revised: 3/16/2026

Policy 3.13

LICENSED PERSONNEL PUBLIC OFFICE

Effective: 7/1/2026

An employee of the District who is elected to the Arkansas General Assembly or any elective or appointive public office (not legally constitutionally inconsistent with employment by a public school district) shall not be discharged or demoted as a result of such service.

No sick leave will be granted for the employee's participation in such public office. The employee may take personal leave or vacation (if applicable), if approved in advance by the Superintendent, during his/her absence.

Prior to taking leave, and as soon as possible after the need for such leave is discerned by the employee, he or she must make ~~a~~ written request for leave to the Superintendent or designee, setting out, to the degree possible, the dates such leave is needed.

An employee who fraudulently requests sick leave for the purpose of taking leave to serve in public office may be subject to ~~nonrenewal or~~ discipline, up to and including termination ~~of his/her employment contract~~.

Note: This policy is similar to Policy 8.9.

Legal References: A.C.A. §6-17-115
Former Policy Number: GBRL GCRL
Adopted: 4/21/1998
History BOE: 4/21/1998, 8/26/2003
Revised: 8/26/2003, 4/14/2026

Policy 3.14

LICENSED PERSONNEL JURY DUTY

Effective: 7/1/2026

Employees are not subject to discharge, loss of sick leave, loss of vacation time or any other penalty due to absence from work for jury duty, upon giving reasonable notice to the District through the employee's immediate supervisor.

The employee must present the original (not a copy) of the summons to jury duty to his or her supervisor in order to confirm the reason for the requested absence.

Employees shall receive their regular pay from the district while serving jury duty, and shall reimburse the district from the stipend they receive for jury duty, up to, but not to exceed, the cost of the substitute hired to replace the employee in his/her absence.

Note: This policy is similar to Policy 8.10.

Legal Reference: A.C.A. § 16-31-106
Former Policy Number: GBRIA
Adopted: ND
History PPC: 11/6/2019
History BOE: 11/19/2019
Revised: 11/19/2019, 4/14/2026

Definitions

“Insubordination” means the willful disregard of a supervisor's instructions or the refusal to obey a lawful order from a supervisor. Insubordination does not mean the refusal to follow an order from a supervisor that would violate Federal or state law; Federal regulations; state rules; or a court order.

Sexual harassment” means conduct on the basis of sex that may not reach the definition of sexual harassment under Policy 3.26 but is nevertheless inappropriate within the education setting. Examples of sexual harassment include, but are not limited to:

- Making sexual propositions or pressuring for sexual activities;
- Sexual grooming;
- Unwelcome touching;
- Writing graffiti of a sexual nature;
- Displaying or distributing sexually explicit drawings, pictures, or written materials;
- Performing sexual gestures or touching oneself sexually in front of others;
- Telling sexual or crude jokes;
- Spreading rumors related to a person’s alleged sexual activities;
- Discussions of sexual experiences;
- Rating, ranking, or assessing students or other employees as to:
  - Physical attractiveness;
  - Sexual activity or performance; or
  - Sexual preference;
- Circulating or showing e-mails or Web sites of a sexual nature;
- Intimidation by words, actions, insults, or name calling; and
- tTeasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether or not the individual self-identifies as homosexual or transgender.

Employee actions that meet the definitions within this policy are prohibited.

In recognition of the level of trust placed in District employees, the duty of care District employees have towards their charges, and the need for District employees to model appropriate behavior for their charges, the District has, and will continue to hold, its employees to a high standard of behavior. Employees whose actions are determined to be in violation of the provisions of this policy, another personnel policy, the Division of Elementary and Secondary Education Rules Governing the Code of Ethics for Arkansas Educators, or criminal conduct that statutorily prohibits employment by a school district may be recommended for discipline up to and including termination of the employee’s

contract for employment. In addition to other forms of discipline, conduct in violation of the Rules may be reported to the Professional Licensure Standards Board.

Note: This policy is similar to Policy 8.45. If you change this policy, review Policy 8.45 at the same time to ensure applicable consistency between the two.

Cross Reference: 4.18 – Prohibited Conduct
Legal References: A.C.A. § 6-17-106, A.C.A. § 6-17-301, A.C.A. § 6-17-410, A.C.A. § 6-17-411, DESE Rules Governing the Code of Ethics for Arkansas Educators
Adopted: 4/22/2013, 10/20/2022
History PPC: 5/1/2013, 9/16/2024
History BOE: 4/22/2013, 10/20/2022, 6/5/2023, 10/8/2024
Revised: 10/20/2022, 6/5/2023, 10/8/2024, 4/14/2026

Policy 3.18

LICENSED PERSONNEL OUTSIDE EMPLOYMENT

Effective: 7/1/2026

An employee of the District may not be employed in any other capacity during regular working hours.

An employee may not accept employment outside of his or her district employment which will interfere ~~with scheduled duties~~, or otherwise be incompatible with the District employment, including normal duties outside the regular work day; nor shall an employee accept other employment which is inappropriate for an employee of a public school.

The Superintendent, or ~~their~~his designee(s), shall be responsible for determining whether outside employment is incompatible ~~or~~, conflicting ~~with scheduled duties~~or inappropriate.

When a licensed employee is additionally employed by the District in either a classified capacity or by a contract to perform supplementary duties for a stipend or multiplier, the duties, expectations, and obligations of the primary licensed position employment contract shall prevail over all other employment duties unless the needs of the district dictate otherwise. If there is a conflict between the expectations of the primary licensed position and any other contracted position, the licensed employee shall notify the employee's building principal as far in advance as is practicable. The building principal shall verify the existence of the conflict by contacting the supervisor of the secondary contracted position. The building principal shall determine the needs of the district on a case-by-case basis and rule accordingly. The principal's decision is final with no appeal to the Superintendent or the School Board. Frequent conflicts or scheduling problems could lead to the ~~non-renewal or~~ termination of the classified contract of employment or the contract to perform the supplementary duties.

Sick Leave and Outside Employment

Sick leave related absence from work (e.g. sick leave for personal or family illness or accident, Workers' Comp, and FMLA) inherently means the employee is also incapable of working at any source of outside employment. Except as provided in policy 3.44, if an employee who works a non-district job while taking district sick leave for personal or family illness or accident, Workers' Comp, or FMLA shall be subject to discipline up to and including termination.

Notes: This policy is similar to Policy 8.12.

Cross References: 3.8 – Licensed Personnel Sick Leave, 3.32 – Licensed Personnel Family Medical Leave, 3.44 – Licensed Personnel Workplace Injuries and Workers' Compensation
Legal Reference: §6-24-106, 107, 111
Former Policy Number: GAGA
Adopted: 9/15/1981
History PPC: 5/6/2015
History BOE: 9/15/1981, 5/11/2015, 3/14/2023
Revised: 5/20/2003, 5/19/2015, 3/14/2023, 4/14/2026

Policy 3.19

LICENSED PERSONNEL EMPLOYMENT

Effective: 7/1/2026

All prospective employees must fill out an application form provided by the District, in addition to any resume provided; all of the information provided is to be placed in the personnel file of those employed.

If the employee provides false or misleading information, or if he/she withholds information to the same effect, it may be grounds for dismissal. In particular, it will be considered a material misrepresentation and grounds for termination of contract of employment if an employee's licensure status is discovered to be other than as it was represented by an employee or applicant, either in writing on application materials or in the form of verbal assurances or statements made to the school district.

It is grounds for termination of contract of employment if an employee fails a criminal background check or receives a true report on the Child Maltreatment Central Registry check.

All teachers shall demonstrate proficiency or awareness in knowledge and practices in scientific reading instruction as is applicable to their teaching position by completing the prescribed proficiency or awareness in knowledge and practices of the scientific reading instruction credential either as a condition of licensure or within one (1) year for teachers who are already licensed or employed as a teacher under ~~a waiver from~~ an individual licensure~~.~~ plan.

Before the superintendent may make a recommendation to the Board that an individual be hired by the District, the superintendent shall check the Arkansas Educator Licensure System to determine if the individual has a currently suspended or revoked teaching license. An individual with a currently suspended license or whose license has been revoked by the State Board of Education is not eligible to be employed by the District; this prohibition includes employment as a substitute teacher, whether directly employed by the District or providing substitute teaching services under contract with an outside entity.

The superintendent shall create procedures establishing the process the superintendent will use before making any decisions regarding the hiring or placement of a principal to consult with teachers employed at the school where the principal would be assigned.[2]

If the superintendent finds probable cause that an employee has engaged in sexual misconduct with a minor, then the superintendent or the superintendent's designee shall not provide a favorable recommendation of employment on behalf of the employee.

The District is an equal opportunity employer and shall not discriminate on the grounds of race, color, religion, national origin, sex, pregnancy, sexual orientation, gender

identity, age, disability, or genetic information.

Inquiries on non-discrimination may be directed to the RSD Administration Office at 479-968-1306, or by emailing titleIX@rsdk12.net.

Any person may report sex discrimination, including ~~sex-based~~ sexual harassment, to the Title IX Coordinator in person or by using the mailing address, telephone number, or email addressprovided above. A report may be made at any time, including during non-business hours, and may be on the individual's own behalf or on behalf of another individual who is the person alleged to be the victim of conduct that could constitute sex discrimination or ~~sex-based~~ sexual harassment.

For further information on notice of non-discrimination or to file a complaint, visit https://www2.ed.gov/about/offices/list/ocr/complaintintro.html; for the address and phone number of the office that serves your area, or call 1-800-421-3481.

~~**Employment of Teachers**~~

~~The Russellville School District Board of Education employs teachers upon the recommendation of the superintendent of schools. To be eligible for employment in the Russellville School District, a teacher must meet the following qualifications:~~

~~A. Teachers, in order to be eligible for employment in the Russellville School District, must hold the Bachelor's Degree from a college accredited by the North Central Association or some accrediting agency of comparable rank. The teacher must also hold a valid state teaching certificate. Exceptions may be made to teachers of vocational or other special subjects in rare cases only.~~

~~B. The superintendent shall be responsible for determining experience credit on the salary schedule for newly employed staff. Salary schedule placement shall be based on experience from public and private accredited schools, colleges, and universities.~~

In accordance with Arkansas law, the District provides a veteran preference to applicants who qualify for one of the following categories:

1. ~~a~~A veteran without a service-connected disability;
2. ~~a~~A veteran with a service-connected disability; and
3. ~~a~~A deceased veteran's spouse who is unmarried throughout the hiring process~~; or~~.

For purposes of this policy, "veteran" is defined as:

a. A person honorably discharged from a tour of active duty, other than active duty for training only, with the armed forces of the United States; or
b. Any person who has served honorably in the National Guard or reserve forces of the United States for a period of at least six (6) years, whether or not the person has retired or been discharged.

In order for an applicant to receive the veterans preference, the applicant must be a citizen and resident of Arkansas, be substantially equally qualified as other applicants, and do all of the following:

1. Indicate on the employment application the category the applicant qualifies for;
2. Attach the following documentation, **as applicable**, to the employment application:
   - Form DD-214 indicating honorable discharge;
   - A letter dated within the last six months from the applicant's command indicating years of service in the National Guard or Reserve Forces as well as the applicant's current status;
   - Marriage license;
   - Death certificate;
   - Disability letter from the Veteran's Administration (in the case of an applicant with a service-related disability).

Failure of the applicant to comply with the above requirements shall result in the applicant not receiving the veteran preference; in addition, meeting the qualifications of a veteran or spousal category does not guarantee either an interview or being hired.

Legal References: Division of Elementary and Secondary Education Rules Governing Background Checks; A.C.A. § 6-13-636, A.C.A. § 6-16-1507, A.C.A. § 6-17-301; A.C.A. § 6-17-407; A.C.A. § 6-17-410; A.C.A. § 6-17-411; A.C.A. § 6-17-428; A.C.A. § 6-17-429; A.C.A. § 21-3-302; A.C.A. § 21-3-303;28 C.F.R. § 35.106; 29 C.F.R. part 1635; 34 C.F.R. § 100.6; 34 C.F.R. § 104.8; 34 C.F.R. § 106.8; 34 C.F.R. § 106.9; 34 C.F.R. § 108.9; 34 C.F.R. § 110.25
Former Policy Number: 3.19.1
Adopted: 5/10/2022
History PPC: 5/6/2015, 6/2/2021, 5/2/2022, 5/6/2024, 9/16/2024
History BOE: 5/11/2015, 6/15/2021 6/5/2023, 5/14/2024, 10/8/2024
Revised: 5/19/2015, 6/15/2021 6/5/2023, 5/14/2024, 10/8/2024, 4/14/2026

Policy 3.20~~R~~

LICENSED PERSONNEL REIMBURSEMENT OF TRAVEL EXPENSES

Effective: 7/1/2026

Employees shall be reimbursed for personal and/or travel expenses incurred while performing duties or attending workshops or other employment-related functions, provided that prior written approval for the activity for which the employee seeks reimbursement has been received from the Superintendent, principal (or other immediate ~~supervision~~supervisor with the authority to make school approvals), or the appropriate designee of the Superintendent and that the teacher's attendance/travel was at the request of the district.

It is the responsibility of the employee to determine the appropriate supervisor from which he/she must obtain approval.

Reimbursement claims must be made on forms provided by the District and must be supported by appropriate, original receipts. Copies of receipts or other documentation are not acceptable, except in extraordinary circumstances.

The provisions of policy 7.12—EXPENSE REIMBURSEMENT are incorporated by reference into this policy.

Former Policy Number: GAS
Cross Reference: 7.12-EXPENSE REIMBURSEMENT
Adopted: ND
History BOE: 9/16/2003
Revised: 9/16/2003, 4/14/2026

Policy 3.24

LICENSED PERSONNEL DEBTS

Effective: 7/1/2026

For the purposes of this policy, "garnishment" of a district employee is when the employee has lost a lawsuit to a judgment creditor who brought suit against a school district employee for an unpaid debt, has been awarded money damages as a result, and these damages are recoverable by filing a garnishment action against the employee's wages. For the purposes of this policy, the word "garnishment" excludes such things as child support,; student loan or IRS liens; or voluntary deductions levied against an employee's wages.

All employees are expected to meet their financial obligations. If an employee writes "hot" checks or ~~has his~~ an employee's income is garnished by a judgment creditor, dismissal may result.

An employee will not be dismissed for having been the subject of one (1) garnishment. However, a second or third garnishment may result in dismissal.

At the discretion of the Superintendent, ~~he or his~~ the superintendent or the superintendent's designee may meet with an employee who has received a second garnishment for the purpose of warning the employee that a third garnishment will result in a recommendation of dismissal to the School Board.

At the discretion of the Superintendent, a second garnishment may be used as a basis for a recommended dismissal. The Superintendent may take into consideration other factors in deciding whether to recommend dismissal based on a second garnishment. Those factors may include, but are not limited to, the amount of the debt, the time between the first and the second garnishment, and other financial problems ~~that~~which come to the attention of the District.

Note: This policy is similar to Policy 8.18.

Adopted: 1/10/2023
Revised: 4/14/2026

Policy 3.26
LICENSED PERSONNEL SEXUAL HARASSMENT
Effective: 7/1/2026

The Russellville School District is committed to providing an academic and work environment that treats all students and employees with respect and dignity. Student achievement and amicable working relationships are best attained in an atmosphere of equal educational and employment opportunity that is free of discrimination. Sexual harassment is a form of discrimination that undermines the integrity of the educational and work environment and will not be tolerated.

The District believes the best policy to create an educational and work environment free from sexual harassment is prevention; therefore, the District shall provide informational materials and training to students, parents/legal guardians/other responsible adults, and employees on sexual harassment. The informational materials and training on sexual harassment shall be age appropriate and, when necessary, provided in a language
other than English or in an accessible format. The informational materials and training shall include, but are not limited to:

- the nature of sexual harassment;
- The District's written procedures governing the formal complaint grievance process;
- The process for submitting a formal complaint of sexual harassment;
- That the district does not tolerate sexual harassment;
- That students and employees can report inappropriate behavior of a sexual nature without fear of adverse consequences;
- The supports that are available to individuals suffering sexual harassment; and
- The potential discipline for perpetrating sexual harassment.

Definitions

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Education program or activity" includes locations, events, or circumstances where the District exercised substantial control over both the respondent and the context in which the sexual harassment occurs.

"Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting an investigation of the allegation of sexual harassment.

"Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

"Sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. A District employee:
   a. Conditions the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct; or
   b. Uses the rejection of unwelcome sexual conduct as the basis for academic decisions affecting that individual;
2. The conduct is:
   a. Unwelcome; and
   b. Determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
~~c~~3. Constitutes:
   ~~d~~a. Sexual assault;
   ~~e~~b. Dating violence
   ~~f~~c. Domestic violence; or
   ~~g~~d. Stalking.

"Supportive measures" means individualized services that are offered to the complainant or made available to the respondent designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party. The supportive measures must be non-disciplinary and non-punitive in nature; offered before or after the filing of a formal complaint or where no formal complaint has been filed; and offered to either party as appropriate, as reasonably available, and without fee or charge. Examples of supportive measures include, but are not limited to: measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment; counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; campus escort services; mutual restrictions on contact between the parties; changes in work or class locations; leaves of absence; and increased security and monitoring of certain areas of the campus.

Inquiries on sexual harassment may be directed to the RSD Administration Office at 479-968-1306, or by emailing titleIX@rsdk12.net.

Within the educational environment, sexual harassment is prohibited between any of the following: students; employees and students; non-employees and students; employees; and employees and non- employees.

Actionable sexual harassment is generally established when an individual is exposed to a pattern of objectionable behaviors or when a single, serious act is committed. What is, or is not, sexual harassment will depend upon all of the surrounding circumstances and may occur regardless of the sex(es) of the individuals involved. Depending upon such circumstances, examples of sexual harassment include, but are not limited to:

- Making sexual propositions or pressuring for sexual activities;
- Unwelcome touching;
- Writing graffiti of a sexual nature;
- Displaying or distributing sexually explicit drawings, pictures, or written materials;

- Performing sexual gestures or touching oneself sexually in front of others;
- Telling sexual or crude jokes;
- Spreading rumors related to a person's alleged sexual activities;
- Discussions of sexual experiences;
- Rating other students or employees as to sexual activity or performance;
- Circulating or showing e-mails or ~~W~~web-sites of a sexual nature;
- Intimidation by words, actions, insults, or name calling; and
- Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether or not the individual self-identifies as homosexual or transgender.

Employees who believe they have been subjected to sexual harassment are encouraged to submit a report to their immediate supervisor, an administrator, or the Title IX coordinator. Under no circumstances shall an employee be required to first report allegations of sexual harassment to a school contact person if that person is the individual who is accused of the sexual harassment. If the District staff member who received a report of alleged sexual harassment is not the Title IX Coordinator, then the District staff person shall inform the Title IX Coordinator of the alleged sexual harassment. As soon as reasonably possible after receiving a report of alleged sexual harassment from another District staff member or after receiving a report directly through any means, the Title IX Coordinator shall contact the complainant to:

- Discuss the availability of supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
- ~~e~~Explain to the complainant the process for filing a formal complaint.

Supportive Measures

The District shall offer supportive measures to the complainant and make supportive measures available to the respondent that are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party before or after the filing of a formal complaint or where no formal complaint has been filed. The District shall ~~make available the~~provide individualized supportive measures to the complainant unless declined in writing by the complainant and shall make available~~provide~~ individualized supportive measures that are non-disciplinary and non-punitive to the respondent. A complainant who initially declined the District's offer of supportive measures may request supportive measures at a later time, and the District shall provide individualized supportive measures based on the circumstances when the subsequent request is received.

Formal Complaint

A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by email. Upon receipt of a formal complaint, a District shall simultaneously provide

the following written notice to the parties who are known:

- Notice of the District's grievance process and a copy of the procedures governing the grievance process;
- Notice of the allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial
  interview. Sufficient details include:
  - The identities of the parties involved in the incident, if known;
  - The conduct allegedly constituting sexual harassment; and
  - The date and location of the alleged incident, if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
- That the parties may inspect and review evidence relevant to the complaint of sexual harassment; and
- That the District's personnel policies and code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the previous notice, the District shall simultaneously provide notice of the additional allegations to the parties whose identities are known.

The District may consolidate formal complaints of allegations of sexual harassment where the allegations of sexual harassment arise out of the same facts or circumstances and the formal complaints are against more than one respondent; or by more than one complainant against one or more respondents; or by one party against the other party. When the District has consolidated formal complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular "party", "complainant", or "respondent" include the plural, as applicable.

When investigating a formal complaint and throughout the grievance process, a District shall:

- Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the District and not on the parties;
- Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege or access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party unless the District obtains the parent, legal guardian, or

other responsible adult of that party's voluntary, written consent or that party's voluntary, written consent if the party is over the age of eighteen (18) to do so for the grievance process;

- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding;
- Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation; this includes evidence:
  - Whether obtained from a party or other source;
  - The District does not intend to rely upon in reaching a determination regarding responsibility; and
  - That is either Inculpatory or exculpatory; and
- Create an investigative report that fairly summarizes relevant evidence.

At least ten (10) days prior to completion of the investigative report, the District shall send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties shall have at least ten (10) days to submit a written response to the evidence. The investigator will consider the written responses prior to completion of the investigative report. All evidence subject to inspection and review shall be available for the parties' inspection and review at any meeting to give each party equal opportunity to refer to such evidence during the meeting.

After the investigative report is sent to the parties, the decision-maker shall:

- Provide each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness;
- Provide each party with the answers;
- Allow for additional, limited follow-up questions from each party; and
- Provide an explanation to the party proposing the questions any decision to exclude a question as not relevant. Specifically, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the

respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

No earlier than ten (10) days, following the completion of the investigation period, the decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator, shall issue a written determination regarding responsibility. The written determination shall include

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including:
    a. Any notifications to the parties;
    b. Interviews with parties and witnesses;
    c. site visits;
    d. Methods used to gather other evidence; and
    e. Hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the District's personnel policies or code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including:
    a. A determination regarding responsibility;
    b. Any disciplinary sanctions imposed on the respondent; and
    c. Whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the complainant; and
6. The procedures and permissible bases for the complainant and respondent to appeal.

The written determination shall be provided to the parties simultaneously. The determination regarding responsibility shall become final on the earlier of:

- If an appeal is not filed, the day after the period for an appeal to be filed expires; or
- If an appeal is filed, the date the written determination of the result of the appeal is provided to the parties.

The District shall investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved; did not occur in the District's education program or activity; or did not occur against a person in the United States, then the District shall dismiss the complaint as not meeting the definition of sexual harassment under this policy. A dismissal for these reasons does not preclude action under another provision of the District's

personnel policies or code of conduct.

The District may dismiss the formal complaint or any allegations therein, if at any time during the grievance process:

- The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations

therein;

- The respondent is no longer enrolled at the District; or
- Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon the dismissal of a formal complaint for any reason, the District shall promptly send written notice of the dismissal and reason(s) for the dismissal simultaneously to the parties.

The District may hire an individual or individuals to conduct the investigation or to act as the determination-maker when necessary.

Appeals

Either party may appeal a determination regarding responsibility or from a dismissal of a formal complaint or any allegations therein, on the following bases:

a. The existence of a procedural irregularity that affected the outcome of the matter;
b. Discovery of new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
c. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or
d. An appeal of the disciplinary sanctions from the initial determination.

For all appeals, the District shall:

1. Notify the other party in writing when an appeal is filed;
2. Simultaneously Provide all parties a written copy of the District's procedures governing the appeal process;
3. Implement appeal procedures equally for both parties;
4. Ensure that the decision-maker for the appeal is not the same person as the decision-maker that reached the original determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator;
5. Provide all parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
6. Issue a written decision describing the result of the appeal and the rationale for the result; and
7. Provide the written decision simultaneously to both parties.

Confidentiality

Reports of sexual harassment, both informal reports and formal complaints, will be treated in a confidential manner to the extent possible. Limited disclosure may be provided to:

- individuals who are responsible for handling the District's investigation and determination of responsibility to the extent necessary to complete the District's grievance process;
- Submit a report to the child maltreatment hotline;

- Submit a report to the Professional Licensure Standards Board for reports alleging sexual harassment by an employee towards a student; or
- The extent necessary to provide either party due process during the grievance process.

Except as listed above, the District shall keep confidential the identity of:

- Any individual who has made a report or complaint of sex discrimination;
- Any individual who has made a report or filed a formal complaint of sexual harassment;
- Any complainant;
- Any individual who has been reported to be the perpetrator of sex discrimination;
- Any respondent; and
- Any witness.

Any supportive measures provided to the complainant or respondent shall be kept confidential to the extent that maintaining such confidentiality does not impair the ability of the District to provide the supportive measures.

Administrative Leave

The District may place a non-student employee respondent on administrative leave during the pendency of the District's grievance process.

Retaliation Prohibited

Employees who submit a report or file a formal complaint of sexual harassment.; testified; assisted; or participate or refused to participate in any manner in an investigation, proceeding, or hearing on sexual harassment shall not be subjected to retaliation or reprisal in any form, including threats; intimidation; coercion; discrimination; or charges for personnel policy violations that do not involve sex discrimination or sexual harassment, arise out of the same facts or circumstances as a report or formal complaint of sex discrimination, and are made for the purpose of interfering with any right or privilege under this policy. The District shall take steps to prevent retaliation and shall take immediate action if any form of retaliation occurs regardless of whether the retaliatory acts are by District officials, students, or third parties.

Disciplinary Sanctions

It shall be a violation of this policy for any student or employee to be subjected to, or to subject another person to, sexual harassment. Following the completion of the District's grievance process, any employee who is found by the evidence to more likely than not have engaged in sexual harassment will be subject to disciplinary action up to, and including, termination. No disciplinary sanction or other action that is not a supportive measure may be taken against a respondent until the conclusion of the grievance process.

Employees who knowingly fabricate allegations of sexual harassment or purposely provide inaccurate facts shall be subject to disciplinary action up to and including termination. A determination that the allegations do not rise to the level of sexual

harassment alone is not sufficient to conclude that any party made a false allegation or materially false statement in bad faith.

Records

The District shall maintain the following records for a minimum of seven (7) years:

- Each sexual harassment investigation including:
- Any determination regarding responsibility;
- any disciplinary sanctions imposed on the respondent;
- Any remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity;
- Any appeal and the result therefrom;
- All materials used to train Title IX Coordinators, investigators, and decision-makers;
- Any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, which must include:

    - The basis for the District's conclusion that its response was not deliberately indifferent; and
        - Document:
            - If supportive measures were provided to the complainant, the supportive measures taken designed to restore or preserve equal access to the District's education program or activity; or
            - If no supportive measures were provided to a complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Cross Reference: 3.19-LICENSED PERSONNEL EMPLOYMENT, 4.27-STUDENT SEXUAL HARASSMENT, 5.20-DISTRICT WEBSITE, 7.15-RECORD RETENTION AND DESTRUCTION, 8.20 CLASSIFIED PERSONNEL SEXUAL HARRASMENT
Legal Reference: 20 USC 1681 et seq., 34 C.F.R Part 106, A.C.A. § 6-15-1005, A.C.A. § 6-18-502, A.C.A. § 12-18-102,
Adopted: 3/13/2008
History PPC: 4/4/2018
History BOE: 3/13/2018, 7/21/2020
Revised: 7/21/2020, 4/14/2026

Policy 3.28

LICENSED PERSONNEL TECHNOLOGY USE POLICY

Effective: 7/1/2026

Definition

“Technology resources” means:

- The machines, devices, and transmission facilities used in information processing, including computers, word processors, terminals, telephones, cables, software, and related products;
- The devices used to process information through electronic capture, collection, storage, manipulation, transmission, retrieval, and presentation of information in the form of data, text, voice,or image and includes telecommunications and office automation functions;
- Any component related to information processing and wired and wireless telecommunications, including data processing and telecommunications hardware, software, services, planning, personnel, facilities, and training;
- The procedures, equipment, and software that are designed, built, operated, and maintained to collect, record, process, store, retrieve, display, and transmit information, and the associated personnel, including consultants and contractors; and
- All electronic mail accounts issued by a public entity.

The Russellville School District School District provides technology resources for many employees to assist employees in performing work related tasks. Employees are advised that they enjoy no expectation of privacy in any aspect of their computer use, including email, and that under Arkansas law both email and technology use records maintained by the district are subject to disclosure under the Freedom of Information Act. Consequently, no employee or student-related reprimands or other disciplinary communications should be made through email except when specifically authorized by District policy.

Passwords or security procedures are to be used as assigned, and confidentiality of student records is to be maintained at all times. Employees must not disable or bypass security procedures, compromise, attempt to compromise, or defeat the district’s technology network security, alter data without authorization, disclose passwords to other staff members or students, or grant students access to any computer not designated for student use. It is the policy of this school district to equip each computer with Internet filtering software designed to prevent users from accessing material that is harmful to minors. The ~~designated~~ District Information Technology ~~Administrator~~Security Officer or designee may authorize the disabling of the filter to enable access by an adult for a bona fide research or other lawful purpose.

District technology resources shall not be used to violate Arkansas or Federal law.

An employee shall not use District technology resources to express a political opinion to an elected official unless the opinion is either within the scope of the employee's regular job duties or requested by an elected official or public entity. District technology resources shall not be used to engage in lobbying an elected official on a personal opinion by an employee unless the employee is a registered lobbyist for the District.

Employees who misuse district-owned technology resources in any way, including excessive personal use, using computers for personal use during instructional time, using computers to violate any other policy, knowingly or negligently allowing unauthorized access, or using the computers to access or create sexually explicit or pornographic text or graphics, will face disciplinary action, up to and including termination ~~or non-renewal~~ of the employment contract.

Legal References: Children's Internet Protection Act; PL 106-554, 20 USC 6777, 47 USC 254(h), A.C.A. § 6-21-107, A.C.A. § 6-21-111, A.C.A. § 25-1-128, Commissioner's Memo COM-24-038
Adopted: 2/20/2012
History PPC: 3/7/2012, 3/4/2024
History BOE: 2/20/2012, 3/12/2024
Revised: 3/12/2024, 4/14/2026

Policy 3.31R

DRUG FREE WORKPLACE – LICENSED PERSONNEL

Effective: 7/1/2026

The conduct of district staff plays a vital role in the social and behavioral development of our students. It is equally important that the staff have a safe, healthful, and professional environment in which to work. To help promote both interests, the district shall have a drug free workplace. It is, therefore, the district's policy that district employees are prohibited from the unlawful manufacture, distribution, dispensation, possession, or use of controlled substances, illegal drugs, inhalants, alcohol, as well as inappropriate or illegal use of prescription drugs. Such actions are prohibited both while at work or in the performance of official duties while off district property; violations of this policy will subject the employee to discipline, up to and including termination.

To help promote a drug free workplace, the district shall establish a drug-free awareness program to inform employees about the dangers of drug abuse in the workplace, the district's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance abuse programs, and the penalties that may be imposed upon employees for drug abuse violations.

Should any employee be found to have been under the influence of, or in illegal possession of, any illegal drug or controlled substance, whether or not engaged in any school or school-related activity, and the behavior of the employee, if under the influence, is such that it is inappropriate for a school employee in the opinion of the superintendent, the employee may be subject to discipline, up to and including termination. This policy also applies to those employees who are under the influence of alcohol while on campus or at school-sponsored functions, including athletic events. RSD may conduct and require drug testing under the following circumstances:

1. As part of the pre-employment process (for bus drivers).
2. Following suspected use of illegal drugs as indicated through unsteadiness; slurred speech; dilated or constricted pupils; incoherent and/or irrational speech; or the presence of an odor associated with a prohibited substance on one's breath or clothing which could reasonably be attributed to the use of drugs.
3. Arrest for the sale and/or abuse of drugs.

Testing shall be at the expense of Russellville School District.

An employee living on campus or on school owned property is permitted to possess alcohol in his/her residence. The employee is bound by the restrictions stated in this policy while at work or performing his/her official duties.

Possession, use or distribution of drug paraphernalia by any employee, whether or not engaged in school or school-related activities, may subject the employee to discipline, up to and including termination. Possession in one's vehicle or in an area subject to the employee's control will be considered to be possession as though the substance were

on the employee's person.

It shall not be necessary for an employee to test at a level demonstrating intoxication by any substance in order to be subject to the terms of this policy. Any physical manifestation of being under the influence of a substance may subject an employee to the terms of this policy. Those physical manifestations include, but are not limited to: unsteadiness; slurred speech; dilated or constricted pupils; incoherent and/or irrational speech; or the presence of an odor associated with a prohibited substance on one's breath or clothing.

Should an employee desire to provide the District with the results of a blood, breath or urine analysis, such results will be taken into account by the District only if the sample is provided within a time range that could provide meaningful results and only by a testing agency chosen or approved by the District. The District shall not request that the employee be tested, and the expense for such voluntary testing shall be borne by the employee.

Any incident at work resulting in injury to the employee requiring medical attention shall require the employee to submit to a drug test, which shall be paid at the District's workers's ~~s~~ compensation carrier's expense. Failure for the employee to submit to the drug test or a confirmed positive drug test indicating the use of illegal substances or the misuse of prescription medications shall be grounds for the denial of worker's compensation benefits in accordance with policy 3.44—LICENSED PERSONNEL WORKPLACE INJURIES AND WORKERS' COMPENSATION~~, and may lead to termination~~.

Any employee who is charged with a violation of any state or federal law relating to the possession, use or distribution of illegal drugs, other controlled substances or alcohol, or of drug paraphernalia, must notify his/her immediate supervisor within five (5) week days (i.e., Monday through Friday, inclusive, excluding holidays) of being so charged. The supervisor who is notified of such a charge shall notify the Superintendent immediately.

If the supervisor is not available to the employee, the employee shall notify the Superintendent within the five (5) day period.

Any employee so charged is subject to discipline, up to and including termination. However, the failure of an employee to notify his or her supervisor or the Superintendent of having been so charged shall result in that employee being recommended for termination by the Superintendent.

Any employee convicted of any criminal drug statute violation for an offense that occurred while at work or in the performance of official duties while off district property shall report the conviction within 5 calendar days to the superintendent. Within 10 days of receiving such notification, whether from the employee or any other source, the district shall notify federal granting agencies from which it receives funds of the conviction. Compliance with these requirements and prohibitions is mandatory and is a

condition of employment.

Any employee convicted of any state or federal law relating to the possession, use or distribution of illegal drugs, other controlled substances, or of drug paraphernalia, shall be recommended for termination.

Any employee who must take prescription medication at the direction of the employee's physician, and who is impaired by the prescription medication such that he/she cannot properly perform his/her duties shall not report for duty. Any employee who reports for duty and is so impaired, as determined by his/her supervisor, will be sent home. The employee shall be given sick leave, if owed any. The District or employee will provide transportation for the employee, and the employee may not leave campus while operating any vehicle. It is the responsibility of the employee to contact his/her physician in order to adjust the medication, if possible, so that the employee may return to his/her job unimpaired. Should the employee attempt to return to work while impaired by prescription medications, for which the employee has a prescription, he/she will, again, be sent home and given sick leave, if owed any. Should the employee attempt to return to work while impaired by prescription medication a third time the employee may be subject to discipline, up to and including a recommendation of termination.

Any employee who possesses, uses, distributes or is under the influence of a prescription medication obtained by a means other than his/her own current prescription shall be treated as though he was in possession, possession with intent to deliver, or under the influence, etc. of an illegal substance. An illegal drug or other substance is one which is (a) not legally obtainable; or
(b) one which is legally obtainable, but which has been obtained illegally. The District may require an employee to provide proof from his/her physician and/or pharmacist that the employee is lawfully able to receive such medication. Failure to provide such proof, to the satisfaction of the Superintendent, may result in discipline, up to and including a recommendation of termination.

A report to the appropriate licensing agency shall be filed within seven (7) days of:

1) A final disciplinary action taken against an employee resulting from the diversion, misuse, or abuse of illicit drugs or controlled substances; or
2) The voluntary resignation of an employee who is facing a pending disciplinary action resulting from the diversion, misuse, or abuse of illicit drugs or controlled substances.

The report filed with the licensing authority shall include, but not be limited to:

- The name, address, and telephone number of the person who is the subject of the report; and
- A description of the facts giving rise to the issuance of the report.

When the employee is not a healthcare professional, law enforcement will be contacted regarding any final disciplinary action taken against an employee for the diversion of controlled substances to one (1) or more third parties.

Notes: This policy is similar to Policy 8.28

~~Cross Reference: 8.28 – DRUG FREE WORKPLACE – CLASSIFIED PERSONNEL~~
Legal References: 41 U.S.C. § 8101, 8103, and 8104, A.C.A. § 5-71-231, A.C.A. § 11-9-102, A.C.A. § 17-80-117
Former Policy Number: GBRC GCRJ 1-2
Adopted: 4/22/1991
History PPC: 6/2/2015, 3/2/2016, 4/6/2016
History BOE: 4/22/1991, 3/15/1994, 6/16/2015, 3/15/2016
Revised: 3/15/1994, 6/16/2015, 3/15/2016, 4/14/2026

Policy 3.38

LICENSED PERSONNEL RESPONSIBILITIES GOVERNING BULLYING

Effective: 7/1/2026

Definitions

“Attribute” means an actual or perceived personal characteristic including without limitation race, color, religion, ancestry, national origin, socioeconomic status, academic status, disability, gender, gender identity, physical appearance, health condition, or sexual orientation;

“Bullying” means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that ~~-~~:

1. ~~m~~May address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated ~~and that~~ ;
2. Involves an actual or reasonably perceived power imbalance;
3. Is repeated or has a high likelihood of repetition; and
4. ~~c~~Causes or creates actual or reasonably foreseeable:
   - Physical harm to a public school employee or student or damage to the public school employee's or student's property;
   - Substantial interference with a student's education or with a public school employee's role in education;
   - A hostile educational environment for one (1) or more students or public school employees due to the severity, persistence, or pervasiveness of the act; or
   - Substantial disruption of the orderly operation of the school or educational environment~~;~~.

Examples of "Bullying" include, but are not limited to, a pattern of behavior involving one or more of the following:

1. Cyberbullying;
2. Sarcastic comments "compliments" about another student’s personal appearance or actual or perceived attributes~~,~~;
3. Pointed questions intended to embarrass or humiliate~~,~~;
4. Mocking, taunting or belittling~~,~~;
5. Non-verbal threats and/or intimidation such as “fronting” or “chesting” a person~~,~~;
6. Demeaning humor relating to a student’s actual or perceived attributes~~,~~;
7. Blackmail, extortion, demands for protection money or other involuntary donations or loans~~,~~;
8. Blocking access to school property or facilities~~,~~;
9. Deliberate physical contact or injury to person or property~~,~~;
10. Stealing or hiding books or belongings~~,~~;
11. Threats of harm to student(s), possessions, or others~~,~~;

12. Sexual harassment, as governed by policy 3.26, is also a form of bullying~~,~~.; and/or
13. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether the student self-identifies as homosexual or transgender (Examples: “Slut”, “You are so gay.”, “Fag”, “Queer”).

“Cyberbullying” means any form of communication by electronic act that is sent with the purpose to:

- Harass, intimidate, humiliate, ridicule, defame, or threaten a student, school employee, or person with whom the other student or school employee is associated; or
- Incite violence towards a student, school employee, or person with whom the other student or school employee is associated.

Cyberbullying of School Employees includes, but is not limited to:

a. Building a fake profile or website of the employee;
b. Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;
c. Posting an original or edited image of the school employee on the Internet;
d. Accessing, altering, or erasing any computer network, computer data program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords of a school employee;
e. Making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
f. Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;
g. Signing up a school employee for a pornographic Internet site; or
h. Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

Cyberbullying is prohibited whether or not the cyberbullying originated on school property or with school equipment, if the cyberbullying results in the substantial disruption of the orderly operation of the school or educational environment or is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school and has a high likelihood of succeeding in that purpose.

“Harassment” means a pattern of unwelcome verbal or physical conduct relating to another person's constitutionally or statutorily protected status that causes, or reasonably should be expected to cause, substantial interference with the other's performance in the school environment~~; and~~.

“Substantial disruption” means without limitation that any one or more of the following occur as a result of the bullying:

- Necessary cessation of instruction or educational activities;

- Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;
- Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or
- Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

Teachers and other school employees who have witnessed, or are reliably informed that, a student has been a victim of bullying as defined in this policy, including a single action which if allowed to continue would constitute bullying, shall report the incident(s) to the building principal, or designee, as soon as possible.

The person or persons reporting behavior they consider to be bullying shall not be subject to retaliation or reprisal in any form.

District staff are required to help enforce implementation of the district's anti-bullying policy. Students who bully another person are to be held accountable for their actions whether they occur on school equipment or property; off school property at a school-sponsored or school- approved function, activity, or event; going to or from school or a school activity in a school vehicle or school bus; or at designated school bus stops. Students are encouraged to report behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, to their teacher or the building principal. The report may be made anonymously.

A building principal, or designee, who receives a credible report or complaint of bullying shall:

1. As soon as reasonably practicable, but by no later than the end of the school day following the receipt of the credible report of bullying:
   a. Report to a parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student that their student is the victim in a credible report of bullying; and
   b. Prepare a written report of the alleged incident of bullying;
2. Promptly investigate the credible report or complaint of bullying, which shall be completed by no later than the fifth (5^{th}) school day following the completion of the written report.
3. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student who was the alleged victim in a credible report of bullying whether the investigation found the credible report or complaint of bullying to be true and the availability of counseling and other intervention services.
4. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis of the student who is alleged to have been the perpetrator of the incident of bullying:
   a. That a credible report or complaint of bullying against their student exists;
   b. Whether the investigation found the credible report or complaint of bullying to be true;
   c. Whether action was taken against their student upon the conclusion

of the investigation of the alleged incident of bullying; and

d. Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;

5. Make a written record of the investigation, which shall include:
   a. A detailed description of the alleged incident of bullying, including without limitation a detailed summary of the statements from all material witnesses to the alleged incident of bullying;
   b. Any action taken as a result of the investigation; and
6. Discuss, as appropriate, the availability of counseling and other intervention services with students involved in the incident of bullying.

District employees are held to a high standard of professionalism, especially when it comes to employee-student interactions. Actions by a District employee towards a student that would constitute bullying if the act had been performed by a student shall result in disciplinary action, up to and including termination. This policy governs bullying directed towards students and is not applicable to adult on adult interactions. Therefore, this policy does not apply to interactions between employees. Employees may report workplace conflicts to their supervisor.[1] In addition to any disciplinary actions, the District shall take appropriate steps to remedy the effects resulting from bullying.

To prevent multiple, simultaneous investigations into the same alleged conduct, if the facts that support an alleged incident of bullying may also constitute a violation of another District policy; State or Federal law; State rule; or Federal regulation, then the District shall investigate and dispose of the alleged incident of bullying in accordance with the other applicable District policy; State or Federal law; State rule; or federal regulation in lieu of the requirements of this policy.

Notes: This policy is similar to Policy 8.26.

A school employee who has reported violations under the school district's policy shall be immune from any tort liability which may arise from the failure to remedy the reported incident.

DESE has created a guidance document on bullying that could be useful in developing staff and student training on bullying. The document can be found at https://dese.ade.arkansas.gov/Offices/communications/safety/anti-bullying-and-violence-prevention.

Cross Reference: 8.26 – LICENSED PERSONNEL RESPONSIBILITIES GOVERNING BULLYING
Legal Reference: A.C.A. § 6-18-514, DESE Rules Governing Student Discipline ~~and School Safety~~
Adopted: 2/19/2013
History PPC: 3/6/2013, 5/2/2018 History
BOE: 2/19/2013, 4/17/2018, 3/14/2023
Revised: 4/17/2018, 3/14/2023, 4/14/2026

Policy 3.41

LICENSED PERSONNEL VIDEO SURVEILLANCE AND OTHER MONITORING

Effective: 07/01/2026

The Board of Directors has a responsibility to maintain discipline, protect the safety, security, and welfare of its students, staff, and visitors while at the same time safeguarding district facilities, vehicles, and equipment. As part of fulfilling this responsibility, the board authorizes the use of video/audio surveillance cameras, audio recording devices, automatic identification, data compilation devices, and technology capable of tracking the physical location of district equipment, students, and/or personnel.

The placement of video/audio surveillance cameras shall be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy anywhere on or near school property, facilities, vehicles, or equipment, with the exception of places such as rest rooms or dressing areas where an expectation of bodily privacy is reasonable and customary. In accordance with Arkansas law, the District has audio recording devices in each of the District's locker rooms, changing rooms, and dressing rooms.

Signs shall be posted on district property and in or on district vehicles to notify students, staff, and visitors that video cameras may be in use. Signs shall be posted in a conspicuous place in each of the District's locker rooms, changing rooms, and dressing rooms notifying individuals of the presence of an audio recording device in the locker room, changing room, or dressing room. Violations of school personnel policies or laws caught by the cameras and other technologies authorized in this policy may result in disciplinary action.

The district shall retain copies of video recordings until they are erased which may be accomplished by either deletion or copying over with a new recording. Other than audio recordings being retained under the provisions of this policy's following paragraph, audio recordings shall be retained for one (1) year from the date when the audio recording was made. At least ten (10) days before the destruction or deletion of an audio recording, the District shall publish a notice on the District's website that the District intends to destroy or delete the audio recording.

Videos, "audio recordings", automatic identification, or data compilations containing evidence of a violation of district personnel policies and/or state or federal law shall be retained until the issue of the misconduct is no longer subject to review or appeal as determined by board policy or staff handbook; any release or viewing of such records shall be in accordance with current law. A.C.A. § 6-21-122 restricts access to the audio recordings to only a:

- District administrator; or
- Parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to a student who presents an allegation of wrongdoing that the audio recording may be used as evidence for.

Staff who vandalize, damage, defeat, disable, or render inoperable (temporarily or permanently) surveillance cameras and equipment, "audio recording devices, automatic identification, or data
compilation devices shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.

Video recordings, "audio recordings", and automatic identification or data compilation records may become a part of a staff member's personnel record.

Notes: This policy is similar to policies 4.48 and 8.29

~~Cross References: 4.48 – Video Surveillance and other Student Monitoring; 8.29 – Classified Personnel Video Surveillance; 7.15 – Record Retention and Destruction~~
Legal References: ~~20 USC 1232(g); 34 CFR 99.3, 4, 5, 7, 8, 10, 12, 31~~ A.C.A. 6-21-122
Adopted: 2/19/2013
History BOE: 2/19/2013
History PPC: 3/6/2013
Last Revised: 4/14/2026

Policy 3.43

DUTY OF LICENSED EMPLOYEES TO MAINTAIN LICENSE IN GOOD STANDING

Effective: ~~7/1/2023~~ 7/1/2025

It is the responsibility of each ~~teacher~~ licensed employee, and not the district, to keep ~~his/her~~ the employee's ~~teaching~~ license continuously renewed with no lapses in licensure, and in good standing with the State Board of Education. Failure of a ~~teacher~~ licensed employee to do so will be grounds for termination.

Legal Reference: A.C.A. § 6-17-401

Date Adopted: 3/14/2023

Last Revised:3/14/2023, 4/14/2026

Policy 3.46R
LICENSED PERSONNEL VACATIONS
Effective: 7/1/2026

All full time, 12 month two hundred forty (240) day contracted employees ~~are credited with 10 days of vacation at the beginning of each fiscal year.~~ will be entitled to paid vacation. Employees with less than ten (10) years of experience with the Russellville School District shall receive ten (10) days of paid vacation. Employees with more than ten (10) years of experience with Russellville School District shall receive fifteen (15) days of paid vacation. This is based on the assumption that a full contract year will be worked. If an employee fails to finish the contract year due to resignation or termination, the employee's final check will be reduced at the rate of eight hundred thirty-three thousandths (0.833) days per month, or major portion of a month, for any days used but not earned.

All vacation time must be approved, in advance to the extent practicable, by the superintendent or designee who shall consider the staffing needs of the district in making his/her determination.

Requested vacation time exceeding 10 consecutive contract work days must have prior approval by the Superintendent and designee.

By the end of the fiscal year (June 30), an employee can carry over 15 days. Earned but unused vacation will be paid upon retirement at the employee's current daily rate of pay for a max of 15 days, if the employee has worked at least 5 years in the district. Twelve month employees on contract on or before June 30, 2023 may carry over a maximum of 30 days of vacation each fiscal year.

Notes: This policy is similar to policy 8.38.

Date Adopted: 5/9/2023

Last Revised: 4/14/2026

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Policy 3.49

TEACHERS' REMOVAL OF STUDENT FROM CLASSROOM

Effective: 7/1/2026

Note and advisement: This policy is adopted by the Board of Directors in order to bring the District into compliance with the Division of Elementary and Secondary Education rules concerning student discipline, and to incorporate the provisions of A.C.A. § 6-18-511. However, teachers should be aware that federal law governing a student's Individual Education Program (IEP) or 504 plan, or status as an individual with a disability will supersede Arkansas law. In many cases, removing a student from a classroom due to behavioral problems~~,~~ will violate a student's IEP, violate a student's 504 plan, or constitute discrimination against the student due to a disability that affects the student's ability to conform his or her behavior. Teachers have been successfully sued for IEP and 504 plan violations in other jurisdictions, and teachers need to understand that violating a student's rights is outside of the scope of his or her employment, and no insurance is available or provided by the school district for either legal defense or to pay a money judgment. Teachers who rely on this law and this policy to exclude a student with special needs or a disability are assuming a grave personal risk.

~~It is the policy of the Russellville School District Board of Directors to permit teachers to remove a student from their class under the following conditions:~~

~~A. Consistent with state and federal law, a teacher may remove a student from class and send him or her to the principal's or principal's designee's office in order to maintain effective discipline in the classroom. A teacher may remove from class a student:~~

Definitions

"Appropriate interim learning environment" means an appropriate learning environment that is used for a period of time not to exceed ten (10) days.

"Appropriate learning environment" means a setting within the District that provides a similar structure to the following, without limitation:

1. A classroom; or
2. In-school suspension.

"Violent or abusive behavior" means, without limitation:

a. Using threatening language;

b. Throwing an item that risks or causes:

- Harm to another individual;
- Injury to another individual; or

- Damage to property;

c. Physically abusing a teacher or another student; or

d. Any other similar action that presents a physical danger or a threat of physical danger to a teacher or another student.

A Teacher may, but is not required to, remove a student from class:

- ~~1.~~ Who has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the students in the class or with the ability of the student's classmates to learn; or
- ~~2.~~ Whose behavior ~~the teacher determines~~ is so unruly, disruptive, violent, or abusive that it seriously interferes with the teacher's ability to teach the students ~~in~~, the class, or with the ability of the student's classmates to learn.

A student who is removed from class shall:

~~B. The teacher's~~ o Be sent to the office of the principal or the principal's designee ~~may:~~;

o Be escorted from the classroom by the school administration if the student refuses to leave the classroom voluntarily;

o Not be returned to the teacher's class until a conference is held; and

~~1. Place the student into~~ o Be placed in another appropriate classroom~~;~~

~~2. Place the student into in-school suspension;~~

~~3. Return the student to the class; or~~

~~4. Take other appropriate action consistent with the District's student discipline policies and state and federal law.~~

~~C. Student removal~~

~~1. If a teacher removes a student from class in accordance with subsection (b) of this policy the principal or his designee may place the student into another appropriate classroom, into in-school suspension, or into the district's alternative~~ learning environment ~~established in accordance with §6-18-508, so long as such placement is consistent with the school district's written student discipline policy, or the principal or his designee may return the student to the class, or take other appropriate action consistent with the school district's discipline policy, state law and federal law.~~ until the conference is completed.

~~2. If a teacher removes a student from class twice during any nine (9) week grading period, or its equivalent as determined by the Department of Education, the~~

The conference shall be held for the purpose of:

~~principal or his designee may not return the student to the teacher's class unless a conference is held for purposes of~~

1. ~~d~~Determining the causes of the problem~~,~~ that lead to the student's removal and possible solutions~~, and with~~ ;
2. Serving as a manifestation determination review if the student removed from the class is a student with a disability;
3. Determining if a behavioral threat assessment is necessary for the student

who was removed from the class due to violent behavior.

Tthe following individuals shall be present at the conference:

a. The principal or histhe principal's designee;
b. The teacher;
c. The school counselor;
d. A 504/special education representative (if applicable);
e. The parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis; and
ef. The student, if appropriate.

The failure of the parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis to attend the conference provided for in (c) (2) shall not prevent the conference from being held nor prevent any action from being taken as a result of that conference.

Following the conclusion of the conference, the principal or the principal's designee may take any of the following actions against a student who was removed from class:

- Place the student into another appropriate classroom,learning environment or into in-school suspension;
- Except for a student who was removed for violent or abusive behavior, return the student to the class,; or
- tTake other appropriate action consistent with the school dDistrict's discipline policy, state law, and federal law.

A student who is removed from class three (3) times during the same school year shall be placed in another appropriate learning environment for the remainder of the school year.

The District shall follow all requirements under the IDEA and 504 for students with a disability, including those surrounding a change in placement.

Legal Reference: A.C.A. § 6-18-511, Division of Elementary and Secondary Education Rules Governing Student Discipline And school Safty
Adopted: 11/16/1999
History PPC: 5/1/2013, 5/6/2015, 6/2/2021
History BOE: 4/17/2001, 4/22/2013, 5/11/2015, 6/18/2019, 6/15/2021
Revised: 11/16/1999, 4/17/2001, 2/15/2010 (wording, "Russellville School District"), 4/22/2013, 5/19/2015, 6/18/2019, 6/15/2021, 4/14/2026

Policy 3.56

LICENSED PERSONNEL PARENTAL LEAVE

Effective: 7/1/2026

In collaboration with the Division of Elementary and Secondary Education, the District provides up to twelve (12) weeks of paid leave for the following:

1. Birth of an eligible employee's biological child;
2. Placement of an adoptive child under one (1) year of age in the home of an eligible employee; or
3. Foster placement of an infant under one (1) year of age in the home of an eligible employee.

An employee shall be eligible to take paid leave under this policy if the:

- Individual was employed full-time by a public school for more than one (1) year immediately preceding the request for leave;
- Leave is taken within the first twelve (12) weeks of the cause for leave; and
- Employee has not been disciplined for any leave abuse during the past year prior to the need for leave.

An employee shall only be eligible for a total of twelve (12) weeks of paid parental leave when the parental leave is due to the adoption of a child, and the adoption is following the foster placement of the same child in the employee's home.

An employee shall be compensated at the employee's daily rate of pay for each day that the employee is on parental leave.

Any day during the academic year designated as a day when academic classes will not be held, including holidays, shall not be counted when calculating:

A. The twelve (12) weeks from the cause for leave; or
B. The total number of days approved as parental leave.

Eligible leave taken under this policy shall run concurrently with leave under Policy 3.32—LICENSED PERSONNEL FAMILY MEDICAL LEAVE but shall be used before other forms of paid leave.

Cross Reference: 3.32—LICENSED PERSONNEL FAMILY MEDICAL LEAVE
Legal References: A.C.A. § 6-17-122 DESE Rules Governing Maternity Leave Cost Sharing
Date Adopted: 7/1/2026
Last Revised: 4/14/2026

Policy 3.58
LICENSED PERSONNEL USE OF ARTIFICIAL INTELLIGENCE
Effective: 7/1/2026

Definitions

"Artificial Intelligence (AI)" means a machine-based system ~~Computer systems or applications that perform tasks typically requiring human intelligence, such as learning, problem-solving, and decision-making~~ can, based on a given set of human-defined objectives, make predictions, recommendations, or decisions influencing a real or virtual environment.

"AI Tools" means Software, hardware, or cloud-based applications that use AI to aid in tasks like content creation, data analysis, and personalized learning. For purposes of this policy, AI tools do not include items such as spell check or grammar check.

"Automated decision tool" means an AI tool that has been specifically developed and marketed, or specifically modified, to make or to be a controlling factor in making consequential decisions.

This policy governs the use of AI tools in classrooms, administrative functions, and decision-making processes by licensed employees and outlines the responsible and ethical use of integrated AI tools into teaching and administrative practices.

The use of AI tools by District licensed employees shall adhere to the following:

- Only those AI tools approved by the District's committee for the selection of AI tools may be used;
- The use of AI tools by licensed employees shall adhere to District policy; State and Federal law; State rules; and federal regulations governing data privacy; and
- The use of AI tools shall operate in a manner that allows staff, students, and parents to have the opportunity to access information on how AI tools are integrated in teaching and learning within the district.

Licensed employees may use AI tools to personalize learning, assist with lesson planning, and provide real-time feedback to students. Any use of AI tools shall be to complement, rather than replace, human instruction.

Licensed employees are responsible for helping students understand the boundaries of using AI tools in completing assignments. Any use of AI tools by students must be approved by the student's classroom teacher prior to the student's use. Students shall receive instruction on how content generated by AI tools should be:

- Reviewed for bias and inaccuracies; and
- Cited as a source, following District citation guidelines.

Any use of AI tools in the classroom shall be deployed in a way that considers equal access for all students, regardless of socioeconomic status, and shall not exacerbate inequalities. Licensed employees shall actively monitor AI tools for any signs of bias or inequitable treatment of students. Any AI tools that are used for student assessments shall be monitored for biases and regularly reviewed with the ultimate goal of impartiality. Automated writing evaluation and/or grading AI tools are required to provide feedback based on set learning indicators including, but not limited to: objectives, outcomes, goals, competencies, targets, success criteria, proficiency scales, rubrics, or other indicators. AI tools, including automated decision tools, shall not be the sole basis for decisions that significantly affect students, such as assignment of grades.

It is the responsibility of the District's licensed employees to monitor AI tool usage and verify the use of the AI tools is in alignment with the district's ethical guidelines and educational goals.

While AI tools, including automated decision tools, may be used to assist with administrative tasks, such as lesson planning, scheduling, data analysis, and managing student records, final decisions impacting students or employees must involve human oversight.

Employees are responsible for their use of AI tools and for safeguarding sensitive information. Employees shall report any security incidents or potential data breaches immediately to a supervisor or the IT department.

Licensed employees are encouraged to provide feedback on the usage of AI tools to help the District ensure the effectiveness, ethical compliance, and relevance to the District's educational goals of the AI tools the District is using.

The failure to comply with this policy or a District policy governing the release of information may result in disciplinary action, up to and including termination.

Notes: This policy is similar to Policy 8.49.

Cross References: 3.6—LICENSED PERSONNEL EMPLOYEE TRAINING

4.13—PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

4.64—STUDENT USE OF ARTIFICIAL INTELLIGENCE

5.10—ARTIFICIAL INTELLIGENCE

7.16—INFORMATION TECHNOLOGY SECURITY

8.49—CLASSIFIED PERSONNEL USE OF ARTIFICIAL INTELLIGENCE

Legal References: A.C.A. § 6-18-2601 et seq.

A.C.A. §25-1-128

15 U.S.C. § 6501

20 U.S.C. § 1232g

34 C.F.R. Part 99

Date Adopted: 1/9/2025

Last Revised: 4/14/2026

Policy 3.59
ANTISEMITISM PROHIBITED
Effective: 7/1/2026

"Antisemitism" means a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities. Antisemitism may be expressed in speech; writing; visual forms; and actions, and employs sinister stereotypes and negative character traits.

The following are examples of actions, when taken as a whole, that may constitute antisemitism:

- The targeting of the state of Israel, conceived as a Jewish collectivity;
- Charging Jews with conspiring to harm humanity;
- Calling for, aiding, or justifying the killing or harming of Jews in the name of a radical ideology or an extremist view of religion;
- Making mendacious, dehumanizing, demonizing, or stereotypical allegations about Jews as such or the power of Jews as collective — such as, especially but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions;
- Accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, or even for acts committed by non-Jews;
- Denying the fact, scope, mechanisms (e.g. gas chambers), or intentionality of the genocide of the Jewish people at the hands of National Socialist Germany and its supporters and accomplices during World War II (the Holocaust);
- Accusing the Jews as a people, or Israel as a state, of inventing or exaggerating the Holocaust;
- Accusing Jewish citizens of being more loyal to Israel, or to the alleged priorities of Jews worldwide, than to the interests of their own nations;
- Denying the Jewish people their right to self-determination, e.g., by claiming that the existence of a State of Israel is a racist endeavor;
- Applying double standards by requiring of Israel a behavior not expected or demanded of any other democratic nation;
- Using the symbols and images associated with classic antisemitism (e.g., claims of Jews killing Jesus or blood libel) to characterize Israel or Israelis;
- Drawing comparisons of contemporary Israeli policy to that of the Nazis; or
- Holding Jews collectively responsible for actions of the state of Israel.

Antisemitism does not include criticism of Israel similar to the criticism leveled against any other country.

Discrimination and harassment based on antisemitism is expressly prohibited.

The District shall appoint an individual to act as the District's Title VI Coordinator, who shall be responsible for investigating any complaints of discrimination or harassment based on antisemitism. The District shall:

1. Include contact information for the Title VI Coordinator in information that is provided to staff, students, and parents; and
2. Provide the following on the District website that may be accessed through a link titled "Antisemitism/Title VI":

    a. The District's definition of antisemitism;
    b. A statement that antisemitism is prohibited in the District's educational programs and activities;
    c. A statement that complaints of discrimination or harassment based on antisemitism may be filed with the Title VI Coordinator;
    d. Contact information for the District's Title VI Coordinator; and
    e. Information on how to file a complaint of antisemitism with the Title VI Coordinator at the Arkansas Department of Education.

A student or a student's parent may contact the District Title VI Coordinator directly with any complaints of discrimination or harassment based on antisemitism. District employees are responsible for timely notifying the District Title VI Coordinator of any complaints they receive or incidents they witness of discrimination or harassment based on antisemitism.

Complaints of discrimination or harassment based on antisemitism shall be investigated and handled in accordance with Policy 6.7—COMPLAINTS.

An employee who is found to have violated the provisions of this policy may be subject to discipline, up to and including termination.

The District Title VI Coordinator shall report an incident or complaint of discrimination or harassment under this policy to the Arkansas Department of Education Title VI Coordinator.

In addition to the filing of a complaint under this policy, complaints of discrimination or harassment based on antisemitism may be submitted directly to the Title VI Coordinator at the Arkansas Department of Education.

Nothing in this policy shall be construed to diminish or infringe upon any right protected under the First Amendment to the United States Constitution or Arkansas Constitution, Article 2, §§ 4, 6, and 24.

Notes: This policy is similar to Policy 8.50.

Cross Reference: 6.7—COMPLAINTS

Legal Reference: A.C.A. § 6-16-2001 et seq.

Date Adopted: 5/2/2025

Last Revised: 4/14/2026

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date: April 14, 2026
Item Title: Updated District Policies
Responsible Administrator: Brittany Herring
Strategic Plan Priority: Academic Excellence

Background:
The following policies have been updated to reflect the Department of Elementary and Secondary Education (DESE) Rules. The new language has been recommended by legal counsel and the Arkansas School Board Association.

4.2—ENTRANCE REQUIREMENTS - The policy was updated to incorporate the changes regarding transferring military family dependents from Acts 501 and 728. The Legal References were updated to note the change in the title to the DESE Rules Governing Student Discipline.

4.3—COMPULSORY ATTENDANCE REQUIREMENTS - The policy was updated to include a specific reference to the G.E.D. from Act 918.

4.4—STUDENT TRANSFERS - The policy was updated to account for changes from Act 118. The policy is being updated to ensure that a student who transfers to another district is placed in the grade and courses based on their actual academic record rather than solely based on where their previous school had the student placed; this is to prevent both school shopping for students to avoid the third grade retention requirement as well as social promotion, which is prohibited by statute.

4.5—SCHOOL CHOICE - The policy was updated to align with changes to the DESE Rules Governing Public School Choice.

4.5F—SCHOOL CHOICE CAPACITY RESOLUTION - The policy was updated to account for changes from Acts 563, 732, and 913.

4.5F5—SCHOOL CHOICE REJECTION LETTER - The letter was updated to note the change in what determines a lack of capacity from Acts 732 and 913.

4.7—ABSENCES - The policy was updated to incorporate the requirements for students to receive excused absences for political speech from Acts 340 and 341 and those surrounding

excused absences for children of fallen service members and fallen first responders from Act 794.

4.8—MAKE-UP WORK - The Legal References were updated to note the change in the title to the DESE Rules Governing Student Discipline. This change does not require board action.

4.11R—EQUAL EDUCATIONAL OPPORTUNITY - The policy was updated to include the requirement to include a Title VI coordinator to prevent antisemitism from Act 721; and to recognize the court orders requiring that all districts use the 2020 sexual harassment regulations instead of the 2024 regulations.

4.17—STUDENT DISCIPLINE - The policy was updated to incorporate the changes from positive behavioral support systems to multi-tiered behavioral intervention procedures from Act 804. The Legal References were updated to note the change in the title to the DESE Rules Governing Student Discipline.

4.18—PROHIBITED CONDUCT - The policy was updated to account for the court orders requiring that districts use the 2020 sexual harassment regulations instead of the 2024 regulations. Antisemitism was added as a prohibited conduct in accordance with Act 721. In addition, the Legal References were updated.The Legal References were updated to note the change in the title to the DESE Rules Governing Student Discipline.

4.20—DISRUPTION OF SCHOOL - The policy was updated to include the requirements regarding the removal of students from class under Act 565. The Legal References were updated to note the change in the title to the DESE Rules Governing Student Discipline.

4.21—STUDENT ASSAULT OR BATTERY - The Legal References were updated to note the change in the title to the DESE Rules Governing Student Discipline. This change does not require board action.

4.23—TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, AND RELATED PRODUCTS - A note was added regarding law enforcement and staff civil immunity for confiscation of tobacco products from Act 669. In addition, the Legal References were updated to add an additional statute prohibiting the use of tobacco products on campus from Act 590.

4.24—DRUGS AND ALCOHOL - Several list sets were broken out into bulleted lists for ease of reading. In addition, a note was added to explain the interaction between the policy and the

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Medical Marijuana Amendment. The Legal References were updated to include section 6 of Amendment 98.)The Legal References were updated to note the change in the title to the DESE Rules Governing Student Discipline. This change does not require board action.

4.27—STUDENT SEXUAL HARASSMENT - This policy was updated to recognize the court orders requiring that all districts use the 2020 sexual harassment regulations instead of the 2024 regulations. We delayed releasing an update to this policy to make sure it did not require any additional changes from the legislative session. Formatting errors were corrected.

4.30—SUSPENSION FROM SCHOOL - The Legal References were updated to note the change in the title to the DESE Rules Governing Student Discipline. Formatting errors were corrected.

4.31—EXPULSION - The Cross Reference was updated to standardize the formatting with other policies. This change does not require board action. The Legal References were updated to note the change in the title to the DESE Rules Governing Student Discipline.

4.35—STUDENT MEDICATIONS - The policy was updated to account for nasal spray epinephrine in addition to auto-injectable from Act 245. In addition, a note was added about the requirement to provide information on diabetes from Act 801.

4.35F2—MEDICATION SELF-ADMINISTRATION CONSENT FORM - The policy was updated to account for nasal spray epinephrine in addition to auto-injectable from Act 245.

4.35F4—EPINEPHRINE EMERGENCY ADMINISTRATION CONSENT FORM - The policy was updated to account for nasal spray epinephrine in addition to auto-injectable from Act 245.

4.37—EMERGENCY DRILLS - A note was added to incorporate the requirement that updates to the emergency response plan must include a cardiac emergency response plan in accordance with Act 352.

4.39—CORPORAL PUNISHMENT - The Legal References were updated to note the change in the title to the DESE Rules Governing Student Discipline.

4.43—BULLYING - The policy was updated to incorporate changes from Act 805. The Legal References were updated to note the change in the title to the DESE Rules Governing Student Discipline.

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

4.45—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2026 - This policy is being repealed and replaced.

~~4.45.1—SMART CORE CURRICULUM AND~~ GRADUATION REQUIREMENTS FOR THE CLASS OF 2027 AND THEREAFTER - The policy was updated to account for changes from Acts 340, 341, 724, and 803. The title was updated to note the repeal of the previous 4.45. In addition, the language regarding the English courses required for graduation was updated to account for the change from English 9-12 to English 1-4. Also, language on the computer science flex credit counting towards a math credit was amended to require it to be an applicable computer science flex credit to account for the changes announced in Commissioner's Memo LS-26-029 stating that students who have received the computer science credit before the 2026-2027 school year may have an introductory computer science course count while those who take it starting with the 2026-2027 school year must have at least a level 2 computer science course for the course to count as a math credit. This policy will replace the repealed 4.45.

4.48—VIDEO SURVEILLANCE AND OTHER STUDENT MONITORING - The policy was updated to put things in place for when the audio recording devices are installed as required by Act 908.

4.51—FOOD SERVICE PREPAYMENT - The policy was updated to add language noting that students may request one free breakfast per day regardless of free or reduced meal status from Act 123.

4.52—STUDENTS WHO ARE FOSTER CHILDREN - The deadline for applications for the Foster Student School Choice was updated due to Act 563.

4.55R-STUDENT PROMOTION AND RETENTION- This policy has been updated to more accurately define the good cause exemptions provided by the state for 3rd grade promotion and to define the process for students of a traditional 4th grade age to be placed at the appropriate grade level upon enrollment or re-enrollment in the absence of an ATLAS qualifying score.

4.56—EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS - The policy was updated to account for the changes in participation requirements for transfer students from Act 475.

4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS - The policy was updated to account for the requirements on participation eligibility from Act 475.

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

4.56.3—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR PRIVATE SCHOOL STUDENTS - **(NEW)** This is a new policy to account for the requirements on participation eligibility by private school students from Act 644.

4.60—STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT - The policy was updated to incorporate the transition from positive behavioral supports to multi-tiered behavioral interventions from Act 804.

4.65—ANTISEMITISM PROHIBITED - (NEW) This is a new policy to meet the requirements from Act 721 that all districts adopt policies addressing antisemitism**.**

4.66—ARKANSAS DIRECT ADMISSIONS PROGRAM - (NEW) This is a new policy addressing the Arkansas Direct Admissions Program from Acts 340 and 341.

Recommended Action: To approve Policy 4.2, 4.3, 4.4, 4.5, 4.5F, 4.5F5, 4.7, 4.8, 4.11R, 4.17, 4.18, 4.20, 4.21, 4.23, 4.24, 4.27, 4.30, 4.31, 4.35, 4.35F2, 4.35F4, 4.37, 4.39, 4.43, 4.45, 4.45.1, 4.48, 4.51, 4.52, 4.55R, 4.56, 4.56.2, 4.56.3, 4.60, 4.65, 4.66,

Policy 4.2

ENTRANCE REQUIREMENTS

Effective: 7/1/2026

To enroll in a school in the District, the child must ~~be~~;

A. Be a resident of the District as defined in District policy (4.1~~R~~—RESIDENCE REQUIREMENTS)~~.~~;

B. ~~m~~Meet the criteria outlined in ~~p~~Policy~~.~~:

- 4.40~~R~~—HOMELESS STUDENTS; or ~~in policy~~
- 4.52—STUDENTS WHO ARE FOSTER CHILDREN~~, be~~;

C. Be accepted as a transfer student under the provisions of policy 4.4~~R (Transfer Students), or~~ ; or

D. ~~p~~Participate under a school choice option and submit the required paperwork as required by the choice option under Policy 4.5.

~~Students~~A student may enter kindergarten if the~~y~~ student: ~~will~~

- Meets one of the requirements for school attendance of A through D above; and
- Falls under one of the following:
  - Will attain the age of five (5) on or before August 1 of the year in which the~~y are~~ student is seeking initial enrollment~~.~~; or ~~Any student who~~
  - ~~h~~Has been enrolled in a state-accredited or state-approved kindergarten program in another state for at least sixty (60) days~~,~~ and:
    - ~~w~~Will become five (5) years old during the year in which the ~~/she~~ student is enrolled in kindergarten~~,~~; and ~~meets the basic residency requirement for school attendance may be enrolled in kindergarten upon~~ written request to the District~~.~~
    - Submits a written request for enrollment to the District; or

~~Any student who~~ o ~~w~~Was enrolled in a state-accredited or state-approved kindergarten program in another state or in a kindergarten program equivalent in another country~~,~~ and:

- ~~b~~Becomes a resident of this state as a direct result of active military orders or a court-ordered change of custody~~,~~;
- ~~w~~Will become five (5) years of age during the year in which the ~~or she~~student is enrolled in kindergarten~~,~~; and ~~meets the basic residency requirement for school attendance may be enrolled in kindergarten upon~~
- Submits a written request for enrollment to the District.

Any child who will be six (6) years of age on or before October 1 of the school year of enrollment and who has not completed a state-accredited kindergarten program shall be evaluated by the district and may be placed in the first grade if the results of the evaluation justify placement in the first grade and the child's parent or legal guardian agrees with placement in the first grade; otherwise the child shall be placed in kindergarten.

Any child may enter first grade in a District school if the child will attain ~~the age of~~ six (6) years of age during the school year in which the child is seeking enrollment and the child has successfully completed a kindergarten program in a public school in Arkansas.

Any child who has been enrolled in the first grade in a state-accredited or

state-approved elementary school in another state for a period of at least sixty (60) days, who will become ~~age~~ six ~~(~~6) years of age during the school year in which the~~/she~~ student is enrolled in grade one (1), and who meets the basic residency requirements for school attendance may be enrolled in the first grade.

Students who move into the District from an accredited school shall be assigned to the same grade as they were attending in their previous school (mid-year transfers) or as they would have been assigned in their previous school. Private school students shall be evaluated by the District to determine their appropriate grade placement. Home school students enrolling or re-enrolling as a public school student shall be placed in accordance with policy 4.6~~ – –~~HOME SCHOOLING.

The district shall make no attempt to ascertain the immigration status, legal or illegal, of any student or ~~his/her~~the student's parent or legal guardian presenting for enrollment.

Prior to the child's admission to a District school:

1. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall furnish the child's ~~S~~ssocial ~~S~~ssecurity number, or if they request, the district will assign the child a nine (9) digit number designated by the Division of Elementary and Secondary ~~E~~education.
2. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall provide the district with one (1) of the following documents indicating the child's age:
   a. ~~a~~A birth certificate;
   b. A statement by the local registrar or a county recorder certifying the child's date of birth;
   c. An attested baptismal certificate;
   d. A passport;
   e. An affidavit of the date and place of birth by the child's parent, legal guardian, person ~~have~~having lawful control of the student, or person standing in loco parentis;
   f. United States military identification; or
   g. Previous school records.
3. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding. Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.
4. In accordance with Policy 4.57~~ – Immunizations~~ – IMMUNIZATIONS, the child shall be age appropriately immunized or have an exemption issued by the Arkansas Department of Health.

Uniformed Services Member's Children

For the purposes of this policy:
"Activated reserve components" means members of the reserve component of the uniformed services who have received a notice of intent to deploy ~~of~~or mobilize ~~until~~under Title 10 of the

United States Code, Title 32 of the United States Code, or state mobilization to active duty.

"Active duty" means full-time duty status in the active, uniformed services of the United States, including without limitation members of The National Guard and Reserve on active duty orders under 10 U.S.C. chapters 1209~~,~~ and 1211 or 42 U.S.C. § 204.

"Deployment" means a period of time extending from six (6) months before a member of the uniformed services' departure from their home station on military orders through six (6) months after return to ~~his or her~~the Uniformed Services member's home station.

"Dual status military technician" means a federal civilian employee who is:

a. Employed under 5 U.S.C. § 3101 or 32 U.S.C. § 709(b);
b. Required as a condition of ~~his or her~~ employment to maintain membership in the Selected Reserve; and
c. Assigned to a civilian position as a technician in the organizing, administering, instructing, or training of the Selected Reserve or in the maintenance and repair of supplies or equipment issued to the Selected Reserve of the United States Armed Forces.

~~"active duty"~~[3] ~~members of the uniformed services" includes members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Section 1209 and 1211;~~

"Eligible child" means the children of:

- ~~a~~Active duty members of the uniformed services;
- ~~m~~Members of the active and activated reserve components of the uniformed services;
- ~~members or v~~Veterans of the uniformed services who are ~~severely~~ injured in the line of duty and medically ~~discharged~~separated or retired ~~for a period of one (1) year after medical discharge or retirement; and~~;
- ~~m~~Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty ~~for a period of one (1) year after death~~;
- Dual status military technicians; and
- Traditional members of the National Guard and reserve components of the armed forces who are relocating to the state for employment or to serve as a member of an Arkansas-based reserve component unit.

"Traditional member of the National Guard or federal reserves" means an active member of the Selected Reserve subject to mobilization and deployment for which the ~~or she~~ member attends monthly and annual training periods.

"Transition" means the:

o Formal and physical process of transitioning from public school to public school; or
o Period of time in which a student moves from a sending district to a receiving district.

"Uniformed services" means the United States Army, United States Navy, United States Air Force, United States Marine Corps, United States Space Force, United States Coast Guard, the National Oceanic and Atmospheric~~s~~ Administration Commissioned Officer Corps, the United States Commissioned Corps of the Public Health Services, and the state and federal reserve components of

each of these bodies.

"Veteran" means an individual who served in the uniformed services and who was discharged or released from the uniformed services under conditions other than dishonorable.

The superintendent shall designate an individual as the District's military education coordinator, who shall serve as the primary point of contact for an eligible child and for the eligible child's parent, legal guardian, person having lawful control of the eligible child, or person standing in loco parentis. The individual the superintendent designates as the District's military education coordinator shall ~~have~~possess specialized knowledge regarding the educational needs ~~of children of military families and the obstacles that children of military families face in obtaining an education~~and unique challenges faced by children of uniformed services families.

An eligible child as defined in this policy shall:

1. ~~be~~Be allowed to continue ~~his/her~~the student's enrollment at the grade level commensurate with ~~his/her~~the student's grade level the~~/she~~ student was in at the time of transition from ~~his/her~~the student's previous school, regardless of age;
2. ~~be~~Be eligible for enrollment in the next highest grade level, regardless of age if the student has satisfactorily completed the prerequisite grade level in ~~his/her~~the student's previous school;
3. ~~e~~Enter the District's school on the validated level from ~~his/her~~the student's previous accredited school when transferring into the District after the start of the school year;
4. ~~be~~Be enrolled in courses and programs the same as or similar to the ones the student was enrolled in ~~his/her~~the student's previous school to the extent that space is available. This does not prohibit the District from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses/and/or programs;
5. ~~be~~Be provided services comparable to those the student with disabilities received in ~~his/her~~the student's previous school based on ~~his/her~~the student's previous Individualized Education Program (IEP). This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;
6. ~~m~~Make reasonable accommodations and modifications to address the needs of an incoming student with disabilities, subject to an existing 504 or Title II Plan, necessary to provide the student with equal access to education. This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;
7. ~~be~~Be enrolled by an individual who has been given the special power of attorney for the student's guardianship. The individual shall have the power to take all other actions requiring parental participation and/or consent;
8. ~~be~~Be eligible to continue attending District schools if the~~/she~~ student has been placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty.

Following the receipt of advanced notice ~~of the~~ and an enrollment application of an eligible student from a military family, the District shall ~~treat the notice as a provisional enrollment and provide the student with materials~~:

- Provisionally enroll, provide placement for, and enter academic course requests on behalf of the incoming student based on the student's education record provided by the student's family or the sending district;
- Provide the uniformed services family with information regarding:
  a. ~~Academic courses;~~Career-ready pathways and other academic or education programs offered;
  ~~b. Electives;~~b. Required academic courses for each curriculum and elective course options;
  ~~c. Sports; and~~
  c. School and community-sponsored extracurricular activities, including without limitation individual and team sports, clubs, junior reserve officer training corps opportunities, and Purple Star School program ambassadors; and
  d. Contact information for the designated military family education coordinator and the Purple Star School program military family education facilitator, if applicable; and
  ~~d.~~e. Other relevant information regarding the ~~public school.~~District.

In the event that official copies of an eligible child's education records are not available at the time the eligible child is transferring, then the District shall:

- Pre-register and place an eligible child based on the eligible child's unofficial education records pending receipt of the eligible child's official records; and
- Request the eligible child's official education records from the sending district.

The District shall not deny the enrollment of a Uniformed Service Member dependent unless the District has reached the maximum student-to-teacher ratio allowed under federal law; state law; the Standards for Accreditation for Public Schools and School Districts; state rules; or other applicable federal regulations, and the District timely notifies the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis of the lack of capacity.

The District shall notify a prospective student's family in writing regarding whether the student's enrollment has been accepted or rejected within fifteen (15) calendar days of receiving the student's enrollment application and supporting documentation.

To facilitate a smooth transition between the student's previous coursework and the curriculum best suited to ensure educational success in the student's new school, the District may enroll an inbound transitioning eligible student in digital coursework, if available, at the request of the military family.

The District may request a waiver from the State Board as necessary to accommodate an eligible student.

International Exchange Students

"Host family" means the individual or family with whom an international exchange student is placed by an international student exchange visitor placement organization under the International Student Exchange Visitor Placement Organization Registration Act, § 6-18-1701 et seq..

"International exchange student" means a student who is placed with a host family by an

international student exchange visitor placement organization under the International Student Exchange Visitor Placement Organization Registration Act, § 6-18-1701 et seq..

Before an international exchange student may attend a District school, the District requires all international student exchange visitor placement organizations that are placing international exchange students within the District to:

- Be certified by the Council on Standards for International Educational Travel;
- Provide documented proof of the international exchange student's English proficiency; and
- Notify the District at least three (3) weeks before the beginning of the academic semester the international exchange student plans to enroll in the District.

The District shall admit for enrollment and attendance an international exchange student who has been placed with a host family who resides within the District boundaries. The international exchange student shall attend the school in the District based on the attendance zone where the host family resides.

Upon an international exchange student's arrival, the international exchange student may be required to submit to quarantine to prevent the spread of infectious diseases as may be necessary, which shall not exceed seven (7) days unless otherwise recommended by the Arkansas Department of Health or the Centers for Disease Control and Prevention.

International exchange students are expected to follow the District handbook and student code of conduct as the District has the authority to expel a student for violations of the school district's written student discipline policies or if the international exchange student presents a danger to the District's students or employees.

Statewide assessment results achieved by an international exchange student enrolled in the District shall be included in the District's results on the statewide assessments.

The District shall provide English-language services to international exchange students as necessary.

Notes: [1] The US Supreme Court has held that public schools may not use immigration status as a criterion for admitting and educating students.

Cross References: 4.1 – RESIDENCE REQUIREMENTS, 4.4 – STUDENT TRANSFERS, 4.5 – SCHOOL CHOICE, 4.6 – HOME SCHOOLING, 4.34 – COMMUNICABLE DISEASES AND PARASITES, 4.40 – HOMELESS STUDENTS, 4.52 – STUDENTS WHO ARE FOSTER CHILDREN, 4.57 - IMMUNIZATIONS
Legal References: A.C.A. § 6-4-302, A.C.A. § 6-15-504, A.C.A. § 6-18-201 (c), A.C.A. § 6-18-207, A.C.A. § 6-18-208, A.C.A. § 6-18-235 A.C.A. § 6-18-510, A.C.A. § 6-18-702, A.C.A. § 6-28-101 et seq, .A.C.A. § 9-28-113, DESE Rules Governing Student Discipline, Plyler v Doe 457 US 202,221 1982)
Former Policy Number: JBC1-2, 00.05
Adopted: 11/11/1975, 05/19/2009
History BOE: 11/11/1975, 5/19/2009, 7/19/1977, 10/21/1980, 10/21/1986, 4/18/2000, 10/12/2004, 5/11/2015, 6/27/2017, 6/18/2019, 5/19/2020, 6/15/2021, 4/11/2023, 06/05/2023
Revised: 7/19/77; 10/21/80; 10/21/86; 4/18/00; 10/12/04, 5/19/2015, 6/18/2019, 5/19/2020, 6/15/2021 4/11/2023, 06/05/2023, 4/14/2026

Policy 4.3

COMPULSORY ATTENDANCE REQUIREMENTS

Effective: 7/1/2026

Every parent, legal guardian, person having lawful control of the child, or person standing in loco parentis of any child age five (5) through seventeen (17) years on or before August 1 of that year who resides, as defined by policy (4.1—RESIDENCE REQUIREMENTS), within the District shall enroll the child and ensure the attendance of the child at a District school with the following exceptions:

1. The child is enrolled in private or parochial school.
2. The child is being home-schooled and the conditions of policy (4.6—HOME SCHOOLING) have been met.
3. The child will not be age six (6) on or before August 1 of that particular school year and the parent, legal guardian, person having lawful control of the child, or person standing in loco parentis of the child elects not to have ~~him/her~~ the child attend kindergarten. A kindergarten waiver form prescribed by regulation of the Division of Elementary and Secondary Education must be signed and on file with the District administrative office.
4. The child has received a high school diploma, G.E.D., or its equivalent as determined by the State Board of Education.
5. The child is age sixteen (16) or above and is enrolled in a post-secondary vocational- technical institution, a community college, or a two-year or four-year institution of higher education.
6. The child is age sixteen (16) or seventeen (17) and has met the requirements to enroll in an adult education program as defined by A.C.A. § 6-18-201 (b).

Legal Reference: *A.C.A. §6-18-201*, A.C.A. § 6-18-207
Former Policy Number: 00.09
Adopted: 05/19/2009
History BOE: 5/19/2009, 11/19/2012, 6/15/2021, 4/11/2023
Revised: 11/19/2012, 6/15/2021, 4/11/2023, 4/14/2026

Policy 4.4
STUDENT TRANSFERS
Effective: 7/1/2026

Transfer applications received by the District shall be placed on the Board's next meeting agenda. At least five (5) days before the meeting where the transfer application appears on the agenda, the superintendent shall notify the Board regarding:

- All transfer applications received since the last meeting; and
- The superintendent's recommendation concerning each transfer application.

Each transfer application shall be considered individually and receive a separate vote by the Board. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to a student who submits a transfer application shall be given at least five (5) minutes to present the student's case for a transfer to the Board.

The Board may reject a nonresident's application for admission if its acceptance would necessitate the addition of staff or classrooms~~,~~; exceed the capacity of a program, class, grade level, or school building~~,~~; or cause the District to provide educational services not currently provided in the affected school. The District shall reject applications that would cause it to be out of compliance with applicable laws and regulations regarding desegregation.

If the superintendent intends to recommend the Board deny the transfer application, the superintendent shall provide a written explanation of the reasons for the recommendation to the Board and the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student.

The parent, legal guardian, person having lawful control of a student, or person standing in loco parentis to the student who submitted a transfer application that was rejected may appeal the decision of the Board to the State Board of Education.

~~Any student transferring from a school accredited by the Division of Elementary and Secondary Education (DESE) to a school in this district shall be placed into the same grade the student would have been in had the student remained at the former school. Any grades, course credits, and/or promotions received by a student while enrolled in the Division of Youth Services system of education shall be considered transferable in the same manner as those grades, course credits, and promotions from other accredited Arkansas public educational entities.~~

Any student transferring ~~from a school accredited by the Division of Elementary and Secondary Education (DESE) to a school in this~~ to a ~~d~~District school shall be ~~placed into the same grade the student would have been in had the student remained at the former school~~evaluated by District staff, including a review of a student's transcript, grades, course credits, and test scores, to determine the student's appropriate grade placement. Any grades, course credits, and/or promotions received by a student while enrolled in the Division of Youth Services system of education shall be considered transferable in the same manner as those grades, course credits, and promotions from other accredited Arkansas public educational entities.

~~Any student transferring from a school that is not accredited by the DESE to a District school shall be evaluated by District staff to determine the student's appropriate grade placement.~~ A student transferring from home school will be placed in accordance with Policy 4.6—HOME SCHOOLING.

~~Students previously enrolled in a non-accredited school or a home school shall be evaluated for proper credits, grade placement and/or any academic honors in the Russellville School District.~~

Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.

Except as otherwise required or permitted by law, the responsibility for transportation of any nonresident student admitted to a school in this District shall be borne by the student or the student's parents. The District and the resident district may enter into a written agreement with the student or student's parents to provide transportation to or from the District, or both.

Cross Reference: 4.6 – HOME SCHOOLING
Legal References: A.C.A. §6-15-504, A.C.A. §6-18-316, A.C.A. §6-18-317, A.C.A. §6-18-510, A.C.A. § 9-28-113(b)(4), A.C.A. §9-28-205, A.C.A. §9-28-205
Former Policy Number: 00.08
Adopted: 05/19/2009
History BOE: 5/11/20156/18/2019, 4/11/2023, 6/5/2023
Revised: 5/19/2015, 6/27/2017, 6/18/2019, 11/16/2021, 4/11/2023, 6/5/2023, 4/14/2026

Policy 4.5
SCHOOL CHOICE
Effective: 7/1/2026

~~**Standard School Choice**~~

Exemption

The District is under an enforceable desegregation court order/court-approved desegregation plan that explicitly limits the transfer of students between school districts and has submitted the appropriate documentation to the Division of Elementary and Secondary Education (DESE). As a result of the desegregation order/desegregation plan, the District is exempt from the provisions of the Public School Choice Act of 2015 (Standard School Choice) and the Arkansas Opportunity Public School Choice Act (Opportunity School Choice). The District shall notify the superintendents of each of its geographically contiguous school districts of its exemption. The exemption prohibits the District from accepting any school choice applications from students wishing to transfer into or out of the District through standard School Choice or Opportunity School Choice.

Definitions

"Lack of capacity" means, based on the maximum student to teacher ratio allowed under federal law; state law; the Rules Governing the Standards for Accreditation for Arkansas Public Schools and School Districts; state rules; or other applicable federal regulations, that ninety-five percent (95%) or more of the seats at the grade level in which the student would be assigned at the nonresident school are filled on the date the school choice application is made.

"Parent" includes parents, legal guardians, persons having lawful control of a student, and persons standing in loco parentis to a student.

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

Annual Reporting

The District shall report annually to the Secretary of the Department of Education the:

1. Number of transfer applications received;
2. Number of applications accepted;
3. Number of applications rejected; and
4. Reason(s) for each rejection.

The data for items one through four above shall be subdivided by whether the transfer application is to a non-resident:

- School within the District under Standard School Choice;
- District under Standard School Choice;
- School within the District under Opportunity School Choice; or
- District under Opportunity School Choice.

Standard School Choice

Transfers into or Within the District

Capacity Determination and Public Pronouncement

The Board of Directors will annually adopt a resolution containing the capacity standards for the District. The resolution will contain the acceptance determination criteria identified by academic program, class, grade level, and individual school. The school is not obligated to add any teachers, other staff, or classrooms to accommodate choice applications. The District may only deny a Standard School Choice application if the District or school has a lack of capacity ~~by the District having reached the maximum student to teacher ratio in a program, class, grade level, or school building authorized by Federal or State law; the Standards; State rule; or Federal regulation~~.

The District shall advertise in appropriate broadcast media and either print media or on the ~~i~~internet to inform students and parents in the District and adjoining districts of the range of possible openings available under the School Choice program. The public pronouncements shall state the application deadline; the requirements and procedures for participation in the program; and include contact information for the primary point of contact at the District for school choice questions. Such pronouncements shall be made no later than January 1.

Application Process

The student's parent shall submit a school choice application on a form approved by DESE to-:

- ~~t~~This District and the student's resident district for students transferring into the District; or
- Only this District for students transferring to another school within the District.

Except for students who are transferring under Uniformed Service Member Dependent School
Choice, the transfer application must be postmarked, emailed, or hand delivered between January 1 and ~~May~~June 1. The District shall date and time stamp all applications the District receives as both the resident and nonresident district as they are received in the District's central office. Except for applications from students who are transferring under Uniformed Service Member Dependent School Choice, applications postmarked, emailed, or hand delivered on or after ~~May~~June 2 will not be accepted. Statutorily, preference is required to be given to siblings of students who are already enrolled in the District. Therefore, siblings whose applications fit the capacity standards approved by the Board of Directors may be approved ahead of an otherwise qualified non-sibling applicant who submitted an earlier application as identified by the application's date and time stamp.

Except for students who are transferring under Uniformed Service Member Dependent School Choice, no earlier than January 1 of each year, the Superintendent will consider all properly submitted applications for School Choice. By no later than the fifteenth (15^{th}) calendar day following the receipt of an application, the Superintendent shall

notify the ~~parent and the student's resident district~~following, in writing, of the decision to accept or reject the application~~.~~:

- For transfers within the District, the student's parent; or
- For transfers into the District, the student's parent and the student's resident district.

Accepted Applications

Applications which fit within the District's stated capacity standards shall be provisionally accepted~~,~~ in writing. A student's acceptance shall be effective on the earlier of:

1. The day the District provides notification to the student of the student's acceptance; or
2. The day the State Board grants an appeal of the student's application.

The written notice of acceptance shall inform the student that the student has ten (10) school days from when the notice is received to either:

A. Enroll in the district or in the other District school; or

B. Inform the district that the student intends to enroll in the district or the other District school at the start of the next school year.

The acceptance shall be null and void if the student fails to enroll within the ten (10) school day period or fails to inform the district within the ten (10) school day period of the student's intent to transfer at the start of the next school year.

A student, whose application has been accepted and who has enrolled in the District or in another District school, is eligible to continue enrollment until completing the student's secondary education. Continued enrollment is conditioned upon the student meeting applicable statutory and District policy requirements. Any student who has been accepted under choice and who fails to initially enroll under the timelines and provisions provided in this policy; chooses to return to the student's resident district or assigned school; or enrolls in a home school or private school voids the transfer and must reapply if, in the future, the student seeks another school choice transfer. A subsequent transfer application will be subject to the capacity standards applicable to the year in which the application is considered by the District.

A present or future sibling of a student who continues enrollment in this District may enroll in the District by submitting a Standard School Choice application. Applications of siblings of presently enrolled choice students are subject to the provisions of this policy including the capacity standards applicable to the year in which the sibling's application is considered by the District. A sibling who enrolls in the District through Standard School Choice is eligible to remain in the District until completion of the student's secondary education.

Students whose applications have been accepted and who have enrolled in the district or another District school shall not be discriminated against on the basis of gender, national origin, race, ethnicity, religion, ~~or~~ disability, or residential address.

Rejected Applications

The District may reject an application for a transfer into or within the District under Standard School Choice due to a lack of capacity. The District shall use the date and time stamp the District placed on a student's application to determine when the District has reached capacity. A student's application shall be used to determine capacity regardless of whether the student intends to transfer immediately or at the start of the next school year.

The decision to accept or reject an application shall not be based on the student's previous academic achievement~~,~~; athletic or other extracurricular ability~~,~~; English proficiency level~~,~~; or previous disciplinary proceedings other than a current expulsion.

An application may be provisionally rejected if it is for an opening that was included in the District's capacity resolution, but was provisionally filled by an earlier applicant. A provisionally~~If a~~ rejected applicant could be provisionally approved and would have to meet the acceptance requirements to be eligible to enroll in the District or another district school if:

- A provisionally approved applicant subsequently does not enroll in the District;
- A provisionally approved applicant subsequently does not enroll in the District ~~or a~~school the District student was seeking to transfer to; or
- A District student submits a school choice application to transfer to another district~~, the provisionally rejected applicant could be provisionally approved and would have to meet the acceptance requirements to be eligible to enroll in~~or another school within the District.

The superintendent shall notify the previously provisionally rejected student within fifteen (15) days of the change in status and shall provide notice of all final rejections by July 1.

Rejection of applications shall be in writing and shall state the reason(s) for the rejection. Unless the student's application was rejected due to the application not being timely received by the student's resident district only for transfers within the District or both the resident and nonresident districts for transfers into the District or another district, a student whose application was rejected may request a hearing before the State Board of Education to reconsider the application. The request for a hearing must be submitted in writing to the State Board within ten (10) days of receiving the rejection letter from the District.

Transfers Out of the District

All Standard School Choice applications for transfers out of the District shall be granted.

Facilities Distress School Choice Applications

There are a few exceptions from the provisions of the rest of this policy that govern choice transfers triggered by facilities distress. Any student attending a school district that has been identified as being in facilities distress may transfer under the provisions of this policy, but with the following four (4) differences:

- The receiving district cannot be in facilities distress;

The transfer is only available for the duration of the time the student's resident district remains in facilities distress;

- The student is not required to meet the ~~May~~June 1 application deadline; and
- The student's resident district is responsible for the cost of transporting the student to this District's school.

Opportunity School Choice

Transfers Into or Within the District

~~For the purposes of this section of the policy, a "lack of capacity" is defined as when the receiving school has reached the maximum student-to-teacher ratio allowed under federal or state law, the DESE Rules for the Standards for Accreditation, or other applicable rules. There is a lack of capacity if, as of the date of the application for Opportunity School Choice, ninety-five percent (95%) or more of the seats at the grade level at the nonresident school are filled.~~

Unless there is a lack of capacity at the District's school or the transfer conflicts with the provisions of a federal desegregation order applicable to the District, a student may transfer from the student's assigned school to another school in the District or from the student's resident district into the District if:

- Either:
  - The student's resident district has been classified by the state board as in need of Level 5 — intensive support; or
    - The student's assigned school has a rating of "F"; or
    - The parent or the student, if the student is eighteen (18) years of age or older, believes it is in the best interest of the student to transfer to a nonresident school district or nonresident school; and
- Except for students who are transferring under Uniformed Service Member Dependents School Choice, the student's parent~~, guardian,~~ or the student if the student is over eighteen (18) years of age has submitted an application of the student's request to transfer by no earlier than January 1 and no later than ~~May~~June 1 of the school year before the school year the student intends to transfer to the District for students transferring within the District or both the sending and receiving school districts for students that are transferring into the District.

Except for students who are transferring under Uniformed Service Members Dependent School Choice or seeking to transfer within the District, the Superintendent shall notify in writing the parent~~ or guardian~~,~~-~~or the student if the student is over eighteen (18) years of age, and the student's resident district whether the Opportunity School Choice application has been accepted or rejected by no later than July 1 of the school year the student is seeking to enroll. If the student is seeking a transfer within the District, the Superintendent shall notify in writing the parent~~ or guardian~~, or the student if the student is over eighteen (18) years of age, whether the Opportunity School Choice application has been accepted or rejected within fifteen (15) days from receipt of the student's application. The notification shall be sent via First-Class Mail to the address on the application.

If the application is accepted, the notification letter shall state the deadline by which the student must enroll in the receiving school or the transfer will be null and void.

If the District rejects the application, the District shall state in the notification letter the specific reasons for the rejection. Unless the student's application was rejected due to the application not being timely received by the District for students transferring within the District or both the resident and nonresident districts for students that are transferring into the District, a parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal the District's decision to deny the application to the State Board of Education. The appeal must be in writing to the State Board of Education via hand delivery or certified mail, return receipt requested, no later than ten (10) calendar days, excluding weekends and legal holidays, after the notice of rejection was received from the District.

Except for students who are transferring under Uniformed Service Member Dependent School Choice, a student's transfer under Opportunity School choice is effective at the beginning of the next school year and the student's enrollment is irrevocable for the duration of the school year and is renewable until the student completes high school or is beyond the legal age of enrollment. This provision for continuing eligibility under Opportunity School Choice does not negate the student's right to apply for transfer to a district other than the student's assigned school or resident district under the Standard School Choice provisions of this policy.

The District may, but is not obligated to, provide transportation to and from the transferring district.

Transfers out of, or within, the District

If a District school receives a rating of "F" or the District has been classified by the State Board as in need of Level 5 Intensive Support, the District shall timely notify parents~~, guardians,~~ or students, if over eighteen (18) years of age, as soon as practicable after the school or district designation is made of all options available under Opportunity School Choice. The District shall offer the parent ~~or guardian~~, or the student if the student is over eighteen (18) years of age, an opportunity to submit an application to enroll the student in:

1. A school district that has not been classified by the State Board as in need of Level 5 Intensive Support; or
2. If there is more than one school within the District covering the grade level of the student seeking to transfer that does not have a rating of "F", a public school within the District that is nearest to the student's legal residence that does not have a rating of "F"; or
3. If there is not more than one school within the District covering the grade level of the student seeking to transfer that does not have a rating of "F", a public school that does not have a rating of "F" within a School district that has not been classified by the State Board as in need of Level 5 Intensive Support.

Additionally, the District shall request public service announcements to be made over the broadcast media and in the print media at such times and in such a manner as to

inform parents ~~or guardians~~ of students in adjoining districts of the availability of the program, the application deadline, and the requirements and procedure for nonresident students to participate in the program.

Uniformed Service Member Dependent School Choice

"Uniformed service member" means an active or reserve component member of the:

- United States Army, United States Navy, United States Air Force, United States Marine Corps, United States Space Force, or United States Coast Guard;
- National Oceanic and Atmospheric Administration Commissioned Officer Corps; or
- United States Commissioned Corps of the Public Health Service.

"Uniformed service veteran" means a former uniformed service member who has been discharged under conditions other than dishonorable.

A student shall be eligible for school choice under Uniformed Service Member Dependent School Choice if the student is a dependent of a:

- o Uniformed service member in full-time active-duty status;
- o Surviving spouse of a uniformed service member;
- o Reserve component uniformed service member during the period six (6) months before until six (6) months after a Title 10, Title 32, or state active duty mobilization and service; or
- o Uniformed service veteran who is returning to civilian status at the conclusion of the uniformed service veteran's active duty status.

A student's parent~~, legal guardian, person having lawful control of a student, or person standing in loco parentis to the student~~ shall submit a school choice application by mail, e-mail, or in person to the student's resident district only for transfers within the District or to both the student's nonresident district and resident district. The application shall be accompanied by:

a. A copy of the identification card of the student's parent~~, legal guardian, person having lawful control of the student, or person standing in loco parentis~~ that qualifies the student under Uniformed Service Member Dependent School Choice; and

b. A copy of the official orders, assignment notification, or notice of mobilization of the student's parent~~, legal guardian, person having lawful control of the student, or person standing in loco parentis~~.

The application deadline required under Standard School Choice and Opportunity School Choice shall not apply to uniformed service member dependents.

The ~~superintendent of the nonresident district~~ parent shall be notif~~y~~ied ~~the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis of the student~~ in writing whether the student's application has been accepted or rejected within fifteen (15) days of the ~~nonresident district's~~ receipt of the application~~.~~ by:

~~-~~a. The District superintendent for students transferring within the District; or

b. The superintendent of the nonresident district for student's transferring to a

nonresident district.

A student's transfer under the Uniformed Services Member Dependent School Choice is effective immediately upon the ~~nonresident district's~~ written notification of ~~an~~ acceptance.

A student shall be permitted only one (1) school transfer per academic year.

~~The parent, legal guardian, person having lawful control of a student, or person standing in loco parentis to a student~~ A student's parent shall be responsible for transportation of the student.

Unsafe School Choice Program

Any student that becomes the victim of a violent criminal offense while in or on the grounds of a District school or who is attending a school classified by DESE as a persistently dangerous public school shall be allowed to attend a safe public school within the District.

Legal Reference: A.C.A. § 6-1-106, A.C.A. § 6-13-113, A.C.A. § 6-15-2915, A.C.A. § 6-18-202, A.C.A. § 6-18-213, A.C.A. § 6-18-227, A.C.A. § 6-18-233, A.C.A. §6-18-320, A.C.A. § 6-18-510, A.C.A. § 6-18-1901 et seq., A.C.A. § 6-21-812, DESE
Last Revised: 6/5/2023, 12/10/24, 4/14/2026

Form 4.5F

SCHOOL CHOICE CAPACITY RESOLUTION

Effective: 7/1/2026

Whereas:

- The Board of Directors of the Russellville School District has approved by a vote of the Board, the following capacity resolution for school choice applicants for the ~~2023-2024 school year~~ school choice cycle under the provisions of policy 4.5—SCHOOL CHOICE and applicable Arkansas law.
- ~~Except for applicants who are transferring under Uniformed Service Member Dependent School Choice, a~~Applicants, whose applications meet the provisions of policy 4.5—SCHOOL CHOICE, will be sent a provisional acceptance notification letter which will give instructions on the necessary steps and timelines to enroll in the District or a District school other than the student's assigned school. Provisional acceptance shall be determined ~~prior to July 1 with a final decision to be made by July 1 ,~~ and notice provided, within fifteen (15) calendar days and shall be based on the district's available capacity for each academic program, class, grade level, and individual school. While provisional rejections shall be provided within fifteen (15) days of the receipt of the school choice application, the District shall finalize all rejections by July 1 to account for any changes in capacity between the day the application is received and the end of the school year.

- Applications will not be accepted if the applications:
  - Are received, electronically timestamped, or postmarked before January 1, unless the application is from a student who is transferring under Uniformed Service Member Dependent School Choice;
  - Are received, electronically timestamped, or postmarked after ~~May~~ June 1, unless the application is postmarked before ~~May~~ June 1 or is from a student who is transferring under Uniformed Service Member Dependent School Choice;
  - Are ~~to~~ from ~~a student's~~ student whose resident district ~~that~~ has declared itself exempt due to an existing desegregation order; or
  - The student is transferring under Uniformed Service Member Dependent School Choice and the application is not accompanied by relevant documentation.

- The district reserves to itself the ability to determine, based on an examination of student records obtained from the student's assigned school or the student's prior district, and other information, whether any student would require a different class, course or courses, program of instruction, or special services than originally applied for. If such an examination determines that capacity has been reached in the appropriate class, course or program of instruction, or that additional staff would have to be hired for the applicant, the District shall rescind the original provisional acceptance letter and deny the Choice transfer for that student.

- The district reserves to itself the ability to decline to accept under school choice any student whose acceptance would require the district to add additional staff to exceed the District's current grade, program, or building capacity.

THEREFORE, let it be resolved that these shall constitute the School Choice openings at the beginning of the School Choice enrollment period for the school ~~year 2023-2024.~~ choice cycle:

_____ _____

Board President Board Secretary

_____ _____

Date Date

Policy 4.5F5

SCHOOL CHOICE REJECTION LETTER

Effective: 7/1/2026

Dear *Parent's Name*,

I am sorry, but the application you submitted for *Student's Name* has been rejected for the following reason(s):

____ Your child's resident district has been determined by the Division of Elementary and Secondary Education to be exempt from the provisions of the School Choice Law due to it being under an enforceable desegregation order/plan.

____ Your child does not meet the openings identified for the coming school year identified in the Board of Directors Resolution adopted on *insert date* due to the District having a lack of capacity by having reached at least ninety-five percent (95%) of the maximum teacher-to-student ratio in your student's grade, program, or building that is allowed under the Standards for Accreditation; State law and rules; or Federal law and regulations.

As noted in your original application, you have ten (10) days from receipt of this notice in which to submit a written appeal of this decision to the State Board of Education.

Respectfully,

Insert name
Insert position/title

Policy 4.7
ABSENCES
Effective: 7/1/2026

If any student's Individual Education Program (IEP) or 504 Plan conflicts with this policy, the requirements of the student's IEP or 504 Plan take precedence.

Education is more than the grades students receive in their courses. Important as that is, students' regular attendance at school, whether in person or digitally, is essential to their social and cultural development and helps prepare them to accept responsibilities they will face as an adult. Interactions with other students and participation in the instruction within the classroom enrich the learning environment and promote a continuity of instruction which results in higher student achievement.

Absences for students enrolled in synchronous digital courses shall be determined in the same manner as for District students attending courses in person.

Excused Absences

Excused absences are those where the student was on official school business or when the absence was due to one of the following reasons:

1. The student's illness or when attendance could jeopardize the health of other students. A maximum of six (6) such days are allowed per semester unless the condition(s) causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal~~,~~.
2. Death or serious illness in their immediate family;
3. Observance of recognized holidays observed by the~~ir~~ student's faith;
4. Attendance at an appointment with a government agency;
5. Attendance at a medical appointment;
6. Exceptional circumstances with prior approval of the principal~~,~~;
7. Participation in an FFA, FHA, or 4-H sanctioned activity;
8. Participation in the election poll workers program for high school students~~.~~;
9. Absences granted to allow a student to visit his/her parent ~~of~~or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee~~.~~;
10. Absences granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in ~~the~~ eleventh grade to complete basic combat training between grades eleven (11) and twelve (12)~~.~~;
11. Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date~~.~~;
12. Absences due to conditions related to pregnancy or parenting, including without limitation:

- Labor, delivery, and recovery;

- Prenatal and postnatal medical appointments and other medically necessary, pregnancy-related absences;
- The illness or medical appointment of a child belonging to a parent who is enrolled at a District school;
- A legal appointment related to pregnancy or parenting, including without limitation:
  - Adoption;
  - Custody; and
  - Visitation;
- A reasonable amount of time to accommodate a lactating student's need to express breast milk or to breastfeed the student's child on the District's campus; and
- At least ten (10) school days of absences for both a parenting mother and a parenting father after the birth of a child~~.~~.

13. Absences for a student who is the child of a fallen service member or fallen first responder:
- Due to a mental health concern; or
- To attend an event from a sponsoring organization that provides support to families of fallen service members or first responders or provides support for traumatic loss, grief, or resiliency.

14. Upon the written consent of a student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student, the District shall grant an excused absence for the following purposes:
- Social or public policy advocacy; or
- Attempts to influence legislation or other governmental policy-making at the local, state, or federal level.

Students who serve as pages for a member of the General Assembly shall be considered on instructional assignment and shall not be considered absent from school for the day the student is serving as a page.[7]

Up to one (1) time during each scheduled election, a student shall not be considered absent from school for the time the student accompanies the student's parent when the parent is exercising the parent's right to vote in a scheduled election.

In order for the absence to be considered excused, the student must:

a. Bring a written statement to the principal or designee upon the student's return to school from the student's parent, legal guardian, or treating physician stating the reason for the student's absence; ~~or~~

b. If the student is attending the District's courses digitally, upload a written statement from the student's parent, legal guardian, or treating physician stating the reason for the student's absence through the District's digital course management platform for review by the principal or designee~~.~~; ~~or~~

c. Provide documentation as proof of a student's participation in an activity or program scheduled and approved by the 4-H program that is provided by a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program~~.~~.; or

d. The student's parent, legal guardian, person having lawful control of the student, or

person standing in loco parentis to the student provides written documentation that the student's absence is to attend an event from a sponsoring organization that:

- Provides support to families of fallen service members or first responders or provides support for traumatic loss, grief, or resiliency; and
  - May be verified as an organization that provides support to the military and first responder community by reviewing the Resources Page for Military Family Engagement on the Department of Education website.

A written statement presented or uploaded for an absence having occurred more than five (5) school days prior to its presentation or upload will not be accepted.

A student shall not be eligible to receive an excused absence for #13 above if:

- The student is not in good academic standing;
- The student does not have a prior record of good attendance; or
- The absence occurs during a date on which standardized testing is administered.

The District shall annually provide a report by June 30 to the Division of Elementary and Secondary Education that contains the following:

- The number of absences requested under number 14;
- The number of absences granted under number 14; and
- The stated purposes of the absence.

Unexcused Absences

Absences that are not defined above; do not ~~having~~have an accompanying note from the parent~~; or~~, legal guardian~~;~~, person having lawful control of the student~~;~~, person standing in loco parentis, the student's treating physician, or a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program; or have an accompanying note that is not presented or uploaded within the timeline required by this policy shall be considered as unexcused absences. Students with six (6) unexcused absences in a course in a semester may not receive credit for that course. At the discretion of the principal, after consultation with persons having knowledge of the circumstances of the unexcused absences, the student may be denied promotion or ~~credit~~graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.

When a student has three (3) unexcused absences, his/her parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student exceeds six (6) unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, legal guardian~~s~~, person~~s~~ ~~with~~ having lawful control of the student, or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law. It is the Arkansas General Assembly's intention that students having excessive absences be given assistance in obtaining credit for their courses. Therefore, at any time prior to when a student exceeds the number of unexcused absences permitted by this policy, the student, or his/her parent, legal guardian~~s~~, person~~s~~ with lawful control of the student, or person~~s~~ standing in loco parentis may petition the school or district's

administration for special arrangements to address the student's unexcused absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement's requirements. The agreement shall be signed by the student~~,~~; the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis~~,~~; and the school or district administrator or designee.

Students who attend in-school suspension shall not be counted absent for those days.

Days missed due to out-of-school suspension or expulsion shall be unexcused absences.

The District shall notify the Department of Finance and Administration whenever a student fourteen (14) years of age or older is no longer in school. The Department of Finance and Administration is required to suspend the former student's operator's license unless ~~he/she~~ the former student meets certain requirements specified in the statute.

Cross Reference :4.8—MAKE-UP WORK, 4.57—IMMUNIZATIONS, 5.11—DIGITAL LEARNING COURSES, 5.29—WELLNESS POLICY

Legal References: A.C.A. § 6-4-302, A.C.A. § 6-18-209, A.C.A. § 6-18-213, A.C.A. § 6-18-220, A.C.A. § 6-18-222, A.C.A. § 6-18-229, A.C.A. § 6-18-231, A.C.A. § 6-18-234, A.C.A. § 6-18-236, A.C.A. § 6-18-237, A.C.A. § 6-18-239, A.C.A. § 6-18-507(g), A.C.A. § 6-18-702, A.C.A. § 6-28-114, A.C.A. § 7-4-116, A.C.A. § 9-28-113(f), A.C.A. § 27-16-701, Division of Elementary and Secondary Education Rules Governing Distance and Digital Learning

Revised: 7/1/2024, 4/14/2026

Policy 4.8
MAKE-UP WORK
Effective: 7/1/2026

Students who miss school due to an excused absence shall be allowed to make up the work they missed during their absence under the following rules:

1. Students are responsible for asking the teachers of the classes they missed what assignments they need to make up.
2. Teachers are responsible for providing the missed assignments when asked by a returning student.
3. Students are required to ask for their assignments on their first day back at school or their first class day after their return.
4. Make-up tests are to be rescheduled at the discretion of the teacher, but must be aligned with the schedule of the missed work to be made up.
5. Students shall have one class day to make up their work for each class day they are absent.
6. Make-up work which is not turned in within the make-up schedule for that assignment shall receive a zero.
7. Students are responsible for turning in their make-up work without the teacher having to ask for it.
8. Students who are absent on the day their make-up work is due must turn in their work the day they return to school whether or not the class for which the work is due meets the day of their return.
9. As required/permitted by the student's Individual Education Program or 504 Plan.

Work may not be made up for credit for unexcused absences **unless** the unexcused absences are part of a signed agreement as permitted by policy 4.7—ABSENCES.

Work for students serving an out-of-school suspension or expulsion shall be in accordance with the District's programs, measures, or alternative means and methods to continue student engagement and access to education during the student's period of suspension or expulsion.

In lieu of the timeline above, assignments for students who are excluded from school by the Arkansas Department of Health during a disease outbreak are to be made up as set forth in Policy 4.57—IMMUNIZATIONS.

In addition to the make-up work process above, at the conclusion of a pregnancy-related or parenting-related period of absence, a student may choose from various options to make up missed work, including without limitation:

a. Retaking a semester at the District school where the student is enrolled;
b. Participating in an online course credit recovery program;
c. Being granted six (6) weeks to continue at the same pace and finish the semester at a later date, provided that the student may:
   - Complete the student's coursework within the current school year; or
   - Attend previously scheduled summer school classes made available by the

District ~~w~~Where the student is enrolled; and

d. Receiving home-based instruction services.

Cross References: 4.7 – ABSENCES, 4.30 – SUSPENSION FROM SCHOOL, 4.31 – EXPULSION, 4.57 – IMMUNIZATIONS
Legal References: A.C.A. § 6-18-502, DESE Rules Governing Student Discipline ~~and School Safety~~
Adopted: 6/16/2015, 11/
History BOE: 6/16/2015 4/11/2023, 06/05/2023
Revised: 11/16/2021 4/11/2023, 06/05/2023, 4/14/2026

Policy 4.11R

EQUAL EDUCATIONAL OPPORTUNITY

Effective: 7/1/2026

No student in the Russellville School District shall be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District on the basis of ~~any protected classification under the law.~~ ~~Further, the District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required and as defined by applicable law.~~color, religion, national origin, sex, age, or disability. The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.

Inquiries on non-discrimination may be directed to ~~Mary Beth Cox,~~Brittany Herring, Title IX Coordinator, Russellville School District, who may be reached at 479-968-1306 or ~~**marybeth.cox@rsdk12.net**~~ Brittany.Herring@rsdk12.net.

Any person may report sex discrimination, including ~~sex-based~~ sexual harassment, to the Title IX Coordinator in person or by using the mailing address, telephone number, or email address provided above. A report may be made at any time, including during

non-business hours, and may be on the individual's own behalf or on behalf of another

individual who is the person alleged to be the victim of conduct that could constitute sex discrimination or ~~sex-based~~ sexual harassment.

~~For any inquiries about Title IX or this policy, please contact the Title IX Coordinator in person or by using the mailing address, telephone number, or email address provided above.~~

For further information on notice of non-discrimination~~, the District's grievance policy,~~ or to file a complaint, visit https://www2.ed.gov/about/offices/list/ocr/complaintintro.html; for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Note: A copy of this non-discrimination notification should be included in all district publications to students and parents.

Legal References: A.C.A. § 6-1-114, A.C.A. § 6-10-132, A.C.A. § 6-16-2001 et seq. A.C.A. § 6-18-514, A.C.A. § 14-1-403 28 C.F.R. § 35.106, 34 C.F.R. § 100.6, 34 C.F.R. § 104.8, 34 C.F.R. § 106.8, 34 C.F.R. § 106.9, 34 C.F.R. § 108.9, 34 C.F.R. § 110.25
Adopted: 4/22/2013
History BOE: 4/22/2013, 4/17/2018, 7/21/2020, 11/14/2023, 9/10/2024
Revised: 4/17/2018, 7/21/2020, 11/16/2021, 7/12/2022, 11/15/2023, 9/10/2024, 4/14/2026

Policy 4.17
STUDENT DISCIPLINE
Effective: 7/1/2026

The Russellville School District Board of Education has a responsibility to protect the health, safety, and welfare of the District's students and employees. To help maintain a safe environment conducive to high student achievement, the Board establishes policies necessary to regulate student behavior to promote an orderly school environment that is respectful of the rights of others and ensures the uniform enforcement of student discipline.[1] Students are responsible for their conduct that occurs:

- At any time on the school grounds;
- Off school grounds at a school sponsored function, activity, or event; and
- Going to and from school or a school activity.

The District's administrators may also take disciplinary action against a student for off-campus conduct occurring at any time that would have a detrimental impact on school discipline, the educational environment, or the welfare of the students and/or staff. A student who has committed a criminal act while off campus and whose presence on campus could cause a substantial disruption to school or endanger the welfare of other students or staff is subject to disciplinary action up to and including expulsion. Such acts could include, but are not limited to ~~a~~:

- A felony or an act that would be considered a felony if committed by an adult~~, an~~;
- An assault or battery~~,~~;
- ~~d~~Drug law violations~~,~~; or
- ~~s~~Sexual misconduct of a serious nature.

Any disciplinary action pursued by the District shall be in accordance with the student's appropriate due process rights.

The District shall incorporate the District's ~~implementation of positive~~multi-tiered behavioral ~~supports~~intervention procedures in accordance with Policy 4.60 in the application of student discipline.

The District's personnel policy committees shall annually review the District's student discipline policies, including State and District student discipline data, and may recommend changes in the policies to the Russellville School Board. The Board ~~shall~~has the responsibility of determining whether to approve any recommended changes to student discipline policies.

The District's student discipline policies shall be distributed to each student during the first week of school each year and to new students upon their enrollment. Each student's parent, ~~or~~ legal guardian, person having lawful control of the student, or person standing in loco parentis shall sign and return to the school an acknowledgement form documenting that they have received the policies.

The District shall develop and provide programs, measures, or alternative means and methods for

continued student engagement and educational access during periods of suspension or expulsion.

The superintendent is authorized to modify the penalties set forth in the District's student discipline policies on a case-by-case basis.

It is required by law that the principal or the person in charge report to the police any incidents the person has personal knowledge of or has received information leading to a reasonable belief that a person has committed or threatened to commit an act of violence or any crime involving a deadly weapon on school property or while under school supervision. If the person making the report is not the Superintendent, that person shall also inform the Superintendent of the incident. Additionally, the principal shall inform any school employee or other person who initially reported the incident that a report has been made to the appropriate law enforcement agency. The Superintendent or designee shall inform the Board of Directors of any such report made to law enforcement.

The superintendent shall make a report annually to the Board of Directors on student discipline data, which shall include~~:~~, without limitation, the number of incidents of bullying reported and the actions taken regarding the reported incidents of bullying.

Note: ~~*Specific student discipline policies are located in Section 4: Students of the Russellville School District Policy Manual.~~ To satisfy a student's due process rights, for events both on and off campus, make sure that all special education requirements are met when those requirements apply.

Cross Reference: 1.9 – POLICY FORMULATION, 4.60 STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT
Legal References: A.C.A. § 6-17-113, A.C.A. § 6-18-502, A.C.A. § 6-18-514, A.C.A. § 6-18-2301 et seq.,,DESE Rules Governing Student Discipline
Adopted: 3/12/2013
History BOE: 6/25/2015, 6/18/2019
Revised: 6/25/2015, 6/18/2019, 4/14/2026

Policy 4.18
PROHIBITED CONDUCT
Effective: 7/1/2026

Students and staff require a safe and orderly learning environment that is conducive to high student achievement. Certain student behaviors are unacceptable in such an environment and are hereby prohibited by the Board. Prohibited behaviors include, but shall not be limited to the following~~.~~:

1. Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;
2. Disruptive behavior that interferes with orderly school operations;
3. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;
4. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual;
5. Possession or use of tobacco in any form on any property owned or leased by any public school;
6. Willfully or intentionally damaging, destroying, or stealing ~~while on~~ school property ~~or at school events~~;

~~7. Possession of any paging device, beeper, or similar electronic communication devices on the school campus during normal school hours unless specifically exempted by the administration for health or other compelling reasons;~~

7. Possession and use of a personal electronic device except as authorized by Policy 4.47 or by the student's IEP or 504 Plan;
8. Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug;
9. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;
10. Inappropriate public displays of affection;
11. Cheating, copying, or claiming another person's work to be his/her own;
12. Gambling;
13. Inappropriate student dress;
14. Use of vulgar, profane, or obscene language or gestures;
15. Truancy;
16. Excessive tardiness;
17. Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, sexual orientation, gender identity, or disability;
18. Possess, view, distribute or electronically transmit sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form;
19. Hazing, or aiding in the hazing of another student;

20. Gangs or gang-related activities, including belonging to secret societies of any kind, are forbidden on school property. Gang insignias, clothing, “throwing signs” or other gestures associated with gangs are prohibited;
21. Sexual harassment;
22. Bullying~~/Hazing; and~~;
23. Operating a vehicle on school grounds while using a wireless communication device;~~ and~~
24. Theft of another individual’s personal property~~.~~; and
25. Antisemitism.

The Board directs each school in the District to develop implementation regulations for prohibited student conduct consistent with applicable Board policy, State ~~laws,~~and Federal laws, and judicial decisions.

Cross References: Prohibited Conduct #2— Policy # 4.20, Prohibited Conduct #3— Policy # 4.21, 4.26, Prohibited Conduct #4— Policy # 4.22, Prohibited Conduct #5— Policy # 4.23, Prohibited Conduct #7—Policy #4.47, Prohibited Conduct #8— Policy # 4.24, Prohibited Conduct # 13— Policy # 4.25, Prohibited Conduct # 14— Policy # 4.21, Prohibited Conduct # 15— Policy # 4.7.1, Prohibited Conduct # 16 — Policy # 4.9, Prohibited Conduct # 17— Policy # 4.43R, #4.43, Prohibited Conduct # 20— Policy # 4.26, Prohibited Conduct # 21—Policy # 4.27, Prohibited Conduct # 22— Policy # 4.43, Prohibited Conduct #23 – Policy #4.47, Prohibited Conduct # 25– Policy # 4.65
Legal References: A.C.A. § 6-16-2001 et seq.A.C.A. § 6-18-502, A.C.A. § 6-18-514, A.C.A. § 6-18-515, A.C.A. § 6-18-707, A.C.A. § 6-15-1005, A.C.A. § 6-21-609, A.C.A. § 6-18-222, A.C.A. § 6-5-201, A.C.A. § 27-51-1602, A.C.A. § 27-51-1603, A.C.A. § 27-51-1609, DESE Rules Governing Student Discipline
Adopted: 3/12/2013
History BOE: 5/11/2015, 5/16/2017, 6/18/2019
Revised: Section Revised from 4.17R , 5/19/2015, 5/16/2017, 7/17/2018, 6/18/2019, 4/14/2026

Policy 4.20
DISRUPTION OF SCHOOL
Effective: 7/1/2026

Definitions

"Appropriate interim learning environment" means an appropriate learning environment that is used for a period of time not to exceed ten (10) days.

"Appropriate learning environment" means a setting within the District that provides a similar structure to the following, without limitation:

1. A classroom; or
2. In-school suspension.

"Violent or abusive behavior" means, without limitation:

a. Using threatening language;
b. Throwing an item that risks or causes:
   - Harm to another individual;
   - Injury to another individual; or
   - Damage to property;
c. Physically abusing a teacher or another student; or
d. Any other similar action that presents a physical danger or a threat of physical danger to a teacher or another student.

No student shall by the use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct, intentionally cause the disruption of any lawful mission, process, or function of the school, or engage in any such conduct for the purpose of causing disruption or obstruction of any lawful mission, process, or function. Nor shall any student encourage any other student to engage in such activities.

Disorderly activities by any student or group of students that adversely affect the school's orderly educational environment shall not be tolerated at any time on school grounds.

A teacher may, but is not required to, remove a student from class:

- Who has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the students in the class or with the ability of the student's classmates to learn; or
- ~~Teachers may remove~~ ~~from class and send to the principal or principal's designee~~ ~~office a student w~~Whose behavior is so unruly, disruptive, violent, or abusive that it seriously interferes with the teacher's ability to teach the students, the class, or with the ability of the student's classmates to learn.

A student who is removed from class ~~and~~shall:

o Be sen~~d~~t to the office of the principal or the principal's designee;

- o ~~Students who refuse to leave the classroom voluntarily will be~~ Be escorted from the classroom by the school administration~~.~~ if the student refuses to leave the classroom voluntarily;
- o Not be returned to the teacher's class until a conference is held; and
- o Be placed in another appropriate classroom learning environment until the conference is completed.

The conference shall be held for the purpose of:

1. Determining the causes of the problem that led to the student's removal and possible solutions;
2. Serving as a manifestation determination review if the student removed from the class is a student with a disability;
3. Determining if a behavioral threat assessment is necessary for the student who was removed from the class due to violent behavior.

The following individuals shall be present at the conference:

a. The principal or the principal's designee;
b. The teacher;
c. The school counselor;
d. A 504/special education representative (if applicable);
e. The parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis; and
f. The student, if appropriate.

The failure of the parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis to attend the conference shall not prevent the conference from being held nor prevent any action from being taken as a result of that conference.

Following the conclusion of the conference, the principal or the principal's designee may take any of the following actions against a student who was removed from class:

- Place the student into another appropriate learning environment or into in-school suspension;
- Except for a student who was removed for violent or abusive behavior, return the student to the class; or
- Take other appropriate action consistent with the District's discipline policy, state law, and federal law.

A student who is removed from class three (3) times during the same school year shall be placed in another appropriate learning environment for the remainder of the school year.

The District shall follow all requirements under the IDEA and 504 for students with a disability, including those surrounding a change in placement.

~~Cross Reference: 4.18 – Prohibited Conduct~~
Legal References: A.C.A. § 6-18-511, DESE Rules Governing Student Discipline ~~and School Safety~~
Adopted: 3/12/2013
History BOE:
Revised: 4/14/2026

Policy 4.21
STUDENT ASSAULT OR BATTERY
Effective: 7/1/2026

A student shall not threaten, physically abuse, ~~or~~ attempt to physically abuse, or behave in such a way as to be perceived to threaten bodily harm to any other person (student, school employee, or school visitor). Any gestures; vulgar, abusive, or insulting language; taunting, threatening, harassing, or intimidating remarks by a student toward another person that threatens their well-being is strictly forbidden. This includes, but is not limited to, fighting, racial, ethnic, religious, or sexual slurs.

Furthermore, it is unlawful, during regular school hours, and in a place where a public school employee is required to be in the course of his or her duties, for any person to address a public school employee using language which, in its common acceptation, is calculated to:

a. Cause a breach of the peace;
b. Materially and substantially interfere with the operation of the school; or
c. Arouse the person to whom it is addressed to anger, to the extent likely to cause imminent retaliation.

Students guilty of such an offense may be subject to legal proceedings in addition to any student disciplinary measures.

~~Cross Reference: 4.18 – Prohibited Conduct~~
Legal References: A.C.A. § 6-17-106, DESE Rules Governing Student Discipline
Adopted: 3/12/2013
History BOE: 6/18/2019
Revised: 6/18/2019, 4/14/2026

Policy 4.23

TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, AND RELATED PRODUCTS

Effective: 7/1/2026

Smoking or use of tobacco or products containing tobacco in any form (including, but not limited to, cigarettes, cigars, chewing tobacco, and snuff) in or on any real property owned or leased by a District school, including school buses owned or leased by the District, is prohibited. Students who violate this policy may be subject to legal proceedings in addition to student disciplinary measures.

With the exception of recognized tobacco cessation products, this policy's prohibition includes any tobacco or nicotine delivery system or product. Specifically, the prohibition includes any product that is manufactured, distributed, marketed, or sold as e-cigarettes, e-cigars, e-pipes, or under any other name or descriptor.

Notes: The statute requires the statute's posting "…in a conspicuous location at every entrance to each building owned or leased by a public school district and every school bus used to transport students"

Law enforcement officers and employees of a school are immune from civil liability for the confiscation from a minor on a school campus or at a school-sponsored event of:

- Nicotine, tobacco products, vapor products, alternative nicotine products, e-liquid products, or cigarette papers; or
- A product that the individual reasonably believes to be a vapor product.

Legal References: A.C.A. § 6-21-609, A.C.A. § 20-65-103
Former Policy Number: 00.00
Adopted: 2/19/2008
History PPC:
History BOE: 2/19/2008
Revised: 11/16/2021, 4/14/2026

Policy 4.24
DRUGS AND ALCOHOL
Effective: 7/1/2026

An orderly and safe school environment that is conducive to promoting student achievement requires a student population free from the deleterious effects of alcohol and drugs. Their use is illegal, disruptive to the educational environment, and diminishes the capacity of students to learn and function properly in our schools.

Therefore, no student in the Russellville School District shall possess, attempt to possess, consume, use, distribute, sell, buy, attempt to sell, attempt to buy, give to any person, or be under the influence of any substance as defined in this policy, or what the student represents or believes to be any substance as defined in this policy.

This policy applies to any student who~~; is~~:

- Is on or about school property;~~is~~
- Is in attendance at school or any school sponsored activity;
- ~~h~~Has left the school campus for any reason and returns to the campus; ~~is en~~or
- Is on route to or from school or any school sponsored activity.

Prohibited substances shall include, but are not limited to:

- ~~a~~Alcohol, or any alcoholic beverage;
- ~~i~~Inhalants or any ingestible matter that alter a student's ability to act, think, or respond;
- LSD~~,~~ or any other hallucinogen;
- ~~m~~Marijuana~~,~~;[1]
- ~~c~~Cocaine, heroin, or any other narcotic drug;~~ PCP;~~
- PCP;
- ~~a~~Amphetamines;
- ~~s~~Steroids;
- "~~d~~Designer drugs";[2]
- ~~l~~Look-alike drugs; or
- ~~a~~Any controlled substance.

The sale, distribution, or attempted sale or distribution of over-the-counter (OTC) medications, dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, or prescription~~s~~ drugs is prohibited. The possession or use of OTC medications, dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, or prescription drugs is prohibited except as permitted under Policy 4.35~~ ~~ STUDENT MEDICATIONS.

Note: The possession or use of marijuana on school campus is prohibited even if a student has a medical marijuana patient card. The Arkansas Constitution Amendment 98 § 6 states:
(a) This amendment does not permit a person to:
(2) Possess, smoke, or otherwise engage in the medical use of marijuana;

(A) On a school bus;
(B) On the grounds of a daycare center, preschool, primary or secondary school, college, or university;

In general, Amendment 98 requires that a student with a patient card have any positive drug test be treated as if marijuana were any other prescription drug. Amendment 98 requires the student be actively impaired before the district can take any action, which is restricted as follows:
(b) This amendment does not require:
(6) A public school to permit a qualifying patient who is a student to be present on school grounds, to attend a school event, or to participate in extracurricular activities in violation of the public school's student discipline policies when a school office has a good faith belief that the behavior of the qualifying patient is impaired.

Cross Reference: 4.35 – STUDENT MEDICATIONS
Legal Reference: A.C.A. 6-18-502, DESE RULES GOVERNING STUDENT DISCIPLINE, Arkansas Constitution Amendment 98 6
Adopted:3/12/2013
History BOE: 6/18/2019
Revised: 6/18/2019, 4/14/2026

Policy 4.27
STUDENT SEXUAL HARASSMENT
Effective: 7/1/2026

The Russellville School District is committed to providing an academic environment that treats all students with respect and dignity. Student achievement is best attained in an atmosphere of equal educational opportunity that is free of discrimination. Sexual harassment is a form of discrimination that undermines the integrity of the educational environment and will not be tolerated.

The District believes the best policy to create an educational environment free from sexual harassment is prevention; therefore, the District shall provide informational materials and training to students, parents/legal guardians/other responsible adults, and employees on sexual harassment. The informational materials and training on sexual harassment shall be age appropriate and, when necessary, provided in a language other than English or in an accessible format. The informational materials and training shall include, but are not limited to:

- The nature of sexual harassment;
- The District's written procedures governing the formal complaint grievance process;[1]
- The process for submitting a formal complaint of sexual harassment;
- That the district does not tolerate sexual harassment;
- That students can report inappropriate behavior of a sexual nature without fear of adverse consequences;
- The supports that are available to individuals suffering sexual harassment; and
- The potential discipline for perpetrating sexual harassment.

Definitions

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Education program or activity" includes locations, events, or circumstances where the District exercised substantial control over both the respondent and the context in which the sexual harassment occurs.

"Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting an investigation of the allegation of sexual harassment.

"Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

"Sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. A District employee:

a. Conditions the provision of an aid, benefit, or service of the District on an individual's participation in sexual conduct;[2] or
b. Uses the rejection of sexual conduct as the basis for academic decisions affecting that individual;[2]

2. The conduct is:
   a. Unwelcome; and
   b. Determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
3. Constitutes:
   a. Sexual assault;
   b. Dating violence
   c. Domestic violence; or
   d. Stalking.

"Supportive measures" means individualized services that are offered to the complainant or made available to the respondent designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party. The supportive measures must be non-disciplinary and non-punitive in nature; offered before or after the filing of a formal complaint or where no formal complaint has been filed; and offered to either party as appropriate, as reasonably available, and without fee or charge. Examples of supportive measures include, but are not limited to: measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment; counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; campus escort services; mutual restrictions on contact between the parties; changes in work or class locations; leaves of absence; and increased security and monitoring of certain areas of the campus.

Within the educational environment, sexual harassment is prohibited between any of the following: students; employees and students; and non-employees and students.

Actionable sexual harassment is generally established when an individual is exposed to a pattern of objectionable behaviors or when a single, serious act is committed. What is, or is not, sexual harassment will depend upon all of the surrounding circumstances and may occur regardless of the sex(es) of the individuals involved. Depending upon such circumstances, examples of sexual harassment include, but are not limited to:

- Making sexual propositions or pressuring for sexual activities;
- Unwelcome touching;
- Writing graffiti of a sexual nature;
- Displaying or distributing sexually explicit drawings, pictures, or written materials;
- Performing sexual gestures or touching oneself sexually in front of others;
- Telling sexual or crude jokes;
- Spreading rumors related to a person's alleged sexual activities;
- Discussions of sexual experiences;
- Rating other students or employees as to sexual activity or performance;
- Circulating or showing e-mails or Web sites of a sexual nature;

- Intimidation by words, actions, insults, or name calling; and
- Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether or not the individual self-identifies as homosexual or transgender.

Students who believe they have been subjected to sexual harassment, or the parent/legal guardian/other responsible adult of a student who believes their student has been subjected to sexual harassment, are encouraged to bring their concerns to **any** District staff member, including a counselor, teacher, Title IX coordinator, or administrator. If the District staff member who received a report of alleged sexual harassment is not the Title IX Coordinator, then the District staff person shall inform the Title IX Coordinator of the alleged sexual harassment. As soon as reasonably possible after receiving a report of alleged sexual harassment from another District staff member or after receiving a report directly through any means, the Title IX Coordinator shall contact the complainant to:

- Discuss the availability of supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
- explain to the complainant the process for filing a formal complaint.

Supportive Measures

The District shall offer supportive measures to the complainant and make supportive measures available to the respondent that are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party before or after the filing of a formal complaint or where no formal complaint has been filed. The District shall provide individualized supportive measures to the complainant unless declined in writing by the complainant and shall provide individualized supportive measures that are non-disciplinary and non-punitive to the respondent. A complainant who initially declined the District's offer of supportive measures may request supportive measures at a later time and the District shall provide individualized supportive measures based on the circumstances when the subsequent request is received.

Formal Complaint

A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by email. Upon receipt of a formal complaint, a District shall simultaneously provide the following written notice to the parties who are known:

- Notice of the District's grievance process and a copy of the procedures governing the grievance process;
- Notice of the allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include:
  - The identities of the parties involved in the incident, if known;
  - The conduct allegedly constituting sexual harassment; and
  - The date and location of the alleged incident, if known;

- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
- That the parties may inspect and review evidence relevant to the complaint of sexual harassment; and
- That the District's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the previous notice, the District shall simultaneously provide notice of the additional allegations to the parties whose identities are known.

The District may consolidate formal complaints of allegations of sexual harassment where the allegations of sexual harassment arise out of the same facts or circumstances and the formal complaints are against more than one respondent; or by more than one complainant against one or more respondents; or by one party against the other party. When the District has consolidated formal complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular "party", "complainant", or "respondent" include the plural, as applicable.

When investigating a formal complaint and throughout the grievance process, a District shall:

- Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the District and not on the parties;
- Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege or access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party unless the District obtains the parent, legal guardian, or other responsible adult of that party's voluntary, written consent or that party's voluntary, written consent if the party is over the age of eighteen (18) to do so for the grievance process;
- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding;

- Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation; this includes evidence:
    - Whether obtained from a party or other source;
    - The District does not intend to rely upon in reaching a determination regarding responsibility; and
    - That is either Inculpatory or exculpatory; and
- Create an investigative report that fairly summarizes relevant evidence.

At least ten (10)[3] days prior to completion of the investigative report, the District shall send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties shall have at least ten (10)[3] days to submit a written response to the evidence. The investigator will consider the written responses prior to completion of the investigative report. All evidence subject to inspection and review shall be available for the parties' inspection and review at any meeting to give each party equal opportunity to refer to such evidence during the meeting.

After the investigative report is sent to the parties, the decision-maker shall:

- Provide each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness;
- Provide each party with the answers;
- Allow for additional, limited follow-up questions from each party; and
- Provide an explanation to the party proposing the questions any decision to exclude a question as not relevant. Specifically, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

No earlier than ten (10) days following the completion of the investigation period, the

decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator, shall issue a written determination regarding responsibility. The written determination shall include—

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including:
    a. Any notifications to the parties;
    b. Interviews with parties and witnesses;
    c. site visits;
    d. Methods used to gather other evidence; and
    e. Hearings held;

3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the District's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including:
    a. A determination regarding responsibility;
    b. Any disciplinary sanctions imposed on the respondent; and
    c. Whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the complainant; and
6. The procedures and permissible bases for the complainant and respondent to appeal.

The written determination shall be provided to the parties simultaneously. The determination regarding responsibility shall become final on the earlier of:

- If an appeal is not filed, the day after the period for an appeal to be filed expires; or
- If an appeal is filed, the date the written determination of the result of the appeal is provided to the parties.

The District shall investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved; did not occur in the District's education program or activity; or did not occur against a person in the United States, then the District shall dismiss the complaint as not meeting the definition of sexual harassment under this policy. A dismissal for these reasons does not preclude action under another provision of the District's code of conduct.

The District may dismiss the formal complaint or any allegations therein, if at any time during the grievance process:

- The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- The respondent is no longer enrolled at the District; or
- Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon the dismissal of a formal complaint for any reason, the District shall promptly send written notice of the dismissal and reason(s) for the dismissal simultaneously to the parties.

The District may hire an individual or individuals to conduct the investigation or to act as the determination-maker when necessary.

Appeals

Either party may appeal a determination regarding responsibility or from a dismissal of a formal complaint or any allegations therein, on the following bases:

a. The existence of a procedural irregularity that affected the outcome of the matter;
b. Discovery of new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;

c. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or

d. An appeal of the disciplinary sanctions from the initial determination.[4]

For all appeals, the District shall:

1. Notify the other party in writing when an appeal is filed;
2. Simultaneously Provide all parties a written copy of the District's procedures governing the appeal process;
3. Implement appeal procedures equally for both parties;
4. Ensure that the decision-maker[5] for the appeal is not the same person as the decision-maker that reached the original determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator;
5. Provide all parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
6. Issue a written decision describing the result of the appeal and the rationale for the result; and
7. Provide the written decision simultaneously to both parties.

Confidentiality

Reports of sexual harassment, both informal reports and formal complaints, will be treated in a confidential manner to the extent possible. Limited disclosure may be provided to:

- Individuals who are responsible for handling the District's investigation and determination of responsibility to the extent necessary to complete the District's grievance process;
- Submit a report to the child maltreatment hotline;
- Submit a report to the Professional Licensure Standards Board for reports alleging sexual harassment by an employee towards a student; or
- The extent necessary to provide either party due process during the grievance process.[5]

Except as listed above, the District shall keep confidential the identity of:

& Any individual who has made a report or complaint of sex discrimination;
& Any individual who has made a report or filed a formal complaint of sexual harassment;
& Any complainant;
& Any individual who has been reported to be the perpetrator of sex discrimination;
& Any respondent; and
& Any witness.

Any supportive measures provided to the complainant or respondent shall be kept confidential to the extent that maintaining such confidentiality does not impair the ability of the District to provide the supportive measures.

Emergency removal[6]

The District may remove a respondent from the District's education program or activity on an emergency basis only after the completion of an individualized safety and risk analysis that determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. A removed student will be provided with notice and an opportunity to challenge the removal decision immediately following the removal.

Retaliation Prohibited

Students, or the parents/legal guardians/ other responsible adult of a student, who submit a report or file a formal complaint of sexual harassment,; testified; assisted; or participate or refused to participate in any manner in an investigation, proceeding, or hearing on sexual harassment shall not be subjected to retaliation or reprisal in any form, including threats; intimidation; coercion; discrimination; or charges for code of conduct violations that do not involve sex discrimination or sexual harassment, arise out of the same facts or circumstances as a report or formal complaint of sex discrimination, and are made for the purpose of interfering with any right or privilege under this policy. The District shall take steps to prevent retaliation and shall take immediate action if any form of retaliation occurs regardless of whether the retaliatory acts are by District officials, students, or third parties.

Disciplinary Sanctions

It shall be a violation of this policy for any student to be subjected to, or to subject another person to, sexual harassment. Following the completion of the District's grievance process, any student who is found by the evidence to more likely than not[7] have engaged in sexual harassment will be subject to disciplinary action up to, and including, expulsion. No disciplinary sanction or other action that is not a supportive measure may be taken against a respondent until the conclusion of the grievance process.

Students who knowingly fabricate allegations of sexual harassment or purposely provide inaccurate facts shall be subject to disciplinary action up to and including expulsion. A determination that the allegations do not rise to the level of sexual harassment alone is not sufficient to conclude that any party made a false allegation or materially false statement in bad faith.

Records

The District shall maintain the following records for a minimum of seven (7) years:

- Each sexual harassment investigation including:
- Any determination regarding responsibility;
- any disciplinary sanctions imposed on the respondent;
- Any remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity;
- Any appeal and the result therefrom;
- All materials used to train Title IX Coordinators, investigators, and decision-makers;

- Any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, which must include:
  - The basis for the District's conclusion that its response was not deliberately indifferent; and
  - Document:
    - If supportive measures were provided to the complainant, the supportive measures taken designed to restore or preserve equal access to the District's education program or activity; or
    - If no supportive measures were provided to a complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Cross References: 3.26—LICENSED PERSONNEL SEXUAL HARASSMENT, 4.11—EQUAL EDUCATIONAL OPPORTUNITY, 5.20—DISTRICT WEBSITE, 7.15—RECORD RETENTION AND DESTRUCTION, 8.20—CLASSIFIED PERSONNEL SEXUAL HARASSMENT
Legal References: 20 USC 1681 et seq., 34 C.F.R. Part 106, A.C.A. § 6-15-1005, A.C.A. § 6-18-502, A.C.A. § 12-18-102

Former Policy Number: JDA
Adopted: 4/18/2000
History BOE: 4/18/2000 2/20/2018, 7/21/2020, 9/10/2024
Revised: 2/20/2018, 7/21/2020, 7/12/2022, 9/10/2024, 4/14/2026

Policy 4.30
SUSPENSION FROM SCHOOL
Effective: 7/1/2026

Students who are not present at school cannot benefit from the educational opportunities the school environment affords. Administrators, therefore, shall strive to find ways to keep students in school as participants in the educational process. There are instances, however, when the needs of the other students or the interests of the orderly learning environment require the removal of a student from school. The Board authorizes school principals or their designees to suspend students for disciplinary reasons for a period of time not to exceed ten (10) school days,[1] including the day upon which the suspension is imposed. The suspension may be in school or out of school. Students are responsible for their conduct that occurs: ~~at~~

- At any time on the school grounds;
- ~~o~~Off school grounds at a school-sponsored function, activity, or event; and
- ~~g~~Going to and from school or a school activity.

A student may be suspended for behavior including, but not limited to, that ~~which~~:

1. Is in violation of school policies, rules, or regulations;
2. Substantially interferes with the safe and orderly educational environment;
3. School administrators believe will result in the substantial interference with the safe and orderly educational environment; and/or
4. Is insubordinate, incorrigible, violent, or involves moral turpitude.

~~The school principal or designee shall proceed as follows in deciding whether or not to suspend a student.~~

~~1. the student shall be given written notice or advised orally of the charges against him/her;~~
~~2. if the student denies the charges, he/she shall be given an explanation of the evidence against him/her and be allowed to present his/her version of the facts;~~
~~3. if the principal finds the student guilty of the misconduct, he/she may be suspended.~~

Out-of-school suspension (OSS) shall not be used to discipline a student in kindergarten through fifth (5th) grade unless the student's behavior:

a. Poses a physical risk to himself or herself or to others;
b. Causes a serious disruption that cannot be addressed through other means; or
c. Is the act of bringing a firearm on school campus.

OSS shall not be used to discipline a student for skipping class, excessive absences, or other forms of truancy.

The school principal or designee shall proceed as follows in deciding whether or not to suspend a student ~~-~~:

1. ~~t~~The student shall be given written notice or advised orally of the charges against him/her;
2. ~~if~~If the student denies the charges, he/she shall be given an explanation of the evidence against him/her and be allowed to present his/her version of the facts; and
3. ~~if~~If the principal finds the student guilty of the misconduct, he/she may be suspended.

When possible, notice of the suspension, its duration, and any stipulations for the student's re-admittance to class will be given to the parent(s), legal guardian(s), person(s) with lawful control of the student, person(s) standing in loco parentis, or to the student if age eighteen (18) or older prior to the suspension. Such notice shall be handed to the parent(s), legal guardian(s), person(s) having lawful control of the student, person(s) standing in loco parentis, or to the student if age eighteen (18) or older or mailed to the last address reflected in the records of the school district.

Generally, notice and hearing should precede the student's removal from school, but if prior notice and hearing are not feasible, as where the student's presence endangers persons or property or threatens disruption of the academic process, thus justifying immediate removal from school, the necessary notice and hearing should follow as soon as practicable.

It is the responsibility of a student's parents, ~~or~~ legal guardians, person having lawful control of the student, or person standing in loco parentis to provide current contact information to the district, which the school shall use to immediately notify the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis upon the suspension of a student. The notification shall be by one of the following means, listed in order of priority:[2]

- A primary call number;
  - The contact may be by voice, voice mail, or text message.
- An email address;
- A regular first class letter to the last known mailing address.

The ~~D~~district shall keep a log of contacts attempted and made to the parent, ~~or~~ legal guardian, person having lawful control of the student, or person standing in loco parentis.

The District shall establish programs, measures, or alternative means and methods to continue student engagement and access to education during a student's period of OSS.

During the period of their suspension, students serving ~~out-of-school suspensions~~OSS are not permitted on campus except to attend a student/parent/administrator conference or when necessary as part of the District's engagement or access to education program.[3]

During the period of their suspension, students serving in-school suspension shall not attend or participate in any school-sponsored activities during the imposed suspension ~~nor shall the student participate in any school-sponsored activities.~~.[3]

Suspensions initiated by the principal or his/her designee may be appealed to the Superintendent, but not to the Board.

Suspensions initiated by the Superintendent may be appealed to the Board.

Cross References: ~~4.7-1—ABSENCES K-5, 4.7-2—ABSENCES 6-12~~ 4.7–ABSENCES
Legal References: A.C.A. § 6-18-507, DESE Rules Governing Student Discipline ~~and School Safety.~~ *Goss v Lopez*, 419 U.S. 565 (1975)
Adopted: 6/21/2016
History BOE: 6/21/2016, 6/18/2019 4/11/2023
Revised: Section Revised from 4.17R , 6/21/2016, 6/18/2019, 4/11/2023, 4/14/2026

Policy 4.31
EXPULSION
Effective: 7/1/2026

The Board of Education may expel a student for a period longer than ten (10) school days for violation of the District's written discipline policies. The Superintendent may make a recommendation of expulsion to the Board of Education for student conduct:

- Deemed to be of such gravity that suspension would be inappropriate;
- Where the student's continued attendance at school would disrupt the orderly learning environment; or
- Would pose an unreasonable danger to the welfare of other students or staff.

Expulsion shall not be used to discipline a student in kindergarten through fifth (5^{th}) grade unless the student's behavior:

a. Poses a physical risk to himself or herself or to others;
b. Causes a serious disruption that cannot be addressesd through other means; or
c. Is the act of bringing a firearm on school campus.

The Superintendent or his/her designee shall give written notice to the parents, ~~or~~ legal guardians, persons having lawful control of the student, or persons standing in loco parentis (mailed to the address reflected on the District's records) that he/she will recommend to the Board of Education that the student be expelled for the specified length of time and state the reasons for the recommendation to expel. The notice shall give the date, hour, and place where the Board of Education will consider and dispose of the recommendation.

The hearing shall be conducted not later than ten (10) school days following the date of the notice, except that representatives of the Board and student may agree in writing to a date not conforming to this limitation.

The President of the Board, Board attorney, or other designated Board member shall preside at the hearing. The student may choose to be represented by legal counsel. Both the district administration and School Board also may be represented by legal counsel. The hearing shall be conducted in open session of the Board unless the parent, legal guardian, person having lawful control of the student, person standing in loco parentis, or student if age eighteen (18) or older, requests that the hearing be conducted in executive session. Any action taken by the Board shall be in open session.

During the hearing, the Superintendent, or designee, or representative will present evidence, including the calling of witnesses, ~~that~~who gave rise to the recommendation of expulsion. The student, or his/her representative, may then present evidence including statements from persons with personal knowledge of the events or circumstances relevant to the charges against the student. Formal cross-examination will not be permitted; however, any member of the Board, the Superintendent, or designee, the student, or his/her representative may question anyone making a statement and/or the student. The presiding officer shall decide questions concerning the appropriateness or relevance of any questions asked during the hearing.

Except as permitted by policy 4.22, the Superintendent shall recommend the expulsion of any student for a period of one (1) year for possession of any firearm prohibited on school campus by law. The Superintendent shall, however, have the discretion to modify the expulsion recommendation for a student on a case-by-case basis. Parents, ~~or~~ legal guardians, persons having lawful control of a student, or persons standing in loco parentis of a student enrolling from another school after the expiration of an expulsion period for a weapons policy violation shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a weapon on school property. The parents, legal guardians, persons having lawful control of ~~a~~the student, or persons standing in loco parentis shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

The Superintendent and the Board of Education shall complete the expulsion process of any student that was initiated because the student possessed a firearm or other prohibited weapon on school property regardless of the enrollment status of the student.

The District shall establish programs, measures, or alternative means and methods to continue student engagement and access to education during a student's period of expulsion.

Notes: To satisfy a student's due process rights, make sure that all the IDEA requirements are met for students receiving special education services.

Cross Reference: 4.22 – WEAPONS AND DANGEROUS INSTRUMENTS
Legal References: A.C.A. § 6-18-502, A.C.A. § 6-18-507, DESE Rules Governing Student Discipline
Adopted: 4/22/2013
History BOE: 4/22/2013, 6/27/2017, 6/18/2019, 06/05/2023
Revised: 6/27/2017, 6/18/2019, 06/05/2023, 4/14/2026

Policy 4.35
STUDENT MEDICATIONS
Effective Date: 7/1/2026

Prior to the administration of any medication, including any dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, to any student under the age of eighteen (18), written parental consent is required. The consent form shall include authorization to administer the medication and relieve the Board and its employees of civil liability for damages or injuries resulting from the administration of medication to students in accordance with this policy. All signed medication consent forms are to be maintained by the school nurse.

Unless authorized to self-administer or otherwise authorized by this policy, students are not allowed to carry any medications, including over-the-counter (OTC) medications or any dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration~~,~~ while at school. The parent or legal guardian shall bring the student's medication to the school nurse. The student may bring the medication if accompanied by a written authorization from the parent or legal guardian. When medications are brought to the school nurse, the nurse ~~or trained designee~~ shall document, in the presence of the parent, the quantity of the medication(s). If the medications are brought by a student, the school nurse shall ask another school employee to verify, in the presence of the student, the quantity of the medication(s). Each person present shall sign a form verifying the quantity of the medication(s).

Medications, including those for self-administration, must be in the original container and be properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings. Schedule II medications that are permitted by this policy to be brought to school shall be stored in a double locked cabinet.

Students with an individualized health plan (IHP) may be given OTC medications to the extent giving such medications are included in the student's IHP.

The ~~D~~district's supervising registered nurse ~~and nursing team, under the supervision of RSD Administration, shall be~~is responsible for creating procedures for the administration of medications on and off campus.

The school shall not keep outdated medications or any medications past the end of the school year. Parents shall be notified ten (10) days in advance of the school's intention to dispose of any medication. Medications not picked up by the parents or legal guardians within the ten (10) day period shall be disposed of by the school nurse in accordance with current law and rules.

Schedule II Medications

Students taking Schedule II medications methylphenidate (e.g. Ritalin or closely related medications as determined by the school nurse), dextroamphetamine (Dexedrine), and amphetamine sulfate (e.g. Adderall or closely related medications as determined by the school nurse) shall be allowed to attend school.

Students taking Schedule II medications not included in the previous sentence shall be allowed to bring them to school under the provisions of this policy and shall be permitted to attend and participate in classes **only** to the extent the student's doctor has specifically authorized such attendance and participation. A doctor's prescription for a student's Schedule II medication is **not** an authorization. Attendance authorization shall specifically state the degree and potential danger of physical exertion the student is permitted to undertake in the student's classes and extracurricular activities. Without a doctor's written authorization, a student taking Schedule II medications, other than those specifically authorized in this policy, shall **not** be eligible to attend classes, but shall be eligible for homebound instruction if provided for in their IEP or 504 plans.

~~Once a parent obtains a prescription for their student, the parent is considered the ultimate user. The parent may delegate a trained volunteer to give the controlled substance in the absence of the nurse. That volunteer must be named on the consent form.~~

Self-Administration of Medication

Students who have written permission from their parent or guardian and a licensed health care practitioner on file with the District may:

1~~).~~ Self-administer either a~~:~~ ~~rescue inhaler or auto-injectable epinephrine;~~
- Rescue inhaler; or
- Auto-injectable or nasal spray epinephrine;

2~~).~~ Perform ~~his/her~~ the student's own blood glucose checks;

3~~).~~ Administer insulin through the insulin delivery system the student uses;

4~~).~~ Treat the student's own hypoglycemia and hyperglycemia; or

5~~).~~ Possess on ~~his or her~~ the student's person:

~~a)~~A. A rescue inhaler~~; or auto-injectable epinephrine; or~~

~~b)~~B. Auto-injectable or nasal spray epinephrine; or

C. ~~t~~The necessary supplies and equipment to perform ~~his/her~~ the student's own diabetes monitoring and treatment functions.

A student may be authorized to self-administer a stress dose medication to treat the student's adrenal insufficiency with:

1. The written authorization of the student's parent, legal guardian, or person standing in loco parentis; and
2. A written order from the student's treating physician stating that the student:
   a. Is capable of completing the proper method of self-administration of the stress dose medication; and
   b. Has been instructed on the details of the student's medical condition and the events that may lead to an adrenal crisis.

The parent, legal guardian, or person standing in loco parentis of a student who is authorized to self-administer a stress dose medication shall sign an IHP developed by the school nurse for the

school where the student is enrolled. The IHP shall include a requirement for the notification of appropriate staff following the self-administration of a stress dose medication, which shall include the school nurse, teacher of the classroom where the stress dose medication was administered, and a school administrator.

Students who have a current consent form on file shall be allowed to carry and self-administer such medication while:

- In school;
- At an on-site school sponsored activity;
- While traveling to or from school; or
- At an off-site school sponsored activity.

A student is prohibited from sharing, transferring, or in any way diverting ~~his/her~~ the student's medications to any other person. The fact that a student with a completed consent form on file is allowed to carry a rescue inhaler~~,~~; auto-injectable or nasal spray epinephrine~~,~~; diabetes medication,; stress dose ~~-~~medication,; or combination does not require the student to have such on the student's person. The parent or guardian of a student who qualifies under this policy to self-~~-~~carry a rescue inhaler,; auto-injectable or nasal spray epinephrine,; diabetes medication,; stress dose medication,; or any combination on the student's person shall provide the school with the appropriate medication, which shall be immediately available to the student in an emergency.

Students may possess and use a topical sunscreen that is approved by the United States Food and Drug Administration for OTC use to avoid overexposure to the sun without written authorization from a parent, legal guardian, or healthcare professional while the student is on school property or at a school-related event or activity. The parent or guardian of a student may provide written documentation authorizing specifically named District employee(s), in addition to the school nurse, to assist a student in the application of sunscreen. The District employee(s) named in the parent or legal
guardian's written authorization shall not be required to assist the student in the application of sunscreen.

Emergency Administration of Glucagon and Insulin

Students may be administered Glucagon, insulin, or both in emergency situations by the school nurse or, in the absence of the school nurse, a trained volunteer school employee designated as a care provider, provided the student has:

1. ~~an~~An IHP that provides for the administration of Glucagon, insulin, or both in emergency situations; and
2. ~~a~~A current, valid consent form on file from their parent or guardian.

~~3. a current, valid prescription is on file from the primary physician~~

~~4. the medication has been provided to the school.~~

When the nurse is unavailable, the trained volunteer school employee who is responsible for a student shall be released from other duties during:

A. The time scheduled for a dose of insulin in the student's IHP; and

B. Glucagon or non-scheduled insulin administration once other staff have relieved him/her

from other duties until a parent, guardian, other responsible adult, or medical personnel ~~have~~has arrived.

A student shall have access to a private area to perform diabetes monitoring and treatment functions as outlined in the student's IHP.

Emergency Administration of Epinephrine

The school nurse or other trained school employees designated by the school nurse as a care provider who have been certified by a licensed physician may administer ~~an~~ epinephrine, either through an auto-injector or nasal spray, in emergency situations to students who have an IHP that provides for the administration of ~~an~~ epinephrine ~~auto-injector~~ in emergency situations.

The parent of a student who has an authorizing IHP, or the student if ~~is~~ over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other trained school employee(s) certified to administer ~~auto-injector~~ epinephrine to administer auto-injector or nasal spray epinephrine to the student when the employee believes the student is having a life-threatening anaphylactic reaction.

Students with an order from a licensed health care provider to self-administer ~~auto-injectable~~ epinephrine, either through an auto-injector or nasal spray, and who have written permission from their parent or guardian shall provide the school nurse ~~an epinephrine~~ either an auto- injector or nasal spray epinephrine. This epinephrine will be used in the event the school nurse, or other school employee certified to administer ~~auto-injector~~ epinephrine, in good faith professionally believes the student is having a life-threatening anaphylactic reaction and the student is either not self-carrying ~~his/her /~~epinephrine ~~auto-injector~~ or the nurse is unable to locate it.

The school nurse for each District school shall keep epinephrine ~~auto-injectors~~ on hand that are suitable for the students ~~and staff~~ the school serves. The school nurse or other trained school employee designated by the school nurse as a care provider who has been certified by a licensed physician may administer ~~auto-injector~~ epinephrine to those students who the school nurse, or other trained school employee certified to administer auto-injector epinephrine, in good faith professionally believes is having a
life-threatening anaphylactic reaction.

Emergency Administration of Albuterol

The school nurse or other trained school employees designated by the school nurse as a care provider who have been certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol in emergency situations to students who have an IHP that provides for the administration of albuterol in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other trained school employee(s) certified to administer albuterolto administer albuterol to the student when the employee believes the student is in perceived respiratory distress.

The school nurse for each District school shall keep albuterol on hand. The school nurse or other trained school employee designated by the school nurse as a care provider who has been certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol to those students who the school nurse, or other trained school employee certified to administer albuterol, in good faith professionally believes is in perceived respiratory distress.

Emergency Administration of Anti-opioid

The school nurse for each District school ~~may~~shall keep anti-opioid injectors on hand and the school nurse and school resource officer shall possess an anti-opioid at all times when on duty. The school nurse, ~~or~~ other school employee, volunteer, or student may administer anti-opioid in accordance with the District's procedures to a student who the school nurse, or other observer, in good faith believes is having an opioid overdose.

An opioid overdose rescue kit shall be placed within all storage locations in the District high school buildings that currently contain an automated external defibrillator for public use. The opioid overdose rescue kits shall be located where it is readily available to the public, be visually free of advertisement, and contain an anti-opioid.

Emergency Administration of Emergency Adrenal Insufficiency Medication

The school nurse or other trained school employees designated by the school nurse as a care provider who have been certified by a licensed physician may administer an injectable emergency dose medication in emergency situations to students who have an IHP that provides for the administration of an injectable emergency dose medication in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other trained school employee(s) certified to administer an injectable emergency dose medication to administer an injectable emergency dose medication to the student when the employee believes the student is having an adrenal crisis due to adrenal insufficiency.

Students who have met the requirements to be authorized to self-administer a stress dose medication under this policy shall provide the school nurse an emergency injectable dose of the student's medication. This emergency injectable dose will be used in the event the school nurse, or other school employee certified to administer an injectable emergency dose medication, in good faith professionally believes the student is having an adrenal crisis due to adrenal insufficiency.

Seizure Disorder Medications

Students who have been diagnosed with a seizure disorder shall have a seizure action plan that shall be a written IHP designed to acknowledge and prepare for the healthcare needs of the student. The student's seizure action plan shall be created in collaboration between District staff and the student's Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis or the student if over eighteen
(18). As part of the creation of the student's seizure action plan, the student's Parents, legal

guardians, persons having lawful control of the student, or persons acting in loco parentis shall:

1. Provide the school with written authorization to administer the seizure medication at school;
2. Provide a written statement from the student's healthcare provider that shall contain the following information:
   - The student's name;
   - The name and purpose of the medication;
   - The prescribed dosage;
   - The route of administration;
   - The frequency that the medication should be administered; and
   - The circumstances under which the medication should be administered;
3. Provide the prescribed medication to the school in its unopened, sealed package with the label affixed by the dispensing pharmacy intact, which shall be stored in a safe and secure location accessible only by District personnel or volunteers with training to administer seizure medication.

The written authorization, written statement, and seizure action plan shall be kept on file in the office of the school nurse or school administrator and distributed to any school personnel or volunteers responsible for the supervision or care of the student.

Legal References: Ark. State Board of Nursing: School Nurse Roles and Responsibilities; Division of Elementary and Secondary Education and Arkansas State Board of Nursing Rules Governing the Administration of Insulin, Glucagon, and Medication for Adrenal Insufficiency or Adrenal Crisis to Arkansas Public School Students with Diabetes; A.C.A. § 6-18-701, A.C.A. § 6-18-707, A.C.A. § 6-18-711, A.C.A. § 6-18-714, A.C.A. § 6-18-717, A.C.A. § 17-87-103 (11) and (14), A.C.A. § 20-13-405
Adopted: 06/17/1997
History BOE: 06/17/1997, 04/18/2000, 5/21/2002, 9/17/2013, 5/11/2015, 5/15/2018, 6/18/2019, 6/15/2021, 06/05/2023
Revised: 4/18/2000, 5/21/2002, 3/12/2013, 9/17/2013, 12/17/2013, 5/19/2015, 5/15/2018, 6/18/2019, 6/15/2021, 8/16/2022, 06/05/2023, 7/1/2024, 4/14/2026

Policy 4.35.FR2

MEDICATION SELF-ADMINISTRATION CONSENT FORM

Effective: 7/1/2026

~~School Year _____~~

Student's Name (Please Print) _____ ~~Date of Birth _____~~

This form is good for school year _____. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

The following must be provided for the student to be eligible to self-administer ~~asthma~~ rescue inhalers and/or auto-injectable epinephrine. Eligibility is **only** valid for this school for the current academic year. ~~This consent form must be renewed each year and/or anytime a student changes schools.~~

- A written medical statement from a health-care provider who has prescriptive privileges that ~~he/she~~ the health care provider has prescribed the ~~asthma~~ rescue inhaler~~;~~ ~~and/or~~ auto-injectable epinephrine, and/or nasal spray epinephrine for the student and that the student needs to carry the medication on ~~his/her~~ the student's person due to a medical condition;
- The specific mediations prescribed for the student;
- An individualized health care plan developed by the prescribing health-care provider containing the treatment plan for managing asthma and/or anaphylaxis episodes of the student and for medication use by the student during school hours; and
- A statement from the prescribing health-care provider that the student possesses the skill and responsibility necessary to use and administer the asthma inhaler, ~~and/or~~ auto-injectable epinephrine, and/or nasal spray epinephrine.

If the school nurse is available, the student shall demonstrate ~~his/her~~ the student's skill level in using the ~~asthma~~ rescue inhaler~~s~~~~,~~ ~~and/or~~ auto-injectable epinephrine, and/or nasal spray epinephrine to the nurse.

~~Medications for self-medication shall be supplied by the student's parent or guardian and be in the original container labeled with the student's name. The parent or guardian may choose to provide the school with additional appropriate medication (use form 4.35.FR) for the school to have available to deal with an asthma or anaphylaxis emergency.~~

Rescue inhalers, auto-injectable epinephrine, and/or nasal spray epinephrine for a student's self-administration shall be supplied by the student's parent or guardian and be in the original container properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

Students who self-carry a rescue inhaler, an epinephrine auto-injector, or nasal spray epinephrine shall also provide the school nurse with a rescue inhaler, an epinephrine auto-injector, and/or nasal spray epinephrine to be used in emergency situations.

I understand this form authorizes my student to possess and use the medication(s) included on this form while on school grounds and at school sponsored events but that distribution of the medication(s) included on this form to other students may lead to disciplinary action against my student.

My signature below is an acknowledgment that I understand that the District, its Board of Directors, and its employees shall be immune from civil liability for injury resulting from the self-administration of medications by the student named above.

~~A SIGNED MEDICATION ADMINISTRATION FORM 4.35.FR, DETAILED EMERGENCY/INDIVIDUAL HEALTH CARE PLAN, AND PRECRIBER ORDER IS REQUIRED TO BE ON FILE FOR THIS STUDENT IN ADDITION TO THIS PARENTAL CONSENT.~~

Parent or legal guardian signature _____

Date _____

Policy 4.35FR4

EPINEPHRINE EMERGENCY ADMINISTRATION CONSENT FORM

Effective: 7/1/2026

~~Student~~ _____

~~DOB~~ _____ ~~Grade~~ _____ ~~School~~ _____

Student's Name (Please Print)

_____

This form is good for school year _____ . This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

My child has an IHP ~~developed under Section 504 of the Rehabilitation Act of 1973 which~~ that provides for the administration of epinephrine in emergency situations. I hereby authorize the school nurse or other school employee certified to administer ~~auto-injectable~~ or nasal spray epinephrine in emergency situations when ~~he/she~~ the individual believes my child is having a life-threatening anaphylactic reaction.

The medication must be in the original container and be properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

Date of ~~physician's~~ health-care provider's order: _____

Circumstances under which Epinephrine may be administered:

_____

_____

Other instructions

_____

_____

I acknowledge that the District, its Board of Directors, and its employees shall be immune from civil liability for damages resulting from the administration of auto-injector epinephrine in accordance with this consent form, District policy, and Arkansas law.

~~A SIGNED MEDICATION ADMINISTRATION FORM 4.35FR, DETAILED EMERGENCY/INDIVIDUAL HEALTH CARE PLAN, AND PRECRIBER ORDER IS REQUIRED TO BE ON FILE FOR THIS STUDENT IN ADDITION TO THIS PARENTAL CONSENT.~~

Parent or legal guardian signature

_____ Date _____

Policy 4.37
EMERGENCY DRILLS
Effective: 7/1/2026

All schools in the District shall conduct fire drills at least monthly. Tornado drills shall also be conducted not fewer than three (3) times per year.[1] ~~1~~ Students who ride school buses, [2]shall also participate in emergency evacuation drills at least twice each school year.

The District shall annually conduct ~~an~~a lockdown drill ~~and~~ at all schools in the District in collaboration with local law enforcement, medical professionals, fire department officials, and emergency management personnel. The lockdown drill training will include use of the District's emergency communication method with law enforcement.Students will be included in the drills to the extent that is developmentally appropriate for the age of both the students and grade configuration of the school.

Drills may be conducted during the instructional day or during non-instructional time periods.

Other types of emergency drills may also be conducted to test the implementation of the District's emergency plans in the event of violence, terrorist attack, natural disaster, other emergency, or the District's emergency communication with law enforcement method. Students shall be included in the drills to the extent practicable.

Note: ~~1~~ [2]Students who only ride buses occasionally, such as to go to and/or from a field trip will also have to participate in the evacuation drills.

Legal References: A.C.A. § ~~12-13-109~~ 6-10-110, ~~A.C.A. § 6-10-110~~, A.C.A. § 6-10-121, A.C.A. § 6-15-1302, A.C.A. § 6-15-1303, A.C.A. § 6-15-1304, A.C.A. § 6-18-713, A.C.A. § 12-13-109, Ark. Division of Academic Facilities and Transportation Rules Governing Maintenance and Operations of Ark. Public School Buses and Physical Examinations of School Bus Drivers 4.03.1
Adopted: 2/19/2013
History BOE: 2/19/2013, 7/21/2020, 6/15/2021, 06/05/2023
Revised: 7/21/2020, 6/15/2021, 06/05/2023, 4/14/2026

Policy 4.39
CORPORAL PUNISHMENT
Effective: 7/1/2026

The Russellville School Board prohibits the use of corporal punishment by any employee~~, or~~ of the District against any student.

Legal References: A.C.A. § 6-18-503 (b), DESE Rules Governing Student Discipline, DESE Rules Governing Special Education and Related Services Section 11.00 - Discipline
Adopted: 5/22/2013
History BOE: 5/22/2013, 6/18/2019
Revised: Section Revised from 4.17R, 6/18/2019, 11/16/2021, 4/14/2026

Policy 4.43
BULLYING
Effective: 7/1/2026

Definitions

"Attribute" means an actual or perceived personal characteristic including without limitation race, color, religion, ancestry, national origin, socioeconomic status, academic status, disability, gender, gender identity, physical appearance, health condition, or
sexual orientation;

"Bullying" means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that~~-~~:

1. ~~m~~May address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated~~ and that~~ ;
2. Involves an actual or reasonably perceived power imbalance;
3. Is repeated or has a high likelihood of repetition; and
4. ~~e~~Causes or creates actual or reasonably foreseeable:
   - Physical harm to a public school employee or student or damage to the public school employee's or student's property;
   - Substantial interference with a student's education or with a public school employee's role in education;
   - A hostile educational environment for one (1) or more students or public school employees due to the severity, persistence, or pervasiveness of the act; or
   - Substantial disruption of the orderly operation of the school or educational environment~~;~~.

Examples of "Bullying" include, but are not limited to, a pattern of behavior involving one or more of the following:

1. Cyberbullying;
2. Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes~~;~~;
3. Pointed questions intended to embarrass or humiliate~~;~~;
4. Mocking, taunting or belittling~~;~~;
5. Non-verbal threats and/or intimidation such as "fronting" or "chesting" a person~~;~~;
6. Demeaning humor relating to a student's actual or perceived attributes~~;~~;
7. Blackmail, extortion, demands for protection money or other involuntary donations or loans~~;~~;
8. Blocking access to school property or facilities~~;~~;
9. Deliberate physical contact or injury to person or property~~;~~;
10. Stealing or hiding books or belongings~~;~~;
11. Threats of harm to student(s), possessions, or others~~;~~;
12. Sexual harassment, as governed by policy 4.27, is also a form of bullying~~;~~; and/or

13. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether the student self-identifies as homosexual or transgender (Examples: “Slut”, “You are so gay.”, “Fag”, “Queer”).

"Cyberbullying" means any form of communication by electronic act that is sent with the purpose to:

- Harass, intimidate, humiliate, ridicule, defame, or threaten a student, school employee, or person with whom the other student or school employee is associated; or
- Incite violence towards a student, school employee, or person with whom the other student or school employee is associated.

Cyberbullying of School Employees includes, but is not limited to:

a. Building a fake profile or website of the employee;
b. Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;
c. Posting an original or edited image of the school employee on the Internet;
d. Accessing, altering, or erasing any computer network, computer data program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords of a school employee;
e. Making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
f. Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;
g. Signing up a school employee for a pornographic Internet site; or
h. Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

Cyberbullying is prohibited whether or not the cyberbullying originated on school property or with school equipment, if the cyberbullying results in the substantial disruption of the orderly operation of the school or educational environment or is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school and has a high likelihood of succeeding in that purpose.

“Harassment” means a pattern of unwelcome verbal or physical conduct relating to another person's constitutionally or statutorily protected status that causes, or reasonably should be expected to cause, substantial interference with the other's performance in the school environment~~; and~~

“Substantial disruption” means without limitation that any one or more of the following occur as a result of the bullying:

- Necessary cessation of instruction or educational activities;
- Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;
- Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or

- Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs a person of ~~his/her~~ dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated by the Board of Directors. Students who bully another person shall be held accountable for their actions whether they occur on school equipment or property; off school property at a school sponsored or approved function, activity, or event; going to or from school or a school activity in a school vehicle or school bus; or at designated school bus stops.

Students are encouraged to report behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, to their teacher or the building principal. The report may be made anonymously. Teachers and other school employees who have witnessed, or are reliably informed that, a student has been a victim of behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, shall report the incident(s) to the building principal, or designee, as soon as possible. Parents or legal guardians may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the building principal, or designee.

The person or persons reporting behavior they consider to be bullying shall not be subject to retaliation or reprisal in any form.

A building principal, or designee, who receives a credible report or complaint of bullying shall:

1. As soon as reasonably practicable, but by no later than the end of the school day following the receipt of the credible report of bullying:
    a. Report to a parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student that their student is the victim in a credible report of bullying; and
    b. Prepare a written report of the alleged incident of bullying;
2. Promptly investigate the credible report or complaint of bullying, which shall be completed by no later than the fifth (5^{th}) school day following the completion of the written report.
3. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student who was the alleged victim in a credible report of bullying whether the investigation found the credible report or complaint of bullying to be true and the availability of counseling and other intervention services.
4. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of the student, or person acting in loco parentis of the student who is alleged to have been the perpetrator of the incident of bullying:
    a. That a credible report or complaint of bullying against their student exists;
    b. Whether the investigation found the credible report or complaint of bullying to be true;
    c. Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and

d. Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;

5. Make a written record of the investigation, which shall include:

a. A detailed description of the alleged incident of bullying, including without limitation a detailed summary of the statements from all material witnesses to the alleged incident of bullying;

B. Any action taken as a result of the investigation; and

6. Discuss, as appropriate, the availability of counseling and other intervention services with students involved in the incident of bullying.

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the student handbook which may have simultaneously occurred.[1] In addition to any disciplinary actions, the District shall take appropriate steps to remedy the effects resulting from bullying.

Notice of what constitutes bullying, the District's prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus.[2] Parents, legal guardians, person having lawful control of a student, persons standing in loco parentis, students, school volunteers, and employees shall be given copies of the notice annually.[3]

The superintendent shall make a report annually to the Board of Directors on student discipline data, which shall include, without limitation, the number of incidents of bullying reported and the actions taken regarding the reported incidents of bullying.

To prevent multiple, simultaneous investigations into the same alleged conduct, if the facts that support an alleged incident of bullying may also constitute a violation of another District policy; State or Federal law; State rule; or Federal regulation, then the District shall investigate and dispose of the alleged incident of bullying in accordance with the other applicable District policy; State or Federal law; State rule; or federal regulation in lieu of the requirements of this policy.

Copies of this policy shall be available upon request.

Note: DESE has created a guidance document on bullying that could be useful in developing staff and student training on bullying. The document can be found at https://dese.ade.arkansas.gov/Offices/~~communications/~~District-Operations/school-safety/~~anti-~~bullying-and-violence-prevention.

Legal Reference: A.C.A. §6-18-514, A.C.A. §5-71-217, DESE Rules Governing Student Discipline
Former Policy Numbers: JDB1-2, 00.14
Adopted: 9/16/2003
History BOE:9/16/2003, 6/21/2005, 3/17/2009, 5/3/2011, 4/17/2018, 6/18/2019
Revised: 6/21/2005, 3/17/09; 5/3/2011, 4/17/2018, 6/18/2019, 4/14/2026

Policy 4.45

SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2025

Effective: 7/1/2024

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are 18 years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, both a *Smart Core Informed Consent Form* and a *Smart Core Waiver Form* will be sent home with students prior to their enrolling in seventh grade, or when a 7-12 grade student enrolls in the district for the first time and there is not a signed form in the student's permanent record. Parents must sign one of the forms and return it to the school so it can be placed in the students' permanent records. This policy is to be included in student handbooks for grades 6-12 and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the requirements of their IEP (when applicable) to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the time they are required to sign the consent forms.

While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum **providing** they would be able to complete the required course of study by the end of their senior year. Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents at least every other year to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or his/her designee, shall select the composition of the review panel.

- Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each; this shall be accomplished through holding an informational meeting for parents, legal guardians, or persons standing in loco parentis to students enrolled in grades six through twelve (6-12) with the school counselor and may be accomplished through any or all of the additional following means:

    Inclusion in the student handbook of the Smart Core curriculum and graduation requirements;

Discussion of the Smart Core curriculum and graduation requirements at the school's annual public meeting, PTA meetings, or a meeting held specifically for the purpose of informing the public on this matter; and/or

- Distribution of a newsletter(s) to parents or guardians of the district's students.

Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required by this paragraph.

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children for all students who meet the definition of "eligible child" in Policy 4.2—ENROLLMENT.

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the following categories. A minimum of 22 units is required for graduation for students participating in either the Smart Core or Core curriculum. In addition to the 22 units required for graduation by the Arkansas Department of Education, the district requires one (1) unit of Computer Business Application (CBA) or other technology-related class as approved by the building principal for a total of twenty-three (23) units to graduate. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

All students must receive a passing score on the Arkansas Civics Exam in order to graduate.

Students shall be trained in quality psychomotor skill bases in cardiopulmonary resuscitation and the use of automated external defibrillators in order to graduate.

Personal and Family Finance

All students shall receive credit in a course covering the Personal and Family Finance Standards in order to graduate.

SMART CORE: Sixteen (16) units

English: four (4) units – 9th, 10th, 11th, and 12th

Oral Communications: one-half (½) unit

Mathematics: four (4) units (all students under Smart Core must take a mathematics course in grade 11 or 12 and complete Algebra II.)

1) Algebra I or Algebra A & B* which may be taken in grades 7-8 or 8-9;

2) Geometry or Geometry A & B* which may be taken in grades 8-9 or 9-10;

* A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four-unit requirement for the purpose of meeting the **graduation** requirement, but only serve as one unit each toward fulfilling the **Smart Core** requirement.

3) Algebra II; and

4) The fourth unit may be either:

- A math unit approved by DESE beyond Algebra II; or

- A computer science flex credit may be taken in the place of a fourth math credit.

Natural Science: three (3) units

a. DESE approved biology – 1 credit;

b. DESE approved physical science – 1 credit; and

c. A third unit that is either:

- An additional science credit approved by DESE; or

- A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics - one-half (½) unit

- World History - one unit

- American History - one unit

- Other social studies – one-half (½) Unit

Physical Education: one-half (½) unit

Note: While one-half (½) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

A student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

CORE: Sixteen (16) units English:

four (4) units – 9th, 10th, 11th, and 12th

Oral Communications: one-half (½) unit

Mathematics: four (4) units

- Algebra or its equivalent* - 1 unit

- Geometry or its equivalent* - 1 unit

- All math units must build on the base of algebra and geometry knowledge and skills.

- (Comparable concurrent credit college courses may be substituted where applicable)

- A computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry

* A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

Science: three (3) units

a. DESE approved biology – 1 credit;

b. DESE approved physical science – 1 credit; and

c. A third unit that is either:

- An additional science credit approved by DESE; or
- A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics one-half (½) unit
- World history, one (1) unit
- American History, one (1) unit

- Other social studies – one-half (½) unit

Physical Education: one-half (½) unit

Note: While one-half (½) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

a student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

Legal References:

- Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3
- DESE Guidelines for the Development of Smart Core Curriculum Policy DESE Rules Governing Distance and Digital Learning
- Smart Core Information Sheet
- Smart Core Waiver Form
- Commissioner's Memo LS-18-082
- A.C.A. § 6-4-302
- A.C.A. § 6-15-2906
- A.C.A. § 6-15-2911
- A.C.A. § 6-16-122
- A.C.A. § 6-16-143
- A.C.A. § 6-16-149
- A.C.A. § 6-16-150
- A.C.A. § 6-28-115

Policy 4.45~~.1~~

~~SMART CORE CURRICULUM AND~~ GRADUATION REQUIREMENTS ~~FOR THE CLASSES OF 2026~~

Effective: 7/1/2026

~~All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are 18 years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, both a *Smart Core Information Sheet* and a *Smart Core Waiver Form*~~Information regarding graduation requirements will be sent home with students prior to their enrolling in seventh (7th) grade, or when a ~~7-12~~seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time ~~and there is not a signed waiver form in the student's permanent record~~. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. ~~Those~~All students ~~not participating in the Smart Core curriculum will be~~are required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP ~~(when applicable)~~ to be eligible for graduation. ~~-~~Counseling by trained personnel shall be available to students and their parents or legal guardians ~~prior to the deadline for~~as part of the creation of the student's Student Success Plan.~~them to sign and return the waiver form.~~

~~While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum **providing** they would be able to complete the required course of study by the end of their senior year. Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.~~

This policy~~, the Smart Core curriculum,~~ and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district ~~support~~strategic plan development process[1] to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or ~~his/her~~the superintendent's designee, shall select the composition of the review panel.

Sufficient information relating to ~~Smart Core and~~ the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding ~~of each~~; this shall be accomplished through holding an informational meeting for parents, legal guardians, or persons standing in loco parentis to students enrolled in grades six through twelve (6-12) with the school counselor and may be accomplished through any or all of the additional following means~~:~~.[2]

- Inclusion in the student handbook of the ~~Smart Core curriculum and~~ graduation requirements;
- Discussion of the ~~Smart Core curriculum and~~ graduation requirements at the school's annual public meeting, PTA meetings, or a meeting held specifically for the purpose of informing the public on this matter; and/or
- Distribution of a newsletter(s) to parents or guardians of the district's students.

Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district's annual professional development

shall include the training required by this paragraph.[3]

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children and the Arkansas Military Child School Transitions Act of 2021 for all students who meet the definition of "eligible child" in Policy 4.2 ~~– —~~ ENTRANCE REQUIREMENTS including the waiving of specific courses that are required for graduation if similar coursework has ~~be~~been satisfactorily completed.

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the ~~following~~ categories listed below. A minimum of twenty-two (22) units is required for graduation ~~for students participating in either the Smart Core or Core curriculum~~. In addition to the twenty-two (22) units required for graduation by the ~~Arkansas~~ Division of Elementary and Secondary Education (DESE), the ~~D~~district requires ~~one (1) unit of a~~an additional _____ ~~career focused elective for a total of twenty-three (23)~~ units to graduate~~, starting with the graduating class of 2020. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.~~ for a total of _____ units. The additional required units may be taken from any electives offered by the district.[4] ~~A~~Accelerated learning courses or ~~C~~career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

All students must receive a passing score on the Arkansas Civics Exam in order to graduate.

Students shall be trained in quality psychomotor skill bases in cardiopulmonary resuscitation and the use of automated external defibrillators in order to graduate.

Personal and Family Finance

All students shall receive credit in a course covering the Personal and Family Finance Standards in order to graduate.

Computer Science

All students shall earn one (1) unit of credit in a computer science or computer science related career and technical education course in order to graduate.

~~**SMART CORE: Sixteen (16) units English**: four (4) units – 9th, 10th, 11th, and 12th~~

~~**Oral Communications**: one-half (1/2) unit (1/2 year)~~

~~**Mathematics**: four (4) units (all students under Smart Core must take a mathematics course in grade 11 or 12 and complete Algebra II.)~~

~~1. Algebra I or Algebra A & B* which may be taken in grades 7-8 or 8-9;~~
~~2. Geometry or Geometry A & B* which may be taken in grades 8-9 or 9-10;~~

~~*A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four-unit requirement for the purpose of meeting the **graduation** requirement, but only serve as one unit each toward fulfilling the **Smart Core** requirement.~~

3. Algebra II; and
4. The fourth unit may be either
    - A math unit approved by DESE beyond Algebra II
    - A computer science flex credit may be taken in the place of a fourth (4) math credit.

Natural Science: three (3) units
a. DESE approved biology – one (1) credit
b. DESE approved physical science – 1 credit; and
c. A third unit that is either:
    1. An additional science credit approved by DESE; or
    2. A computer science flex credit may be taken in place of a third science credit.

Social Studies: three (3) units

- Civics - one-half (1/2) unit
- World History – one unit
- American History – one unit
- Other social studies – one-half (1/2) unit

Physical Education: one-half (1/2) unit

Note: While one-half (1/2) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (1/2) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.

Fine Arts: one-half (1/2) unit

CAREER FOCUS: - Six (6) units

All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

A student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

Community Service

Except as otherwise provided by this policy or the student's IEP, each student must receive seventy-five (75) clock hours of ~~documented~~ community service that is certified by the service agency or organization where the student volunteers or the student's parent. The community service must be in programs or activities, either in Arkansas or outside of Arkansas, that meet the requirements established by the State Board and the District Board of Directors and include preparation, action, and reflection components. A student who transfers into the District after ninth (9th) grade must receive at least the following documented clock hours of community service each year:

- Fifteen (15) hours for students in grade nine (9);
- Twenty (20) hours for students in grade ten (10);
- Twenty (20) hours for students in grade eleven (11); and
- Twenty (20) hours for students in grade twelve (12).

Students transferring into the District after grade nine (9) or students who are graduating early may receive a diploma provided that the minimum requirement for each year the student attends the District is met. The District Board of Directors may grant a waiver of the community service requirement for extenuating circumstances on a case-by-case basis, which may include without limitation:

- A major illness associated with a student or a family member of a student;
- Student homelessness or housing insecurity; and
- Notice to the public school district board of directors if the student is a major contributor to family income.

~~**CORE: Sixteen (16) units**~~ English: four (4) units ~~– 9, 10, 11, and 12~~

- English 1
- English 2
- English 3
- English 4

Oral Communications: one-half (~~1/2~~½) unit

Mathematics: four (4) units

- Algebra or its equivalent* - 1 unit
- Geometry or its equivalent* - 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills.
- (Comparable ~~concurrent credit college~~accelerated learning courses may be substituted where applicable)
- ~~A~~An applicable computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry.

* A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

~~**Natural**~~ Science: three (3) units

a. DESE approved biology – ~~one (~~1~~)~~ credit;
b. DESE approved physical science – 1 credit; and
c. A third unit that is either:
   - ~~3.~~o An additional science credit approved by DESE; or
   - ~~4.~~o A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics ~~or government,~~ one-half (~~1/2~~½) unit
- World history, one (1) unit
- ~~U.S.~~American ~~h~~History, one (1) unit
- Other social studies – one-half (~~1/2~~½) unit

Physical Education: one-half (~~1/2~~½) unit

Note: While one-half (~~1/2~~½) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (~~1/2~~½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.[5]

Fine Arts: one-half (~~1/2~~½) unit

CAREER FOCUS: - Six (6) units

All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

~~A student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.~~

Cross References: 4.55—STUDENT PROMOTION AND RETENTION, 5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT, 5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES, 5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION
Legal References: Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3, DESE Rules Governing Distance and Digital Learning, Commissioner's Memo COM-24-021, Commissioner's Memo LS-18-082, Commissioner's Memo LS-26-029, A.C.A. § 6-4-302, A.C.A. § 6-15-2906, A.C.A. § 6-15-2911, A.C.A. § 6-16-122, A.C.A. § 6-16-143, A.C.A. § 6-16-149, A.C.A. § 6-16-150, A.C.A. § 6-16-152, A.C.A. § 6-16-1901 et seq.
Adopted: 6/27/2017
History BOE: 6/27/2017, 4/16/2019, 6/18/2019, 06/05/2023
Revised: 7/17/2018, 4/16/2019, 6/18/2019, 06/05/2023, 4/14/2026

Policy 4.48

VIDEO SURVEILLANCE AND OTHER STUDENT MONITORING

Effective: 7/1/2026

The Board of Directors has a responsibility to maintain discipline, protect the safety, security, and welfare of its students, staff, and visitors while at the same time safeguarding district facilities, vehicles, and equipment. As part of fulfilling this responsibility, the board authorizes the use of video/audio surveillance cameras, automatic identification technology, data compilation devices, and technology capable of tracking the physical location of district equipment, students, and/or personnel.

The placement of video~~/audio~~ surveillance cameras shall be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy anywhere on or near school property, facilities, vehicles, or equipment, with the exception of places such as rest rooms or dressing areas where an expectation of bodily privacy is reasonable and customary.

Signs shall be posted on campus buildings and in district vehicles to notify students, staff, and visitors that video cameras may be in use. Parents and students shall also be notified through the student handbook that cameras may be in use in school buildings, on school grounds and in school vehicles. Students will be held responsible for any violations of school discipline rules caught by the cameras and other technologies authorized in this policy.

The district shall retain copies of video recordings until they are erased[4,5] which may be accomplished by either deletion or copying over with a new recording. Other than video recordings being retained under the provisions of this policy's following paragraph, the district's video recordings may be erased after a reasonable amount of time.

Videos, automatic identification, or data compilations containing evidence of a violation of student conduct rules and/or state or federal law shall be retained until the issue of the misconduct is no longer subject to review or appeal as determined by the board policy or student handbook;[8,9] any release or viewing of such records shall be in accordance with current law.

Students who vandalize, damage, disable, or render inoperable (temporarily or permanently) surveillance cameras and equipment, automatic identification, or data compilation devices shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.

Notes:

While 34 CFR 99.3 exempts records of law enforcement units (which for the purposes of this policy would include SROs, 34 CFR 99.8(b) effectively negates that exemption in relation to this policy with the following language.

(2) Records of a law enforcement unit does not mean--

(i) Records created by a law enforcement unit for a law enforcement purpose that are maintained by a component of the educational agency or institution other than the law enforcement unit; or

(ii) Records created and maintained by a law enforcement unit exclusively for a non-law enforcement purpose, such as a disciplinary action or proceeding conducted by the educational agency or institution.

The law goes on to say that education records retain their status as such even when in the possession of a law enforcement unit and thus remain subject to the restrictions on the release of education records contained in FERPA. In short, you cannot deny access to the video recordings that may be used for student or staff disciplinary purposes by "hiding" them in your school's law enforcement unit.

[1] Recordings are not destroyed as long as there is an outstanding request to inspect and review them (34 CFR 99.10). The right to inspect is triggered only for those parents whose students are the cause for the retention of the video recordings. Parents of students "inadvertently" caught in the video do not have the right to inspect them. **Please note, however,** that if a student was not 'involved" in the altercation prompting the disciplinary action, but happened to get pushed by one of the students in the fight, the pushed student's parents have the right to review the video. You must permit viewing of education records within a "reasonable" period of time, but in no case may it be longer than 45 days. (34 CFR 99.10)

~~[2] The issues involved in parental rights to viewing videos are complicated, but the Student Privacy Policy Office of the Family Educational and Right Act (FERPA), has recently simplified the matter. A video of, for example, a fight between two (or even several) students in which other students happen to have been incidentally included in the background of the video generates the following viewing conditions.~~

~~a. Either or both of the students' parents may view the video **without** first having to receive permission from the other student's parent(s). None of the parents of the "incidental" students have to give their permission for the viewing of the video by the "involved" students' parents.~~

~~b. If a student's parent lives beyond a reasonable distance to physically come to view the video, the district may mail the video to a "receiving" school near to the parent, where the parent may view the video and then the receiving school will mail the video back to your district. The personnel at the receiving school should not view the video, but merely arrange for the parent to view it by himself/herself.~~

~~c. The district is **not** obligated to give a copy of the video to the parent or their lawyer. If, however, you choose to give the parent a video, you are obligated to go through all of the hoops that used to be the case for simple viewing of the video. Specifically, faces of the "involved" students other than that of the parent's student must be redacted or else you will have to receive written permission from the parents of the other involved students.~~

~~d. The rights of the parents transfer to the students once the student turns 18.~~

~~e. Once the video has been viewed by the parties requesting to view it, the law does not require keeping the video. Retaining the video at least until the disciplinary process is completed will be the protocol.~~

[45] You may recycle your videos on whatever schedule works for your district (insert the length of time you choose to retain the videos in the paragraph's following sentence), but you may not destroy any recordings as long as there is an outstanding request to inspect and review them (34 CFR 99.10). The right to inspect is triggered only for those parents whose students are the cause for the retention of the video recordings. Parents of students "inadvertently" caught in the video do not have the right to inspect them. **Please note, however,** that if a student was not 'involved" in the altercation prompting the disciplinary action, but happened to get pushed by one of the students in the fight, the pushed student's parents have the right to review the video. You must permit viewing of education records within a "reasonable" period of time, but in no case may it be longer than forty-five (45) days. (34 CFR 99.10)

~~[28]~~ The issues involved in parental rights to viewing videos are complicated, but the Student Privacy Policy Office of FERPA, has recently simplified the matter. A video of, for example, a fight between two (or even several) students in which other students happen to have been incidentally included in the background of the video generates the following viewing conditions:

a. Either or both of the students' parents may view the video **without** first having to receive permission from the other student's parent(s). None of the parents of the "incidental" students have to give their permission for the viewing of the video by the "involved" students' parents.

b. If a student's parent lives beyond a reasonable distance to physically come to view the video, your district may mail the video to a "receiving" school near to the parent, where the parent may view the video and then the receiving school will mail the video back to your district. The personnel at the receiving school should not view the video, but merely arrange for the parent to view it by himself/herself.

c. The district is **not** obligated to give a copy of the video to the parent or their lawyer. If, however, you choose to give the parent a video, you are obligated to go through all of the hoops that used to be the case for simply viewing the video. Specifically, faces of the "involved" students other than that of the parent's student must be redacted or else you will have to receive written permission from the parents of the other involved students.

d. Remember that the rights of the parents transfer to the students once the student turns 18.

e. Once the video has been viewed by the parties requesting to view it, the law does not require you to keep the video. Common sense would suggest, however, retaining the video at least until the disciplinary process is completed.

[9] A.C.A. § 6-21-122 restricts access to the audio recordings to only a:
District administrator; or
Parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to a student who presents an allegation of wrongdoing that the audio recording may be used as evidence for.

Cross References: 3.41 – Licensed Personnel Video Surveillance; 8.29 – Licensed Personnel Video Surveillance; 7.15 – Record Retention and Destruction
Legal References: A.C.A. § 6-21-122, 20 USC 1232(g), 34 CFR 99.3, 4, 5, 7, 8, 10, 12, 31
Adopted: 2/19/2013
History BOE:
Revised:2/16/2026

Policy 4.51
FOOD SERVICE PREPAYMENT
Effective: 7/1/2026

Meal Charges

The district does not provide credit for students to charge for meals, a la carte, or other food and beverage items available for purchase in the school food service areas. Meals, a la carte, or other food and beverage items may be purchased by either providing payment for the items at the time of receipt or by having a prepaid account with the District that may be charged for the items. Parents, or students choosing to do so, may pay in advance for meals, a la carte, or other food and beverage items through any of the following methods:

- Submitting cash or check payment ~~at the School Cafeteria or Child Nutrition Office~~;
- Depositing funds through the District's online service;

A student's parents will be contacted by authorized District personnel regarding a student's prepaid account balance at the following times:

- ~~A charge notice shall be sent home one per week or email, if applicable.~~
- ~~A telephone contact shall be make after other options are unsuccessful.~~

Free Breakfast

In accordance with A.C.A. § 6-18-722, a student shall be provided one (1) breakfast at no cost during each school day upon the student's request regardless of whether the student qualifies for a federally funded free or reduced-price meal.

Unpaid Meal Access

In accordance with Arkansas law, the District allows students whose accounts do not have enough funds to purchase a meal to receive an unpaid reimbursable meal at no charge. The District will notify a student's parents:

- When the student's prepaid account balance has dropped to the point that the student will begin receiving unpaid meals;
- Each time the student receives the first unpaid meal after money has been deposited into the student's prepaid account; and
- After the student has received five (5) unpaid meals.

Students who have submitted proper documentation to receive a meal modification in accordance with Policy 4.50 SCHOOL MEAL MODIFICATIONS shall receive the same type of modification for an unpaid meal.

Legal Reference: Commissioner's Memo CNU-17-003, Commissioner's Memo CNU-17-024, A.C.A. § 6-18-715, A.C.A. § 6-18-722
Adopted: 11/17/2022
Revised: 4/14/2026

Policy 4.52
STUDENTS WHO ARE FOSTER CHILDREN
Effective: 7/1/2026

The District will afford the same services and educational opportunities to foster children that are afforded other children and youth. The District shall work with the Department of Human Services (~~"~~DHS~~"~~), the Division of Elementary and Secondary Education (DESE), and individuals involved with each foster child to ensure that the~~/she~~ foster child is able to maintain the foster child's continuity of educational services to the fullest extent that is practical and reasonable.

The Superintendent or ~~his/her~~ the superintendent's designee shall appoint an appropriate staff person to be the local educational liaison for foster children and youth whose responsibilities shall include ensuring the timely school enrollment of each foster child and assisting foster children who transfer between schools by expediting the transfer of relevant educational records.

The District, working with other individuals and agencies shall, unless the presiding court rules otherwise or DHS grants a request to transfer under Foster Child School Choice, ensure that the foster child remains in ~~his/her~~ the foster child's school of origin, even if a change in the foster child's placement results in a residency that is outside the district. In such a situation, the District will work with DHS to arrange for transportation to and from school for the foster child to the extent it is reasonable and practical.

Upon notification to the District's foster care liaison by a foster child's caseworker that a foster child's school enrollment is being changed to one of the District's schools, the school receiving the child must immediately enroll ~~him/her~~ the foster child. Immediate enrollment is required even if a child lacks the required clothing, academic or medical records, or proof of residency.

A foster child's grades shall not be lowered due to absence from school that is caused by a change in the child's school enrollment, the child's attendance at dependency-neglect court proceedings, or other court-ordered counseling or treatment.

Any course work completed by the foster child prior to a school enrollment change shall be accepted as academic credit so long as the child has satisfactorily completed the appropriate academic placement assessment.

If a foster child was enrolled in a District school immediately prior to completing ~~his/her~~ the foster child's graduation requirements while detained in a juvenile detention facility or while committed to the Division of Youth Services of DHS, the District shall issue the child a diploma.

Foster Child School Choice

If DHS approves a request from a foster parent, or the foster child if the foster child is eighteen (18) years of age, to transfer to another school in the District or into the district as being in the best interest of the foster child, the District shall allow the foster child to transfer to another

school in the District or into the District if the foster parent, or the foster child if the foster child is eighteen (18) years of age, submits a request to transfer on a form approved by DESE that is postmarked by no later than ~~May~~ June 1 of the year the student seeks to begin the fall semester at another school in the District or in the District.

By July 1 of the school year in which the student seeks to transfer under this section, the superintendent shall notify the foster parent, or the foster child if the foster child is eighteen (18) years of age, in writing whether the application has been accepted or rejected. If the application is accepted, the superintendent shall state in the notification letter a reasonable deadline for the foster child to enroll in the new school or the District and that failure to enroll by the date shall void the school choice acceptance. If the application is rejected, the superintendent shall state in the notification letter the reason for the rejection and that the foster parent, or the foster child if the foster child is eighteen (18) years of age, may submit a written appeal of the rejection to the State board within ten (10) days of receiving the notification letter.

The District shall only reject a Foster Child School Choice application if:[5]

1. The public school or District has reached the maximum student-to-teacher ratio allowed under federal law; state law; the standards for accreditation; or other applicable State rule or Federal regulation; or
2. Approving the transfer would conflict with a provision of an enforceable desegregation court order or a public school district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment.

A foster child whose application is rejected by the District may submit a written request within ten (10) days following the receipt of the rejection letter from the superintendent to the State Board of Education for the State Board to reconsider the transfer.

A Foster Child School Choice transfer shall remain in effect until the foster child:

- Graduates from high school; or
- Transfers to another school or school district under:
  - The Foster Child School Choice Act;
  - Opportunity Public School Choice Act ~~of 2004~~;
  - The Public School Choice Act of 2015; or
  - Any other law that allows a transfer.

The District shall accept credits toward graduation that were awarded by another public school district.

When a foster child transfers from the foster child's school of origin to another school in the District or into the District, the foster child or the foster parent is responsible for the foster child's transportation to and from the school the foster child transferred to. The District and the foster parent, or the foster child if the foster child is eighteen (18) years of age, may enter into a written agreement for the District to provide the transportation to and from the school the foster child transferred to.

Cross References: 4.1 – RESIDENCE REQUIREMENTS, 4.2 – ENTRANCE REQUIREMENTS, 4.5 – SCHOOL CHOICE, 4.7 - ABSENCES
Legal Reference: A.C.A. § 6-18-233, A.C.A. § 9-28-113
Adopted: 5/19/2015
History BOE: 5/19/2015, 6/27/2017, 6/18/2019, 4/11/2023
Revised: 6/27/2017, 6/18/2019, 4/11/2023, 4/14/2026

Policy 4.55
STUDENT PROMOTION AND RETENTION
Effective: 7/1/2026

A disservice is done to students through social promotion and is prohibited by state law. The District shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level. Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis shall be kept informed concerning the progress of their student(s). Notice of a student's possible retention or required retaking of a course shall be included with the student's grades sent home to each parent/guardian or the student if 18 or older. Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success.

Each time a student is assessed by use of a high-quality literacy screener, At with results at least once each semester, the Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis, and teacher(s) of a student in kindergarten through eighth (8th) grade shall be notified in writing of the student's independent grade-level-equivalency in reading and, in a parent friendly manner, the student's reading progress.

Any grades, course credits, and/or promotions received by a student while enrolled in the Division of Youth Services system of education shall be considered transferable in the same manner as those grades, course credits, and promotions from other accredited Arkansas public educational entities.

Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria.

The criteria must include the following for students in kindergarten through grade four (k-4):

· A student who has not met the third-grade reading standard as defined by the state board shall not be promoted to fourth (4th) grade unless the student has a good cause waiver. The following students may receive a good cause waiver:

1) A student who has been determined to have the most significant cognitive disability and determined eligible to take the DLM per the IEP team
2) Limited English Proficiency students who have had less than three (3) years of instruction in an English language learner program;
    - *For students who attended 3 to 4 years of instruction, the LPAC Committee will need to convene and look at all data points to determine if EL students have received meaningful access to core (Tier 1 with appropriate linguistic accommodations) to make an individual decision concerning promotion.*
    - *For newcomers with fewer than 3 years of instruction, the LPAC team will need to convene and look at all data points to make individual student decisions.)*

3) Students with a disability who are not eligible for the alternate assessment and who have an individualized education program or a 504 plan that reflects that the individual student:
    - o Has received an intensive, evidence-based literacy intervention program aligned to the science of reading for more than two (2) years; and
    - o Still demonstrates a need in reading proficiency ~~or previously was retained in kindergarten, grade one (1), grade two (2), or grade three (3);~~

~~o Have received an intensive, evidence-based literacy intervention program aligned to the science of reading for two (2) or more years;~~

~~o Still demonstrate a need in reading proficiency and who previously were retained in kindergarten, grade one (1), grade two (2), or grade three (3);~~

4) Students who were previously evaluated for special education services but did not qualify.
    - o Has received an intensive, evidence-based literacy intervention program aligned to the science of reading for two (2) or more years; and
    - o Still demonstrates a need in reading proficiency

~~Have received a special education referral and a full comprehensive evaluation; and~~

~~o Have not met exceptional education criteria;~~

5) Students who have already been retained in kindergarten, grade one (1), grade two (2), or grade three (3) for one (1) year;

~~· Students who can demonstrate that they are successful and independent readers and can perform at or above grade level by use of subsequent student assessments or alternative assessments; or~~

6) A student who was consistently performing at grade level at the time of the assessment and throughout the previous school year(s), but scored a Level 1 on the Grade 3 ATLAS assessment can be promoted to grade 4 if the district provides substantial evidence that the results do not reflect the child's reading ability through a student assessment portfolio (see below for more information).
7) A student who has experienced an isolated traumatic event that directly impacted performance on the assessment.
    - o A school administrator will need to submit a letter requesting a good cause exemption.

· Other students with necessary, justifiable good-cause exemptions identified as appropriate by the state board, in consultation with reading experts. If there is doubt concerning the promotion or retention of a student or his/her required retaking of a course, a conference shall be held before a final decision is made that ~~includes~~ invites the following individuals:

- The building principal or designees;
- The student's teacher(s);
- School counselor;
- A 504/special education representative (if applicable); and
- The student's parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis.

The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required

conferences. If the conference attendees fail to agree concerning the student's placement or receipt of course credit, the final decision shall rest with the principal or the principal's designee.

If a student withdraws from the district prior to the official third-grade promotion determination:

o The district will document the student's:

- Most recent reading assessment results
- Intervention history
- Individual Reading Plan (IRP), if applicable

o The student's promotion status will be recorded as "promotion pending based on receiving district placement."

o The receiving school or district will determine promotion status according to state law and its local policy.

If a student is retained in grade three due to failure to meet the reading standard and subsequently withdraws:

o The district will record the student as retained under the Arkansas Third-Grade Promotion Law.

o All documentation will be placed in the student's cumulative file including:

- ATLAS reading results or state-approved assessment
- Evidence of interventions and IRP
- Parent notification documentation

o The receiving district will determine placement consistent with state law.

If a student who was subject to the third-grade promotion requirements seeks to enroll or re-enroll in the district after leaving during grade three or after the third-grade promotion decision period, the district shall determine the student's appropriate grade placement prior to official enrollment and class assignment.

o Before the student is officially enrolled and assigned to a grade level, the district shall conduct a review of all available academic records. This review should occur as soon as reasonably possible after the district receives notice that the student intends to enroll.

o The review shall include, when available:

- State reading assessment results
- Documentation of prior promotion or retention decisions
- Individual Reading Plans (IRP)
- Reading portfolio documentation demonstrating proficiency
- Records of reading interventions or literacy supports

o Based on the records review, the district shall determine whether the student:

- Demonstrated the required third-grade reading proficiency
- Qualified for a good-cause exemption under state law
- Was retained in grade three under the Arkansas third-grade promotion requirements

o The district shall make a final grade placement determination before the student is formally enrolled and assigned to a classroom.

o If documentation confirms the student met the reading standard or qualified for a good-cause exemption, the student will be enrolled in grade four.

o If documentation confirms the student was retained in grade three under the Arkansas Third-Grade Promotion Law, the student will be enrolled in grade Three.

o If records are incomplete or unclear, the district may request additional documentation from the prior school or administer an appropriate reading assessment to assist in determining the student's grade placement prior to enrollment.

If a student seeks enrollment after attending a home school program, tutorial program, correspondence program, or a non-accredited private school, the district may administer appropriate academic assessments to determine the student's appropriate grade placement.

o The district shall not assign grade placement based solely on parent report, age, or completion of coursework outside an accredited school program.

o If the student was previously subject to the Arkansas third-grade reading promotion requirements and documentation confirms the student did not meet the required reading standard, the district may place the student in grade three regardless of the grade level completed in a non-accredited program.

A prior retention decision remains valid even if the student withdrew after being notified of retention.

Parents or guardians will receive notice within 10 school days of enrollment explaining:

- The student's reading status
- Grade placement decision
- Required intervention plan
- Available tutoring or support programs

o Parents may request a review of the student's placement by submitting a written appeal to the school's principal within five school days of receiving the placement notice.

o The principal may gather a literacy committee to review:

- Assessment data
- Student portfolio evidence
- Intervention documentation

o A final decision on the appeal will be issued within ten school days.

Beginning with the 2018-2019 school year, each student shall have a student success plan (SSP) developed by school personnel in collaboration with the student's parents and the student that is reviewed and updated annually. A student's SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student is in need of additional support or acceleration. Academic measures to be used in creating and updating a student's SSP shall include, but are not limited to:

- Statewide student assessment results;
- Subject grades;
- Student work samples; and
- Local assessment scores.

The SSP for a student in kindergarten through grade three (K-3) who does not meet the reading standard As set by the state board and determined by a high-quality literacy screener or the statewide assessment shall include an individual reading plan for each student. An individual reading plan shall include:

1) The student's specific, diagnosed reading skill needs, including without limitation: · Phonemic awareness; · Phonics decoding; · Text reading fluency; · Vocabulary-building strategies; and · Self-regulated use of reading comprehension strategies, as identified by high-quality literacy screener data;
2) The goals and benchmarks for the student's growth;
3) How the student's progress will be monitored and evaluated;
4) The type of additional instructional services and interventions the student may receive;
5) The intensive, evidence-based literacy intervention program aligned to the science of reading the student's teacher will use to address the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension;
6) The strategies the student's parents, legal guardians, or persons standing in loco parentis to the student are encouraged to use in assisting the student to achieve the student's reading goal; and
7) Any additional services the student's teacher determines are available and appropriate to accelerate the student's reading skill development.

All parents, legal guardians, or persons standing in loco parentis shall be notified in writing:
a. Of the content of their child's independent reading plan and progress on the independent reading plan throughout the year; and
b. By no later than October 1 of each year, or as soon as practicable if a student's reading need is identified after October 1:

o Of their student's eligibility to participate in the literacy tutoring grant program;
o The process for applying for the literacy tutoring grant program; and
o Other information provided by DESE.

For each student who does not meet the reading standard established by the state board by the end of third (3rd) grade, including students who are promoted to the fourth (4th) grade under a good cause waiver, the District, during the subsequent summer and school year, shall :

a) Provide at least ninety (90) minutes of evidence-based literacy instruction aligned to the science of reading during each school day;
b) Assign the student to:
   · If the District has a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years, a Russellville School District 5805 teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years; or
   ·If the District is unable to identify a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years, a teacher:
      o With a highly-effective rating according to the Teacher Excellence and Support System, when possible; or
      o Deemed to be a high-performing teacher as defined by a Master Professional Educator designation.
c) Provide parents, legal guardians, or persons standing in loco parentis to students with a "read-at-home" plan to support student early literacy growth, which shall include evidence-based science of reading strategies and tools that are aligned to a student's individual reading plan for parents, legal guardians, or persons standing in loco parentis to use with their student;
d) Notify parents, legal guardians, or persons standing in loco parentis to a student regarding their student's eligibility for a literacy tutoring grant;
e) Be given priority to receive a literacy tutoring grant; and
   Be given the option to participate in additional intensive, evidence-based literacy intervention programs aligned to the science of reading.

The SSP of a student in kindergarten through grade eight (K-8) who is not performing at or above grade level on the state assessment, as defined by the State Board of Education shall include a math intervention plan. The math intervention plan may include the:

1) Provision of each student with access to high-dosage, targeted math tutoring in the subsequent school year, which shall include three (3) or more tutoring sessions a week in a one-on-one or small-group setting;
2) Assignment to:
   · if the District has a teacher with a value-added model score in the top quartile statewide in math for the previous three (3) years, a teacher, with a value-added model score in the top quartile statewide in math for the previous three (3) years; or
   · if the District is unable to find a teacher with a value-added model score in the top quartile statewide in math for the previous three (3) years, a teacher:

o With a highly-effective rating in the Teacher Excellence and Support System, when possible; or
o Deemed to be a high-performing teacher as defined by a Master Professional Educator designation; and

3) Provision of each student with extended time on math instruction during or after school.

All parents, legal guardians, or persons standing in loco parentis shall receive written notification of their student's math intervention plan and progress on the student's math intervention plan throughout the school year.

By the end of grade eight (8), the student's SSP shall:
- Guide the student along pathways to graduation;
- Address accelerated learning opportunities;
- Address academic deficits and interventions; and
- Include college and career planning components.

Based on a student's score on the college and career assessment:

1) The student's SSP will be updated in order to assist the student with college and career readiness skills, course selection in high school, and improved academic achievement; and
2) Provide a basis for counseling concerning postsecondary preparatory programs.

An SSP shall be created:
- By no later than the end of the school year for a student in grade eight (8) or below who enrolls in the District during the school year; or
- As soon as reasonably possible for a student in grade nine (9) or above who enrolls in the District at the beginning or during the school year.

A student's individualized education program (IEP) may act in the place of the student's SSP if the IEP addresses academic deficits and interventions for the student's failure to meet standards-based academic goals at an expected rate or level and includes a transition plan that addresses college and career planning components. Promotion or retention of students with an IEP shall be based on their successful attainment of the goals set forth in their IEP.

Students who either refuse to sit for a Statewide assessment or attempt to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are originally administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity, including school dances, prom, homecoming, senior events, and may be prevented from walking or participating in graduation exercises. The student shall remain ineligible to participate until the student takes the same or a following Statewide assessment. The Superintendent or designee may wave this paragraph's provisions when the student's failure was due to exceptional or extraordinary

circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

Notes:
1 Contact the building principal for a particular building's criteria for promotion/retention.

Date Adopted: 4/14/2026

Date Revised: 4/14/2026

Policy 4.56

EXTRACURRICULAR ACTIVITIES -SECONDARY SCHOOLS

Effective: 7/1/2026

Definitions

"Academic Courses" are those courses for which class time is scheduled, which can be credited to meet the minimum requirements for graduation, which is taught by a teacher required to have State licensure in the course or is otherwise qualified under Arkansas statute, and has a course content guide which has been approved by the ~~Arkansas Department of~~Division of Elementary and Secondary Education (~~ADE~~DESE). Any of the courses for which concurrent high school credit is earned may be from an institution of higher education recognized by ~~ADE~~DESE. If a student passes an academic course offered on a block schedule, the course can be counted twice toward meeting the requirement for students to pass four (4) academic courses per semester as required by this policy.

"Extracurricular activities" are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of regular class time, or are competing for the purpose of receiving an award, rating, recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, inter/intrascholastic athletics, cheerleading, band, choral, math, or science competitions, field trips, and club activities.

"Field Trips" are when individual students or groups of students are invited to programs or events when there is no competition and the students are not interacting with each other for the purpose of planning, qualifying, or arranging for future programs or for the purpose of receiving recognition.

"Interscholastic Activities" means athletic or non-athletic/academic activities where students compete on a school vs. school basis.

"Intrascholastic Activities" means athletic or non-athletic/academic activities where students compete with students from within the same school.

"Supplemental Improvement Program (SIP)" is an additional instructional opportunity for identified students outside of their regular classroom and meets the criteria outlined in the current Arkansas Activities Association (AAA) Handbook.

Extracurricular Eligibility

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student's educational experience. At the same time, the Board believes that a student's participation in extracurricular activities cannot come at the expense of ~~his/her~~ the student's classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities

shall not exceed one (1) per week per extracurricular activity (tournaments ~~or other similar events excepted with approval of the building administrator~~excepted). Additionally, a student's participation in, and the District's operation of, extracurricular activities shall be subject to the following policy. All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

~~A student must meet guidelines as set forth by the AAA to participate in AAA Extracurricular Activities.~~

Any student who refuses to sit for a Statewide assessment or attempts to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity. The student shall remain ineligible to participate until the student takes the same or a following statewide ~~mandated~~ assessment, as applicable~~, or completes the required remediation for the assessment the student failed to put forth a good faith effort on~~. The superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

A student who enrolls in the district and meets the definition of "eligible child" in Policy 4.2—ENTRANCE REQUIREMENTS shall be eligible to try out for an extracurricular activity regardless of the date the student enrolls in the District so long as the student meets all other eligibility requirements and the extracurricular activity is still ongoing.

A student and the parent or legal guardian of the student shall sign and return an acknowledgement of receipt and review of an information sheet regarding signs and symptoms of sudden cardiac arrest before the student may participate in an athletic activity and before each school year the student participates in an athletic activity.

No student shall be required to pay for individual or group instruction in order to participate in an extracurricular activity.

Interscholastic Activities

Each school in the District shall post on its website its schedule of interscholastic activities, including sign-up, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.

ACADEMIC REQUIREMENTS: Junior High

A student promoted from the sixth to the seventh grade automatically meets scholarship requirements. A student promoted from the seventh to the eighth grade automatically meets scholarship requirements for the first semester. The second semester eighth-grade student meets the scholarship requirements for junior high if ~~he/she~~ the student has successfully passed four (4) academic courses the previous semester.

The first semester ninth-grade student meets the scholarship requirements for junior high if ~~he/she~~ the student has successfully passed four (4) academic courses the previous semester.

The second semester ninth-grade student meets the scholarship requirements for junior high if ~~he/she~~ the student has successfully passed (4) academic courses the previous semester which count toward ~~his/her~~ the student's high school graduation requirements.

Ninth-grade students must meet the requirements of the senior high scholarship rule by the end of the second semester in the ninth grade in order to be eligible to participate ~~in~~ the fall semester of their tenth-grade year.

ACADEMIC REQUIREMENTS: Senior High
In order to remain eligible for competitive interscholastic activity, a student must have passed (4) academic courses the previous semester and either:

1. Have earned a minimum Grade Point Average (GPA) of 2.0 from all academic courses the previous semester; or
2. If the student has passed four (4) academic courses the previous semester but does not have a 2.0 GPA the student must be enrolled and successfully participating in an SIP to maintain their competitive interscholastic extracurricular eligibility.

STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM
In order to be considered eligible to participate in competitive interscholastic activities, students with disabilities must pass at least four (4) courses per semester as required by their individual education program (IEP).

Homeless Students
Students who are determined to be experiencing homelessness by the school's homeless LEA shall be eligible for participation in interscholastic activities.

ARKANSAS ACTIVITIES ASSOCIATION
In addition to the foregoing rules, the district shall abide by the rules ~~and regulations~~ of AAA governing interscholastic activities. AAA provides catastrophic insurance coverage for students participating in AAA governed extracurricular activities who are enrolled in school. As a matter of District policy, no student may participate in a AAA governed extracurricular activity unless ~~he or she~~ the student is enrolled in a district school, to ensure all students are eligible for AAA catastrophic insurance.

Intrascholastic Activities

AAA Governed Activities
Students participating in intrascholastic extracurricular activities that would be governed by AAA if they were to occur between students of different schools shall meet all interscholastic activity eligibility requirements to be eligible to participate in the comparable intrascholastic activity. The District will abide by the AAA Handbook for such activities to ensure District students are not disqualified from participating in interscholastic activities.

Non-AAA Governed Activities
Unless made ineligible by District policies, all students shall be eligible to participate in non-AAA governed intrascholastic extracurricular activities. Intrascholastic activities designed for a particular grade(s) or course(s) shall require the student to be enrolled in the grade(s) or course(s).

School Choice Transfers
A student who transfers under a legal school choice option shall not be denied participation in an extracurricular activity where the student transfers based exclusively on the student's decision to transfer. A student who transfers after ~~July~~ June 1 of the year the student enters ~~grade seven (7)~~ grades seven through ten (7-10) shall complete a Changing Schools/Athletic Participation form as defined by AAA, which must be signed by the:

- Superintendent of the student's resident school district;
- Superintendent of the nonresident school district to which the student transfers; and
- Parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student.

The completed Changing Schools/Athletic Participation form shall be filed with the non-resident school district where the student transfers and the AAA. The Changing Schools/Athletic Participation form shall be signed by the superintendent of a student's resident school district and the superintendent of the nonresident school district to which a student transfers unless there is demonstrable evidence of recruiting by the receiving school district personnel or that the student is transferring to the nonresident school district solely for athletic purposes.

A student who transfers into the District and is enrolled in the District by June 1 of the school year the transfer student will be enrolled in grade seven (7), eight (8), nine (9), or ten (10) shall be immediately eligible to participate in an extracurricular activity that is an athletic activity. If a transfer student is not enrolled in the District by June 1 of the school year the student will be enrolled in grade seven (7), eight (8), nine (9), or ten (10), then the transfer student shall not be eligible to participate in an extracurricular activity that is a varsity athletic activity for up to three hundred sixty-five (365) days.

Cross References: 4.55 – STUDENT PROMOTION AND RETENTION, 4.40 HOMELESS STUDENTS, 4.56.1 EXTRACURRICULAR ACTIVITIES - ELEMENTARY
Legal Reference: Arkansas Activities Association Handbook, A.C.A. § 6-4-302, A.C.A. § 6-15-2907,A.C.A. § 6-16-151,A.C.A. § 6-18-114,A.C.A. § 6-18-115,A.C.A. § 6-18-227,A.C.A. § 6-18-713,A.C.A. § 6-18-1904, A.C.A. § 6-28-108,Commissioner's Memo COM-18-009,Commissioner's Memo LS-18-015
Former Policy Number 5.19.1R
Adopted: 3/18/1986
History BOE: 3/18/1986, 1/30/1990, 1/20/1998, 3/25/2003, 12/16/2014, 6/21/2016
Revised: 3/18/1986, 1/30/1990, 1/20/1998, 3/25/2003, 12/16/2014, 6/21/2016, 6/5/2023, 4/14/2026

Policy 4.56.2

EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS

Effective: 7/1/2026

Home-schooled student means a student legally enrolled in an Arkansas home school and who meets or has met the criteria for being a home-schooled student, as established by A.C.A. § 6-15-503.

Interscholastic activity means an activity between schools subject to ~~regulations~~rules of the Arkansas Activities Association that is outside the regular curriculum of the school district, such as an athletic activity, fine arts program, or a special interest group or club.

Each school in the District shall post on its website its schedule of interscholastic activities, including sign-up, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.

Home-schooled students whose parents or guardians are legal residents of the school district will be permitted to pursue participation in an interscholastic activity in the student's resident school zone as permitted by this policy.

Home-schooled students whose parent or legal guardian are not residents of the school district will be permitted to pursue participation in an interscholastic activity in the District if:

- The superintendent of the student's resident district and the superintendent of the District both agree in writing to allow the student to participate in interscholastic activities at the District; or
- The student's resident school does not offer the interscholastic activity and the superintendent of the non-resident district agrees to allow the student to enroll in the interscholastic activity.

Although not guaranteed participation in an interscholastic activity, home-school students who meet the provisions of this policy, AAA Rules, and applicable Arkansas statutes shall have an equal opportunity to try out and participate in ~~an~~ interscholastic activities without discrimination. The District shall provide a reasonable alternative to any prerequisite for eligibility to participate in an interscholastic activity that the home-schooled student is unable to meet because of ~~his or her~~ the student's enrollment in a home school.

No student shall be required to pay for individual or group instruction in order to participate in an interscholastic activity.

To be eligible to try out and participate in interscholastic activities, the student or the parent of a student shall mail or hand deliver the student's request to participate to the student's school's principal before the signup, tryout or participation deadline established for traditional students. Additionally, the student shall demonstrate academic eligibility by obtaining a minimum test score of the ~~thirtieth (~~30th~~)~~ percentile or better in the previous ~~twelve (~~12~~)~~ months on the Stanford Achievement Test Series, Tenth Edition; another nationally recognized norm-referenced test; or a minimum score on a test approved by the State Board of Education.

A student who meets the requirements for eligibility to participate in an interscholastic activity is required to register for no more than one non-academic course in the District's school where the student is intending to participate in an interscholastic activity that coincides with the interscholastic activity in which the homeschooled student participates and shall be required to be at school only when participation in the interscholastic activity requires other students who participate in the interscholastic activity to be at school.

The student shall regularly attend the class in which the student is registered beginning no later than the eleventh (11th) day of the semester in which the student's interscholastic activity participation is desired. The student must attend the practices for the interscholastic activity to the same extent as is required of traditional students.

A student and the parent or legal guardian of the student shall sign and return an acknowledgement of receipt and review of an information sheet regarding signs and symptoms of sudden cardiac arrest before the student may participate in an athletic activity and before each school year the student participates in an athletic activity.

A home-schooled student who has met the try out criteria~~;~~ and who has been selected to participate in the interscholastic activity shall meet the following criteria that also apply to traditional students enrolled in the school:

- standards of behavior and codes of conduct;
- attend the practices for the interscholastic activity to the same extent as is required of traditional students;
- required drug testing;
- permission slips, waivers, physical exams; and
- participation or activity fees.

Students who participate in extracurricular or athletic activities under this policy will be transported to and from the interscholastic activities on the same basis as other students are transported.

A home schooled student may begin participating in an interscholastic activity immediately upon being approved to participate by the District if:

- The home schooled student has not withdrawn from an Arkansas Activities Association member school; or
- The student has withdrawn from an AAA member school and enrolled in a home school but did not participate in an interscholastic activity that is a varsity sport at the student's resident district prior to the students withdrawal from the AAA member school.

A home schooled student shall not be eligible to participate for up to three hundred sixty-five (365) days if:

1. The District is the home schooled student's resident district and the home schooled student is not approved to participate in an interscholastic activity at the District by June 1 of the school year the student will be enrolled in grade seven (7), eight (8), nine (9), or ten (10);

2. The District is not the home schooled student's resident district and the home schooled student is not approved to participate in an interscholastic activity that is a varsity athletic activity at the District by June 1 of the school year the student will be enrolled in grade seven (7), eight (8), nine (9), or ten (10); or

3. ~~A~~ The home schooled student ~~who~~ withdrew from an AAA member school ~~who~~ and participated in an interscholastic activity that is a varsity ~~sport~~ athletic activity at the student's resident district during the previous three hundred sixty-five (365) days ~~shall not be eligible to immediately~~ and is seeking to participate in an interscholastic activity that is a varsity ~~sport~~ athletic activity in the District.

A student who is prohibited from participation in an interscholastic activity due to number 1 shall not become eligible to participate in any interscholastic activity until the completion of the three hundred sixty-five (365) day period. A student who is prohibited from participation in an interscholastic activity that is a varsity athletic activity due to numbers 2 or 3 shall not be eligible for full participation in an interscholastic activity that is a varsity atheletc activity until the completion of the three hundred sixty-five (365) day period. ~~The student will not become eligible for full participation in until the completion of the three hundred sixty-five (365) day period from when the student withdrew.~~ A student who is not eligible for full participation may participate in tryouts, practices, classes, or other endeavors associated with the interscholastic activity until the completion of the three hundred sixty-five (365) day period ~~from when the student withdrew~~.

Cross References: 4.59 – ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOL STUDENTS
Legal Reference: A.C.A. § 6-4-302, A.C.A. § 6-15-2907, A.C.A. § 6-18-713, Arkansas Activities Association Handbook, Commissioner's Memo COM-18-009, Commissioner's Memo LS-18-015, Education Rules Governing Home Schools
Adopted: 3/18/1986
History BOE: 3/18/1986, 1/30/1990, 1/20/1998, 3/25/2003, 12/16/2014, 6/21/2016, 6/27/2017, 4/11/2023
Revised: 3/18/1986, 1/30/1990, 1/20/1998, 3/25/2003, 12/16/2014, 6/21/2016, 4/11/2023, 6/5/2023, 4/14/2026

Policy 4.56.3

EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR PRIVATE SCHOOL STUDENTS

Effective: 7/1/2026

Interscholastic activity means an activity between schools subject to rules of the Arkansas Activities Association that is outside the regular curriculum of the school district, such as an athletic activity, fine arts program, or a special interest group or club.

"Private school" means a nonpublic elementary or secondary school that is a registered nonprofit and accredited or licensed by an accrediting association recognized by the State Board of Education.

“Private school student” means a student attending a private school.

Each school in the District shall post on its website its schedule of interscholastic activities, including signup, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.

Private school students whose parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis are legal residents of the school district will be permitted to pursue participation in an interscholastic activity in the student's resident school zone if the private school the student attends does not offer the interscholastic activity.

Although not guaranteed participation in an interscholastic activity, private students who meet the provisions of this policy, AAA Rules, and applicable Arkansas statutes shall have an equal opportunity to try out and participate in interscholastic activities without discrimination. The District shall provide a reasonable alternative to any prerequisite for eligibility to participate in an interscholastic activity that the private school student is unable to meet because of his or her enrollment in a private school.

No student shall be required to pay for individual or group instruction in order to participate in an interscholastic activity.

To be eligible to try out and participate in interscholastic activities, the student or the parent of a student shall mail or hand deliver the student's request to participate to the student's school's principal before the signup, tryout or participation deadline established for traditional students.

A student who meets the requirements for eligibility to participate in an interscholastic activity is required to register for no more than one non-academic course[3] in the District's school where the student is intending to participate in an interscholastic activity that coincides with the interscholastic activity in which the private school student participates and shall be required to be at school only when participation in the interscholastic activity requires other students who participate in the interscholastic activity to be at school.

The student shall regularly attend the class in which the student is registered beginning no later than the eleventh (11th) day of the semester in which the student's interscholastic activity participation is desired. The student must attend the practices for the interscholastic activity to the same extent as is required of traditional students.

A student and the parent or legal guardian of the student shall sign and return an acknowledgement of receipt and review of an information sheet regarding signs and symptoms of sudden cardiac arrest before the student may participate in an athletic activity and before each school year the student participates in an athletic activity.

A private school student who has met the tryout criteria and who has been selected to participate in the interscholastic activity shall meet the following criteria that also apply to traditional students enrolled in the school:

- Standards of behavior and codes of conduct;
- Attend the practices for the interscholastic activity to the same extent as is required of traditional students;
- Required drug testing;
- Permission slips, waivers, physical exams; and
- Participation or activity fees.

Students who participate in extracurricular or athletic activities under this policy will be transported to and from the interscholastic activities on the same basis as other students are transported.

Cross References: 4.59—ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOL STUDENTS

Legal Reference: A.C.A. § 6-16-151, A.C.A. § 6-18-232, A.C.A. § 6-18-238, A.C.A. § 6-18-713, Arkansas Activities Association Handbook

Revised: 4/14/2026

Policy 4.60

STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT

Effective: 7/1/2026

Definitions

"Aversive behavioral intervention" means a physical or sensory intervention program that is intended to modify behavior through the use of a substance or stimulus that the intervention implementer knows will cause physical trauma, emotional trauma, or both, to a student, even when the substance or stimulus appears to be pleasant or neutral to others.
Examples of aversive behavioral interventions include, but are not limited to:

- Hitting;
- Pinching;
- Slapping;
- Using a water spray;
- Using noxious fumes;
- Requiring extreme physical exercise;
- Using loud auditory stimulus;
- Withholding meals; and
- Denying reasonable access to toileting facilities.

"Behavioral intervention" means the implementation of a service, support, or strategy to teach and increase appropriate behavior or substantially decrease or eliminate behavior that is dangerous, inappropriate, or otherwise impedes the learning of a student.

"Behavior Intervention Plan" (BIP) means a written plan that:

- Is developed by a problem-solving and intervention team and delineates emotional, social, or behavioral goals for a student and the steps that the school, student, parent of the student, and others will take to positively support the progress of the student towards the student's emotional, social, or behavioral goals;
- Is comprised of practical and specific strategies to increase or reduce a defined behavior or one (1) or more patterns of behavior exhibited by a student; and
- Includes the following at a minimum:
  - A definition or description of the desired target behavior or outcome in specific measurable terms;
  - A plan for preventing and eliminating inappropriate student behavior by changing a condition that is triggering, motivating, underlying, or supporting that behavior as determined through a FBA;
  - A plan for teaching a student to demonstrate appropriate social, emotional, or behavioral self-management, or a new method to address or meet the student's needs;
  - A description of how a specific incentive or consequence will be used as needed to decrease or eliminate inappropriate student behavior and increase appropriate

behavior;
- A plan for managing a crisis situation;
- A system to collect, analyze, and evaluate data about the student;
- The school personnel, resources, and training needed before implementation of the BIP; and
- The timeline for implementing different facets of an intervention, including without limitation when the intervention will be formally reviewed.

"Chemical restraint" means the use of a drug or medication to control the behavior of a student or restrict the free movement of the student; however, chemical restraint does not include the use of medication that is prescribed by a licensed physician, or other qualified health professional acting within the scope of the individual's professional authority under state law, for the standard treatment of a medical or psychiatric condition of a student and is administered as prescribed by the licensed physician or other qualified health professional acting within the scope of the individual's professional authority under state law.

"Crisis" means a situation in which a student engages in a behavior that threatens the health and safety of the student or others and includes without limitation a situation in which the student becomes aggressive or violent at school and is unable to regain self-control without posing a danger of injury to ~~himself or herself~~the student or others.

"Crisis intervention" means the implementation of a service, support, or strategy to immediately stabilize a crisis and prevent the crisis from reoccurring after the crisis ends.

"Dangerous behavior" means the behavior of a student that presents an imminent danger of serious physical harm to the student or others; however, dangerous behavior does not include the following:
- Disrespect;
- Noncompliance;
- Insubordination; or
- Destruction of property that does not create an imminent danger.

"De-escalation" means the use of a behavior management technique that helps a student increase the student's control over the student's emotions and behavior and results in a reduction of a present or potential level of danger that in turn reduces the level of imminent danger of serious physical harm to the student or others.

"Emergency" means a serious and unexpected situation that requires immediate action and which may be dangerous.

"Functional Behavior Assessment" (FBA) means a problem analysis step that:
- Occurs within the context of data-based problem-solving and involves:
  - The review of existing records and other sources of information;
  - Diagnostic or historical interviews;
  - Structured academic or behavioral observations; and
  - Authentic, criterion-referenced, or norm-referenced tests; and

- Is performed with the goal of determining why a specific problem or situation is occurring in order to directly link a strategic intervention to an assessment and solve or resolve the specific problem or situation.

"Imminent danger" means an existing dangerous situation that could reasonably be expected to immediately cause death or serious physical harm.

"Mechanical restraint" means the use of a device or equipment to restrict the free movement of a student; however, mechanical restraint does not include a device that is used by trained school personnel or a student for a specific and approved therapeutic purpose or safety purpose for which the device was designed or prescribed or a vehicle safety restraint that is appropriately used in the manner for which it was designed during the transport of a student in a moving vehicle.

"Physical escort" means a temporary touching or holding of the hand, wrist, arm, shoulder, or back of a student for the purpose of redirecting or inducing the student to move to a safe location.

"Physical restraint" means a personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arm, leg, or head freely; however, physical restraint does not include a physical escort.

~~"Positive behavioral support" means the application of behavior analysis that:~~

- ~~Is used to achieve socially important behavior change;~~
- ~~Occurs at the:~~
  - ~~Prevention level for all students in a school;~~
  - ~~Strategic intervention level for a student who is not responding, from a social-emotional and behavioral perspective, to the prevention level; and~~
  - ~~Intensive service or crisis-management level for a student who needs multifaceted or comprehensive behavioral or mental health services; and~~
- ~~Involves a planned and collaborative school-wide approach that is implemented with a goal:~~
  - ~~Of establishing a positive and supportive school environment that:~~
    - ~~Teaches and reinforces prosocial behavior in a student;~~
    - ~~Holds a student positively accountable for meeting an established behavioral expectation; and~~
    - ~~Maintains a level of consistency throughout the implementation process; and o~~
  - ~~That is accomplished by using positive behavioral programs, strategies, or approaches.~~

"Prone restraint" means restraining a student in a face-down position on the floor or another surface and applying physical pressure to the body of the student to keep the student in the prone position.

"Serious physical harm" means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

"Supine restraint" means the restraint of a student in a face-up position on the student's back on the floor or another surface and with physical pressure applied to the body of the student to keep the student in the supine position.

~~Positive~~Multi-Tiered Behavioral ~~Supports~~Interventions

The District shall ~~implement positive behavioral supports to be used at the:~~establish a multi-tiered system of behavioral interventions for each student who exhibits social, emotional, or behavioral difficulty that may escalate, if not addressed, to potentially dangerous behavior.

~~1. Prevention level for each student in a school;~~
~~2. Strategic intervention level for a student who is not responding, from a social, emotional, or behavioral perspective, to the prevention level; and~~
~~3. Intensive service or crisis-management level for a student who needs multifaceted or comprehensive behavioral or mental health services.~~

~~The District's positive behavioral support shall include:~~

~~a. The teaching and reinforcing of interpersonal, social, problem solving, conflict resolution, and coping skills to a student;~~
~~b. Holding a student positively accountable for meeting an established behavioral expectation;~~
~~c. Maintaining a high level of consistency through the implementation of the positive behavioral support process; and~~
~~d. The following interrelated activities:~~
- ~~Providing a school-wide approach to the discipline and safety of each student rather than an approach to only the behavior problem of a single student;~~
- ~~Focusing on preventing the development and occurrence of problem behavior;~~
- ~~Regularly reviewing behavior data to adapt the District's procedures to meet the needs of every student; and~~
- ~~Providing a multitiered approach to academic and behavioral services and support to meet the academic and behavioral achievement needs of each student.~~

~~The following principles shall form the basis of the District's positive behavioral support system and conflict resolution or de-escalation approach:~~

~~1. A student has the right to be treated with dignity;~~
~~2. A student should receive necessary academic, social, emotional, and behavioral support that is provided in a safe and least-restrictive environment possible;~~
~~3. Positive and appropriate academic, social, emotional, or behavioral intervention, as well as mental health support, should be provided routinely to each student who needs the intervention or support;~~
~~4. Behavioral intervention should emphasize prevention as part of the District's system of positive behavioral support; and~~
~~5. Each student who exhibits an ongoing behavior that interferes with the student's learning or the learning of others, and who is nonresponsive to effectively implemented classroom or administrative intervention, should receive additional intensive behavioral intervention that is based on a FBA and data-based problem solving.~~

~~Problem-Solving and~~Behavior Intervention Team

A ~~problem-solving and~~behavior intervention team (BIT) shall be established for each student who exhibits social, emotional, or behavioral difficulty that may escalate, if not addressed, to potentially dangerous behavior. The ~~problem-solving and intervention team~~BIT shall include ~~at least one (1)~~ members who ~~is an~~are academic and behavioral assessment and intervention professionals.

A student's ~~problem-solving and intervention team~~BIT shall:

a. Work with the teachers of a student to complete a FBA of the student and an assessment of any problematic situations involving the student;
b. Consider the need for a BIP with the goal of preventing or resolving the social, emotional, or behavioral difficulty of the student and developing a response that will de-escalate and stabilize a potential emergency situation that approaches the danger level; and
c. Regularly review the data on incidents involving the use of physical restraint on the student and adjust, as necessary, the procedures concerning the use of physical restraint on the student.

Special education procedures shall be followed if a student is suspected of having a disability that relates to behavioral concerns.

Physical Restraint

Except in the case of a clearly unavoidable emergency situation in which a trained member of school personnel is not immediately available due to the unforeseeable nature of the emergency situation, the physical restraint of a student shall only be used by a member of school personnel who is appropriately trained to administer physical restraint.

When using physical restraint on a student, school personnel shall:

- use the least restrictive technique necessary to end imminent danger or serious physical harm to a student and others;
- Use the safest method available and appropriate to the situation;
- Consider the health and safety of a student, including without limitation whether the student has an existing medical condition that makes the use of physical restraint inadvisable;
- Not restrict the ability of a student to communicate unless the use of a less restrictive technique will not prevent imminent danger of serious physical harm to the student or others;
- Use only the amount of force that is reasonably necessary to protect a student or others from imminent danger of serious physical harm to the student or others;
- Not verbally abuse, ridicule, humiliate, taunt, or engage in any other similar action towards the student; and
- continuously and visually observe and monitor the student while the student is under physical restraint.

Physical restraint of a student shall only be used for a limited period of time and shall not be used:

- When imminent danger or serious physical harm to the student or others dissipates;
- If a medical condition occurs that puts the student at risk of harm;

- Unless the behavior of the student poses an imminent danger of serious physical harm to the student or others;
- After the threat of imminent danger of serious physical harm to the student or others dissipates; or
- In the following manner:
  - To punish or discipline the student;
  - To coerce the student;
  - To force the student to comply;
  - To retaliate against the student;
  - To replace the use of an appropriate educational or behavioral support;
  - As a routine safety measure;
  - As a planned behavioral intervention in response to behavior of the student that does not pose an imminent danger of serious physical harm to the student or others;
  - As a convenience for school personnel; or
  - To prevent property damage unless the act of damaging property committed by the student poses an imminent danger or serious physical harm to the student and others.

Even in an emergency, supine restraint shall not be used on a student except by a staff person who has been certified by a crisis intervention training program and the certified staff person determines that supine restraint is required to provide safety for the student and others.

At no time shall school personnel use the following on a student:

- Mechanical restraint;
- Chemical restraint;
- Aversive behavioral interventions that compromise health and safety;
- Physical restraint that is life-threatening or medically contraindicated; or
- Prone restraint or other restraint that restricts the breathing of a student.

Following the first incident of physical restraint used on a student, an FBA shall be conducted unless a previous FBA was conducted for the same behavior that was at issue when the physical restraint was used.

The use of physical restraint on a student as a planned behavioral intervention shall not be included in a student's IEP, 504 Plan, BIP, individual safety plan, or other individual planning document but may be considered as a crisis intervention if appropriate for the student. A student's IEP team or 504 Plan team shall consider whether an FBA should be performed; if a BIP should be developed for the student or if a student's existing BIP should be revised; and if additional behavioral goals and interventions should be included in the student's existing IEP or 504 Plan.

Parents may submit complaints regarding an incident involving the use of physical restraint on their student. A complaint shall be referred for review to the appropriate school personnel:

- The student's ~~problem-solving and intervention team~~BIT;
- The student's IEP team; or
- The student's 504 Plan team.

A complaint by a parent shall be handled by the appropriate District staff in the same manner as a debrief following the use of physical restraint on a student.[1]

Use of a physical restraint technique that is abusive shall be reported to the Child Abuse Hotline and law enforcement.

Reports and Debriefing

After the occurrence of an incident involving physical restraint of a student, the building principal, or the principal's designee, shall be notified of the incident as soon as possible but by no later than the end of the school day when the incident occurred.

The student's parent shall be notified of the incident of the use of physical restraint via verbal or electronic communication as soon as possible but by no later than the end of the school day when the incident occurred. In the event the student's parent is unable~~d~~ to be notified via verbal or electronic communication within twenty-four (24) hours after the incident occurred, then the parent shall be mailed written notification of the incident within forty-eight (48) hours after the incident occurred.

School personnel involved in the incident shall document the incident in a written report, which is to be completed within twenty-four (24) hours after the incident occurred. The written report of the incident shall:

1. Include all information contained in the Division of Elementary and Secondary Education (DESE) Physical Restraint or Seclusion Incident Record and Debriefing Report;
2. Be maintained in the student's education record; and
3. Be provided to the student's parent within one (1) school day of the completion of the report.

A debriefing meeting shall be held within two (2) school days after the incident occurred.

The following school personnel shall be present at the debriefing meeting:[2]

a. A member of school personnel who was present during the incident;
b. A member of school personnel who was in the proximity of the student on whom physical restraint was used immediately before and during the time of the incident;
c. A school administrator; and
d. Any other member of school personnel determined to be appropriate by the District.

The purpose of the debriefing meeting shall be to:

- Determine whether the procedures used during the incident were necessary;
- Evaluate the use of any behavioral supports and de-escalation techniques by school personnel before and during the incident;
- Evaluate the school district's ~~positive~~ behavioral ~~supports system~~ intervention procedures and prevention techniques in order to minimize future use of physical restraint; and
- If a trained member of school personnel was not immediately available due to the unforeseeable nature of the emergency situation when the incident occurred:
  - Reevaluate the training needs of school personnel;
  - Reevaluate the physical restraint policy and practices; and
  - Develop a plan to prevent a future incident.

At a debriefing meeting, school personnel shall:

1. Consider relevant information in the student's education record, including without limitation:
   a. The concerns of the student's parent;
   b. The student's social and medical history;
   c. The student's FBA, if one exists; and
   d. The student's BIP, if one exists;
2. Consider relevant information from the teachers, parents, and other District professionals;
3. Discuss whether ~~positive~~the District's behavioral ~~supports~~intervention procedures were appropriately implemented;
4. Discuss the duration and frequency of the use of physical restraint on the student;
5. Discuss appropriate action that may be taken to prevent and reduce the need for physical restraint;
6. Consider whether additional intervention and support is necessary for the student;
7. Consider whether additional intervention and support is necessary for school personnel; and
8. Consider how and when to debrief a person who was not present at the debriefing meeting, including without limitation:
   a. The student;
   b. The student's parent; and
   c. Other school personnel or students who witnessed the incident.

DESE's Physical Restraint or Seclusion Incident Record and Debriefing Report, or an alternative report that includes the same information, shall be completed during the debriefing meeting. A copy of the report shall be:

- Submitted to the building principal;[3]
- Mailed to the student's parent within two (2) days of the date on which the debriefing meeting was held; and
- Maintained as part of the student's education record along with other documents consulted during the debriefing meeting.

Cross References: 3.6–LICENSED PERSONNEL EMPLOYEE TRAINING
Legal References: A.C.A. § 6-18-2401 et seq.
Adopted: 6/15/2021
History BOE:6/15/2021
Revised: 4/14/2026

Policy 4.65
ANTISEMITISM PROHIBITED
Effective: 7/1/2026

"Antisemitism" means a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities. Antisemitism may be expressed in speech; writing; visual forms; and actions, and employs sinister stereotypes and negative character traits.

The following are examples of actions, when taken as a whole, that may constitute antisemitism:

- The targeting of the state of Israel, conceived as a Jewish collectivity;
- Charging Jews with conspiring to harm humanity;
- Calling for, aiding, or justifying the killing or harming of Jews in the name of a radical ideology or an extremist view of religion;
- Making mendacious, dehumanizing, demonizing, or stereotypical allegations about Jews as such or the power of Jews as collective — such as, especially but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions;
- Accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, or even for acts committed by non-Jews;
- Denying the fact, scope, mechanisms (e.g. gas chambers) or intentionality of the genocide of the Jewish people at the hands of National Socialist Germany and its supporters and accomplices during World War II (the Holocaust);
- Accusing the Jews as a people, or Israel as a state, of inventing or exaggerating the Holocaust;
- Accusing Jewish citizens of being more loyal to Israel, or to the alleged priorities of Jews worldwide, than to the interests of their own nations;
- Denying the Jewish people their right to self-determination, e.g., by claiming that the existence of a State of Israel is a racist endeavor;
- Applying double standards by requiring of Israel a behavior not expected or demanded of any other democratic nation;
- Using the symbols and images associated with classic antisemitism (e.g., claims of Jews killing Jesus or blood libel) to characterize Israel or Israelis;
- Drawing comparisons of contemporary Israeli policy to that of the Nazis; or
- Holding Jews collectively responsible for actions of the state of Israel.

Antisemitism does not include criticism of Israel similar to the criticism leveled against any other country.

Discrimination and harassment based on antisemitism is expressly prohibited.

The District shall appoint an individual to act as the District's Title VI Coordinator, who shall be responsible for investigating any complaints of discrimination or harassment based on antisemitism. The District shall:

1. Include contact information for the Title VI Coordinator in information that is provided to staff, students, and parents; and
2. Provide the following on the District website that may be accessed through a link titled "Antisemitism/Title VI":
    a. The District's definition of antisemitism;
    b. A statement that antisemitism is prohibited in the District's educational programs and activities;
    c. A statement that complaints of discrimination or harassment based on antisemitism may be filed with the Title VI Coordinator;
    d. Contact information for the District's Title VI Coordinator; and
    e. Information on how to file a complaint of antisemitism with the Title VI Coordinator at the Arkansas Department of Education.

A student or a student's parent may contact the District Title VI Coordinator directly with any complaints of discrimination or harassment based on antisemitism. District employees are responsible for timely notifying the District Title VI Coordinator of any complaints they receive or incidents they witness of discrimination or harassment based on antisemitism.

Complaints of discrimination or harassment based on antisemitism shall be investigated and handled in accordance with Policy 6.7—COMPLAINTS.

A student who is found to have violated the provisions of this policy may be subject to discipline, up to and including expulsion.

The District Title VI Coordinator shall report an incident or complaint of discrimination or harassment under this policy to the Arkansas Department of Education Title VI Coordinator.

In addition to the filing of a complaint under this policy, complaints of discrimination or harassment based on antisemitism may be submitted directly to the Title VI Coordinator at the Arkansas Department of Education.

Nothing in this policy shall be construed to diminish or infringe upon any right protected under the First Amendment to the United States Constitution or Arkansas Constitution, Article 2, §§ 4, 6, and 24.

Cross Reference: 6.7—COMPLAINTS

Legal Reference: A.C.A. § 6-16-2001 et seq.

Date Adopted: 5/2/2025

Last Revised: 2/17/2026

Policy 4.66

ARKANSAS DIRECT ADMISSIONS PROGRAM

Effective: 7/1/2026

The District shall participate in the Arkansas Direct Admissions Program. As part of the District's participation, the District shall provide data to the Division of Higher Education (DHE) that includes, without limitation:

1. A student's grade point average;
2. A student's assessment scores;
3. A student's course completion; and
4. Other information required by DHE.

The District shall inform all students about how the student may participate in the Arkansas Direct Admissions Program.

The District shall not actively discourage or prohibit an eligible student from participating in the Arkansas Direct Admissions Program.

Legal Reference: A.C.A. § 6-60-1701 et seq.

Date Adopted:

Last Revised: 2/17/2026

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date: April 14, 2026
Item Title: Updated District Policies
Responsible Administrator: Brittany Herring
Strategic Plan Priority: Academic Excellence

Background:
The following policies have been updated to reflect the Department of Elementary and Secondary Education (DESE) Rules. The new language has been recommended by legal counsel and the Arkansas School Board Association.

5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT - The policy was updated to account for the transition to district strategic plans from Act 807.

5.7—SELECTION OF LIBRARY/MEDIA CENTER MATERIALS - The policy was updated to incorporate the requirements for kindergarten through grade five (K-5) libraries from Act 917.

5.10—ARTIFICIAL INTELLIGENCE - Updated to align with the language from Act 848, which now requires that the policy be adopted.

5.15R—GRADING- The policy was updated to account for changes from Acts 340 and 341.

5.19—ARKANSAS COURSE CHOICE PROGRAM - The policy was updated to incorporate changes from Act 730.

5.20—DISTRICT WEBSITE - The policy was updated to incorporate the additional requirements for postings to the website from Acts 120 and 501 as well as to remove the required posting of the Teacher and Administrator Recruitment and Retention Plan due to the repeal of Act 116. In addition, language regarding the posting of the district's antisemitism policies was added to align with the new policies on account of Act 721. Changes were made to incorporate the transition to district strategic plans from Act 807.

5.21—~~ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE, and HONORS~~ ACCELERATED LEARNING COURSES - The policy was amended to incorporate changes from Acts 340 and 341.

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

5.22—CONCURRENT CREDIT -The policy was amended to incorporate changes from Acts 340 and 341. The Legal References were updated to account for codification from the 2025 legislative session.

5.26—ALTERNATIVE LEARNING ENVIRONMENTS - The policy was updated to add a note regarding the optional nature of alternative learning environments from Act 911. The Legal References were updated to note the change in the title to the DESE Rules Governing Student Discipline.

5.26.1—ALE PROGRAM EVALUATION - (NEW)The policy was added to account for the transition to district strategic plans from Act 807 and the optional nature of alternative learning environments from Act 911.

5.27—ENGLISH LEARNERS - The policy was updated to account for the transition to district strategic plans from Act 807

5.28—ENHANCED STUDENT ACHIEVEMENT FUNDING EXPENDITURES - The policy was updated to account for the transition to district strategic plans from Act 807.

5.29—WELLNESS POLICY - The policy was updated to incorporate the transition to district strategic plans from Act 807.

Recommended Action: To approve Policy 5.2, 5.7, 5.10, 5.15R, 5.19, 5.20, 5.21, 5.22, 5.26, 5.226.1, 5.27, 5.28, 5.29

Policy 5.2

PLANNING FOR EDUCATIONAL IMPROVEMENT

Effective: 7/1/2026

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~~ schools' 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; and~~
- ~~Direct the use of Enhanced Student Achievement funding for strategies to close gaps in academic achievement.~~

~~If the Districts 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.~~

~~If forty percent (40%) or more of the District's students scored "in need of support" on the prior year's statewide assessment for reading, the District shall develop a literacy plan as part of the SDSP that includes:~~

- ~~Goals for improving reading achievement throughout the District; and~~
- ~~Information regarding the prioritization of funding, including without limitation, Enhanced Student Achievement funding, for strategies to improve reading achievement throughout the District.~~

The District shall annually submit a District Strategic Plan (DSP) to the Division of Elementary and Secondary Education by June 30 for review for the upcoming school year. The DSP shall include, without limitation:

- A literacy and mathematics plan that addresses student supports and acceleration opportunities based on student data and outcomes;
- Information regarding the prioritization and intended use of funding, including, without limitation, Enhanced Student Achievement ~~f~~Funding ~~for strategies to improve reading achievement throughout the District.~~;
- The support the District will provide to the District's schools identified as in need of targeted support, comprehensive support, or both; and
- Health and wellness goals.

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

The District's Board of Directors shall hold a meeting annually 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, with the most recent annual report posted by ~~August 1~~

~~of~~September 1 of each year. 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, A.C.A. § 6-15-2919, A.C.A. § 20-7-135, 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, 2-B.2, 3-B.2.1, 5-A.1
Adopted: 7/17/2018
History BOE: 7/17/2018, 6/18/2019, 5/19/2020
Revised: 6/18/2019, 5/19/2020, 7/12/2022, 4/14/2026

Policy 5.7

SELECTION OF LIBRARY/MEDIA CENTER MATERIALS

Effective: 7/1/2026

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)~~A. Support and enhance the curricular and educational goals of the district;

~~b)~~B. Are appropriate for the ages, learning styles, interests, and maturity of the schools' students, or parents in the case of parenting literature;

~~c)~~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)~~D. Help develop critical thinking skills;

~~e)~~E. Are factually and/or historically accurate, in the case of non-fiction works and/or serve a pedagogical purpose;

~~f)~~F. Have literary merit as perceived by the educational community; and

~~g)~~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 (3) 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.

Kindergarten Through Grade Five (K-5) Libraries

The library media center located in a District elementary school that serves students in kindergarten through grade five (K-5) shall store non-age-appropriate sexual content, including without limitation a book or other resource that is located in the library media center that is available to the public, in a locked compartment.

For purposes of this policy, "non-age-appropriate sexual content" means any materials that include explicit instruction, promotion, or advocacy of sexual ideology, behaviors, or orientations that are not developmentally appropriate for kindergarten through grade five (K-5) students.

A student enrolled in the school shall not view or check out a book or other resource that concerns non-age-appropriate sexual content without the prior written approval from the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student.

District staff who are found to have knowingly violated the provisions of this section of the policy shall be disciplined in accordance with A.C.A. 6-25-107.

Challenges:

The parent, legal guardian, person having lawful control of a student, or person acting in loco parentis 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 the complainant's 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, the complainant 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 licensed 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. All meetings of the committee shall be open to the public. The complainant shall be allowed to present the complaint to the committee after which time the committee shall meet to discuss the material. The committee shall vote to determine whether the contested material shall be relocated within the media center's collection to an area that is not accessible to minors. 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 relocate 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 five (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 fifteen (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: 3/15/2022
Last Revised: 3/15/2022, 6/5/2023, 4/14/2026

Policy 5.10
ARTIFICIAL INTELLIGENCE
Effective: 7/1/2026

Definitions

"Artificial Intelligence (AI)" means a machine-based system ~~Computer systems or applications that perform tasks typically requiring human intelligence, such as learning, problem-solving, and decision-making~~ can, based on a given set of human-defined objectives, make predictions, recommendations, or decisions influencing a real or virtual environment.

"AI Tools" means Software, hardware, or cloud-based applications that use AI to aid in tasks like content creation, data analysis, and personalized learning. For purposes of this policy, AI tools does not include items such as spell check or grammar check.

"Automated decision tool" means an AI tool that has been specifically developed and marketed, or specifically modified, to make or to be a controlling factor in making consequential decisions.

The Russellville School District Board of Directors desires to provide guidance for the appropriate use of AI technologies in curriculum development, instruction, and related educational activities that is aligned with the Arkansas Academic Standards and safeguards student data and privacy while encouraging innovation.

Any AI tools or programs utilized by the District must adhere to State and federal laws; State rules; and Federal regulations governing data use, privacy, and security. Any AI tool used must comply with the District's policies on data privacy and security, especially concerning student information.

The superintendent shall establish a committee who shall be in charge of reviewing and approving any AI tools, including automated decision tools, before they may be used. The committee shall establish the procedures the committee shall use for approving AI tool selection. The District shall provide resources to support the integration of approved AI tools.

All curriculum and instructional materials that were created with AI tools shall align with the Arkansas Academic Standards and District educational goals.

Staff shall document the extent and manner AI tools were used in the creation of curriculum or instructional materials. Staff shall ensure the content created with the assistance of AI tools is accurate and free from bias.

The District shall regularly review the impact AI tools have on the District's educational outcomes and shall update this policy as necessary following the review.

Cross Reference: 3.58- LICENSED PERSONNEL USE OF ARTIFICIAL INTELLIGENCE. 4.13- PRIVACY OF STUDENTS' RECORDS/DIRECTORY INFORMATION. 4.64- STUDENT USE OF ARTIFICIAL INTELLIGENCE. 7.16- INFORMATION TECHNOLOGY SECURITY. 8.49- CLASSIFIED PERSONNEL USE OF ARTIFICIAL INTELLIGENCE

Legal References: A.C.A. 6-18-2601 et seq. A.C.A. § 25-1-128, 15 U.S.C. 6501. 20 U.S.C. 1232G. 34 C.E.R. Part 99

Date Adopted: May 13, 2025

Last Revised: May 13, 2025, 4/14/2026

Policy 5.15R
GRADING
Effective: 7/1/2026

Parents, 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, ~~legal~~ 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 ~~quarter~~nine (9) week grading period 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'~~s~~ 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:

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.

~~Kindergarten teachers will communicate student progress on the report card using three indicators:~~

~~3 Mastered 2 Approaching 1 Not Mastered~~

~~The following evaluation codes will be used for reporting progress on the first and second grade report cards.~~

~~4~~	~~Advanced~~	~~Student consistently exceeds grade level expectations~~
~~3~~	~~Proficient~~	~~Student consistently meets grade level expectations~~
~~2~~	~~Basic~~	~~Student performance is approaching grade level but is still below expectations.~~
~~1~~	~~Below Basic~~	~~Student performance is consistently below expectations~~

~~Indicators of Progress: √ Acceptable Needs Improvement~~

~~The following evaluation codes will be used for grades 3 and 4.~~

		Indicators of Progress
A	90% – 100%	√ Mastered
B	80% – 89%	
C	70% – 79%	--- Not Mastered
D	60% – 69%	
F	59% and Below	

The following uniform grading scale as required by A.C.A. § 6-15-902 shall be used for grades 5-12:

A	90% – 100%
B	80% – 89%
C	70% – 79%
D	60% – 69%

The District shall use Standards-based grading in the District's elementary schools.

The grading scale for all schools other than elementary 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 forof 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),accelerated learning courses and other approved courses for weighted credit, shall be one (1) point greater than for regular courses with the exception that aan F shall still be worth zero (0) points provided that the student takes the applicable Advanced Placement assessment.

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. The transfer grade percentage from the prior school will be applied to all assignments/tests prior to the date of transfer.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 X 83) + (0.75 X 75) = 77%.

~~Qualified students who enroll in a course in an institution of higher education, while concurrently enrolled in the Russellville School District, may upon successful completion of the course, have it count toward the required 23 units for high school graduation. The specific course(s) involved must meet the guidelines established by the Arkansas Department of Education in counting for dual credit. A three-semester hour college course will count ½ credit toward graduation.~~

Legal Reference: A.C.A. § 6-15-902, A.C.A. § 9-28-113(f), Standards for Accreditation 5-A.1, Division of Elementary and Secondary Education Rules Governing Grading and Course Credit
Former Policy Number: IHA Adopted: 12/16/1997
History BOE: 12/16/1997, 3/25/2003, 7/02/2004, 6/21/2011, 6/27/2017, 4/16/2019, 6/18/2019
Revised: 3/25/2003, 7/20/2004, 6/27/2017, 4/16/2019, 6/18/2019, 3/15/2022, 4/14/2026

Policy 5.19

ARKANSAS COURSE CHOICE PROGRAM

Effective: 7/1/2026

District students in grades six through twelve (6-12) are eligible to take courses through the Arkansas Course Choice Program (ACCP) if the student is:

- Seeking to take a course not offered by the District; or
- Attending a District school that received a school letter grade of C, D, or F and the course is required for graduation.[1]

The ACCP course catalog shall be made available to all students during student course selection.[2] The District shall not actively discourage, intimidate, or threaten a student during course selection to not take a course through the ACCP.

A student attending courses through the ACCP shall enroll in at least one (1) course at the District, which may be either in person or a digital course offered by the District.

A District student attending courses through the ACCP is entitled to the following services as if the student were attending courses at the District:

1. Required assessments, including without limitation:
   a. Statewide assessments;
   b. Advanced Placement; and
   c. International Baccalaureate~~,~~;
2. Participation in extracurricular or cocurricular activities; and
3. Special education services pursuant to the student's individualized education program.

Credits earned through the ACCP shall appear on a student's official transcript and count fully towards the student's graduation requirements.

Notes: [1] This language matches that in the definition of "eligible student" from A.C.A. § 6-16-1702.

[2] The State Board has until 202~~5~~6 to establish the official ACCP course catalog.

Cross Reference: 5.11—DIGITAL LEARNING COURSES
Legal Reference: A.C.A. § 6-15-1701 et seq.
Date Adopted : 6/5/2023
Last Revised : 4/14/2026

Policy 5.20
DISTRICT WEBSITE
Effective: 7/1/2026

The Russellville 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 web-site by establishing guidelines for their construction and operation.

The Russellville School District web-site 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 web-site shall not use "cookies" to collect or retain identifying information about visitors to its web-site 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 web-site 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 web-site 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~~ir parents~~student if the student is ~~under~~over the age of eighteen (18).[~~1~~3]
4~~)~~. The District's web server ~~or approved provider~~ shall host the ~~District~~RussellvilleDistrict's website.[~~4~~]
5~~)~~. No web page on the District web-site may contain public message boards or chat rooms.
6~~)~~. All web pages on the District web-site 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.[~~2~~5]

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 the District.

9) Included on the District's web site shall be:

9. The District shall include the following information on its website through a link located on the District's homepage titled "State Required Information":

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, emergency, 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. Agenda of regular, emergency, and special meetings of the District board of directors;
l. The names, email addresses,-position (including zones), and terms of office for all members of the school district board of directors;
m. The district's personnel policies.;
ln. The annual School Performance Report;
mo. School-Level Improvement Plans;
np. The School District Support Strategic Plan;
oq. Student discipline policies;
pr. Comprehensive School Counseling Plan;
qs. The District financial policies;
rt. Student Hhandbooks;
su. The Annual Report to the Public;
tv. The parent, family, and community engagement plan;
uw. The Immunization waiver report from Policy 4.57— Immunizations. —IMMUNIZATIONS;
vx. School District Calendar;
wy. List of statutory, rule, or Standards for Accreditation waivers the District has received under A.C.A. § 6-15-103;
xz. The District's Teacher and Administrator Recruitment and Retention Plan;
yaa. The total amount of State funds used for teacher salaries;
bb. The District's policy addressing the selection, relocation, retention and challenging of materials that are physically present in the library and available to the public;

The information and data required for items A through KN in 8)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.

If the District's reading curriculum is not taken from the DESE list of approved curricula, the District shall post the reading curriculum the District uses and a statement that the curriculum is not on the list of DESE approved curricula.

The District shall include the following information on its website that may be accessed through a link located on the District's homepage titled "Title IX/Sex Discrimination":

- Contact information for the District's Title IX Coordinator;
- A statement that any person may report sex discrimination, including sexual harassment, to the Title IX Coordinator in person or by using the mailing address, telephone number, or email address provided. A report may be made at any time, including during non- business hours, and may be on the individual's own behalf or on behalf of another individual who is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment;
- Copies of the District's sexual harassment policies;
- Copies of the District's Procedures governing the grievance and appeal process;
- The process for filing a formal complaint of sexual harassment; and
- Direct links to or copies of the materials used to train the District's Title IX Coordinators, investigators, and decision-makers.

The District shall include the following information on its website that may be accessed through a link located on the District's homepage titled "Military Families":

- The student enrollment application process;
- Career-ready pathways and other academic or education programs offered;
- Required academic courses for each curriculum and elective course options;
- School and community-sponsored extracurricular activities, including without limitation individual and team sports, clubs, junior reserve officer training corps opportunities, and Purple Star School program ambassadors;
- Notable District and District school Purple Star School Programs;
- The District military family education coordinator contact information; and
- The District schools' military family education facilitator contact information.

The District shall post the following on the District website that may be accessed through a link titled "Antisemitism/Title VI":

1. The District's definition of antisemitism;
2. A statement that antisemitism is prohibited in the District's educational

programs and activities;
3. A statement that complaints of discrimination or harassment based on antisemitism may be filed with the Title VI Coordinator;
4. Contact information for the District's Title VI Coordinator; and
5. Information on how to file a complaint of antisemitism with the Title VI Coordinator at the Arkansas Department of Education.

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

~~Notes:~~

Cross References: 1.14—MEETING AGENDA, 3.26—LICENSED PERSONNEL SEXUAL HARASSMENT, 3.59—ANTISEMITISM PROHIBITED, 4.2—ENTRANCE REQUIREMENTS, 4.27—STUDENT SEXUAL HARASSMENT, 4.57—IMMUNIZATIONS, 4.65—ANTISEMITISM PROHIBITED, 5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT, 5.3—CURRICULUM DEVELOPMENT, 8.20—CLASSIFIED PERSONNEL SEXUAL HARASSMENT, 8.60—ANTISEMITISM PROHIBITED
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. § 6-15-2914, A.C.A. § 6-15-2919, A.C.A. § 6-16-2001 et seq., A.C.A. § 6-17-429, A.C.A. § 6-17-2403, A.C.A. § 6-17-1901, A.C.A. § 6-18-702, A.C.A. § 6-18-2001 et seq., A.C.A. § 6-25-105, A.C.A. § 6-28-108, A.C.A. § 6-28-301, A.C.A. § 6-41-606, A.C.A. §6-41-611, DESE Rules Governing How to Meet the Needs of Children With Dyslexia, DESE Rules Governing the Arkansas Educational Support and Accountability Act, DESE Rules Governing Act 1240 Waivers DESE Rules Governing Documents Posted to School District an Education Service Cooperative Websites 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, 15 U.S.C. § 6501 (COPPA), 34 C.F.R. § 106.8, 34 C.F.R. § 106.45
Date Adopted: 6/18/2019
Last Revised: 6/5/2023, 4/14/2026

Policy 5.21

~~ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE, AND HONORS~~ ACCELERATED LEARNING COURSES

Effective: 7/1/2026

Definition

"Accelerated learning" means an organized method of learning that enables a student to meet individual academic goals and graduation requirements while pursuing higher levels of skill development, including without limitation the following coursework:

1. A College Board Pre-Advanced Placement and Advanced Placement (AP) course;
2. An International Baccalaureate (IB) Diploma Programme course;
3. A Cambridge Advanced International Certificate of Education course;
4. A concurrent credit course; and
5. A substantively similar course or program approved by the Division of Elementary and Secondary Education (DESE).

Students in grades seven through twelve (7-12) who take ~~advanced placement (AP) courses,; International Baccalaureate (IB) courses; honors or concurrent credit college courses;~~ accelerated learning courses or other courses approved for weighted credit by the Division of Elementary and Secondary Education (DESE) or the Division of Career and Technical Education (DCTE) shall be graded according to the following schedule~~.~~:

A =100 – 90
B = 89 – 80
C = 79 – 70
D = 69 – ~~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~~s~~
F = 0 points

For a student to be eligible to receive weighted credit for an AP, or IB course:

- 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~~ the appropriate accrediting organization; 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~~ the student receives in the course ~~it~~as if it were a non-AP or IB course.

~~"Honors Courses" are those courses that have been approved by 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.~~

DESE shall approve additional courses, including other accelerated learning courses, for weighted credit if the course:

a. Exceeds the curriculum standards for a non-weighted credit class;
b. Meets or exceeds the standards of a comparable accelerated learning course; or
c. Is identified by DESE as an honors class.

For career and technical education courses taken after July 1, 2023, career and technical courses that are eligible for weighted credit are those career and technical education courses that: ~~are approved by DCTE to exceed the curriculum standards for a non-weighted class and lead to an approved industry-recognized certification.~~

- Exceed the curriculum standards for a non-weighted class; and
- Lead to an approved industry-recognized certification or concurrent credit.

A student shall receive weighted credit for each approved career and technical education course upon the student:

- Completing the relevant career and technical pathway; and
- Earning the high-value industry credential aligned with the career and technical pathway.

~~Students~~A student who transfers into the district will be given weighted credit for the ~~AP courses; IB courses; honors or concurrent credit college courses;~~[1] accelerated learning courses and other courses approved by DESE and DCTE for weighted credit that were taken for weighted credit at ~~his/her~~the student's previous school(s) according to the preceding scale.

Legal References: DESE Rules Governing Uniform Grading and Course Credit, A.C.A. § 6-15-902, ~~A.C.A. § 6-16-806~~ A.C.A. § 6-16-1201 et seq.
Adopted: 4/22/2013
History BOE: 4/22/2013, 6/5/2023
Revised: 6/5/2023, 4/14/2026

Policy 5.22
CONCURRENT CREDIT
Effective: 7/1/2026

A ninth (9th) through twelfth (12th) grade student who successfully completes a college course(s) from an institution approved by the Division of Elementary and Secondary Education (DESE) 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 DESE Rules Governing Grading and Course Credit, a student who takes a three~~-~~ (3) semester hour remedial/developmental education course shall receive a half (1/2) ~~half unit of~~ credit for a high school career focus elective. The remedial/ developmental education course cannot be used to meet core subject area/unit requirements.

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 of higher education 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 c~~las~~ourses 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~~-~~; ~~T~~this may jeopardize students' eligibility for extracurricular activities, ~~and/or~~ 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~~ll students of the Russellville School District enrolled in concurrent credit classes taught on District grounds and by a teacher employed by the District shall not be responsible for any costs for the credit class(es).~~student or a student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student shall not be responsible for tuition, fees, or materials for participation in a concurrent credit course.

Cross Reference: 4.59 – ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOLED STUDENTS
Legal References: A.C.A. § 6-15-902(c)~~(2)~~(1), A.C.A. § 6-16-1201 et seq., A.C.A. § 6-18-232, DESE Rules Governing Grading and Course Credit
Adopted: 4/22/2013
History BOE: 4/22/2013, 7/15/2017, 6/18/2019
Revised: 7/25/2017, 6/18/2019, 4/14/2026

Policy 5.26
ALTERNATIVE LEARNING ENVIRONMENTS
Effective: 7/1/2026

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.[1]

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, 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, 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, legal guardian, person having lawful control of the student, or person standing in loco parentis, 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 <u>following</u> characteristics:
1. Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics
2. Abuse: physical, mental, or sexual;
3. Frequent relocation of residency;
4. Homelessness;
5. Inadequate emotional support;
6. Mental/physical health problems;
7. Pregnancy;
8. Being a single parent;
9. Personal or family problems or situations;
10. Recurring absenteeism;
11. Dropping out from school; or
12. Disruptive behavior.

Before or upon entry into the ALE, the ALE program shall assess the student in order to provide intervention services designed to address the student's specific educational and behavioral needs, with the focus for behavioral needs on long-term improvement of the student's ability to control the student's behavior.

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, 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, 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. The SAP may be revised from time to time by the ALE placement team. The SAP shall contain at a minimum:

a. A plan of intervention services to be provided to address the student's specific educational needs and, if appropriate, the student's behavioral needs;
b. Goals and objectives necessary to achieve positive reintegration into the regular educational environment;
c. Exit criteria on which to base a student's return to the regular educational environment;
d. Documentation of the presence of the characteristics listed above that were the reason for the student's referral to the ALE program;
e. Documentation of the specific ALE programming and supports that will address each identified characteristic or situation causing a barrier to the student's success; and
f. A positive behavior or transitional plan 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 Division of Elementary and Secondary Education (DESE) Rules.

Legal References: A.C.A. § 6-20-2305(b)(2), A.C.A. § 6-48-101 et seq., DESE Rules Governing Student Special Needs Funding– 3.01, 4.00, and 8.0, DESE Rules Governing Student Discipline
Former Policy Number: IN DJG
Adopted: 11/16/2004
History BOE: 11/16/2004, 6/11/2014, 6/18/2019
Revised:6/11/2014, 6/18/2019, 7/12/2022, 4/14/2026

Policy 5.26.1

ALE PROGRAM EVALUATION

Effective: 7/1/2026

The ALE program shall be evaluated at least annually to determine its overall effectiveness at providing a non-punitive environment that is conducive to learning, that eliminates traditional barriers to learning, and at compliance with the Division of Elementary and Secondary Education Rules Governing Student Special Needs Funding. The evaluation shall specifically address how the use of ALE funds is in alignment with the district's district strategic plan in addressing identified achievement gaps and student performance deficiencies.

Legal References: A.C.A. § 6-15-2914, DESE Rules Governing Student Special Needs Funding
Adopted: 4/14/2026
Revised: 4/14/2026

Policy 5.27
ENGLISH LEARNERS
Effective: 7/1/2026

The district shall utilize the special needs funding it receives for identified English Learners (EL) on activities, and materials listed in the DESE Rules Governing Student Special Needs Funding.

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

Legal References: A.C.A. § 6-20-2305(b)(3), A.C.A. § 6-15-2914, DESE Rules Governing Student Special Needs Funding – 3.09, 5.00, and 8.00, Standards for Accreditation 2-J.2
Former Policy Number: IO DJH, 00.00
Adopted: 11/06/2004, 6/17/2008
History BOE: 11/06/2004, 6/17/2008, 6/5/2023
Revised: 3/15/2022, 6/5/2023, 4/14/2026

Policy 5.28

ENHANCED STUDENT ACHIEVEMENT FUNDING EXPENDITURES

Effective: 7/1/2026

Funding received from the state based on the number of students eligible for free and reduced-priced meals under the National ~~School~~Student Lunch Act shall be expended in accordance with guidelines outlined in the Division of Elementary and Secondary Education ~~Rules~~ (DESE) Rules Governing Student Special Needs Funding.

Using District specific data, the District shall conduct the DESE developed needs assessment to identify areas where Enhanced Student Achievement (ESA) funds need to be directed. The District shall ~~develop a three-~~ ~~(3)~~ ~~year plan for~~ include the use of the District's ESA funds in the District's District Strategic Plan. ~~The District's plan shall:~~

- ~~Describe the District's intended and implemented strategies to enhance student achievement;~~
- ~~Describe how ESA funds will be used to support the strategies of the District as permitted by Arkansas law and DESE Rules;~~
- ~~Include goals and measures of success for the areas where ESA funds will be directed;~~
- ~~Specify the categories and types of expenditures the district intends to use to meet the needs that were identified through the needs assessment and supported by the District specific data, which may include without limitation: personnel, programs, materials, supplies, services, and equipment, which may include technology; and~~
- ~~If the District uses ESA~~esa ~~funds in areas not identified by the needs assessment or supported by the District's specific data, justification for the use of the ESA funds in these areas.~~

~~The District shall review the District's enhanced student achievement plan at least annually, which shall include a review of the progress of the implementation of the District's proposed strategies and the efficacy of the planned strategies. The District~~

~~shall update the District's enhanced student achievement plan at least annually. Any amendments to the District's enhanced student achievement plan shall be submitted Along with the District's annual budget to DESE.~~[1]

~~Note: [1] The initial three-year Enhanced Student Achievement Plan must be submitted to DESE by July 1, 2022.~~

Legal References: A.C.A. § 6-15-2914, A.C.A. § 6-15-2919, A.C.A. § 6-20-2305(b)(4), DESE Rules Governing Student Special Needs Funding, 3.12, 3.17,3.18, 6.00, and 8.00
Adopted: 7/12/2022
History BOE: 6/18/2019, 3/16/2021, 6/15/2021
Revised:3/16/2021, 6/15/2021, 4/14/2026

Policy 5.29
STUDENT WELLNESS POLICY
Effective: 7/1/2026

~~Russellville School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity.~~ 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 increase~~s~~d 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. ~~Therefore, it is the policy of the Russellville School District that:~~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 Russellville School District will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district wide nutrition and physical activity policies.~~
- ~~All students in grades PK-12 will have opportunities, support and encouragement to be physically active on a regular basis.~~
- ~~Foods and beverages sold or served at school meals will meet the nutrition requirements of the USDA regulations.~~
- ~~Qualified child nutrition professionals will provide students with access to a variety of affordable nutritious and appealing foods that meet the health and nutrition needs of students; in clean, safe setting.~~
- ~~To the maximum extent practicable, all schools in our district will participate in available federal school meal programs.~~

~~To Achieve these Policy Goals:~~

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 Division of Elementary and Secondary Education (DESE), 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)~~ wellness committee 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. The ~~SNPAAC~~ wellness committee shall have the powers and responsibilities delegated to it by statute and Rule and are incorporated into this policy by

reference. The overarching goal of the wellness committee shall be to promote student wellness by monitoring how well the District is doing at implementing this policy. The ~~SNPAAC~~ wellness committee 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 the ~~school district's support plan (SDSP)~~ District's district strategic plan (DSP), 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 ~~S~~DSP.

The ~~SNPAAC~~ wellness committee 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:

- Members of the District's Board of Directors;
- School administrators;
- School nutrition personnel;
- 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); and
- Community members.

The ~~SNPAAC~~ wellness committee 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 wellness committee will meet at least quarterly. Meeting dates for the ~~SNPAAC~~ wellness committee will be placed on the District's calendar.

School Health Coordinator ~~(SNPAAC Chair)~~

To assist the ~~SNPAAC~~ wellness committee in ensuring that the District fulfills the requirements of this policy, a District level School Health Coordinator (Designated District Official) shall be appointed ensuring that each school fulfills the requirements of this policy.[5]
~~Building Wellness Committees shall~~ School Health Coordinator in meeting policy and ~~completing plans at the building level~~

Goals

In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the District will adhere to the DESE Rules Governing Nutrition and Physical Activity Standards ~~a~~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~~ wellness committee, 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~~ Engage students in healthy levels of vigorous physical activity;
3. Strive to improve the quality of physical education curricula and increase the training of physical education teachers;
4. Follow the Arkansas Physical Education and Health Education Frameworks in grades K-12;
5. Not use food or beverages as rewards for academic, classroom, or sports performances;
6. Establish class schedules and bus routes that do not directly or indirectly restrict meal access;
7. Provide students with ample time to eat their meals in pleasant cafeteria and dining areas;
8. Abide by the current allowable food and beverage portion standards;
9. 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;
10. Restrict access to competitive foods as required by law and ~~R~~rule;
11. 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;
12. Provide professional development to all ~~D~~district staff on the topics of nutrition and/or physical activity;
13. Utilize the School Health Index available from the CDC to assess how well the ~~D~~district is doing at implementing this wellness policy and at promoting a healthy environment for ~~students;~~its students.
14. ~~Provide students with opportunities for physical activity beyond physical education class. Toward that end: Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle;~~
15. ~~Provide teaching staff with resources and professional development to encourage healthy nutrition and physical activity at school, incorporated into the learning day as appropriate;~~
16. ~~Rewards: Schools will not use foods or beverages as rewards for academic performance or good behavior and will not withhold food or beverages (including school meals) as a punishment;~~
17. ~~Tobacco Policy: The District will have a comprehensive tobacco policy which bans the use of tobacco on school property.~~

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

The District will ~~i~~ensure that drinking water is available without charge to all students throughout the school including, but not limited to, in the District's food service areas.

All food and beverages sold to students on 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 and Arkansas Nutrition Standards 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.

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 and Arkansas Nutrition Standards 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.

Up to a maximum of nine (9) times per school year, school administration may schedule school wide events where food and beverages provided to students are not required to meet the Federal Smart Snacks standards during the scheduled time. 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 in-school access to vending machines.

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 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, the exterior of vending machines, posters, menu boards, coolers, trash cans, cups used for beverage dispensing, and other food service equipment; however, all future contracts and replacement items shall meet the Federal Smart Snacks standards.

Adoption Awareness Instruction

The District shall provide any information provided to students on the District's adoption awareness instruction that was in written form to the parent, legal guardian, person having lawful

control of the student, or person standing in loco parentis to a pregnant student who is enrolled in the District.

Breast Feeding

In addition to providing age-appropriate education for students regarding the nutritional benefits of breastmilk and breastfeeding practices, the District shall provide:

- Space in the District's school facilities for District employees, students, and volunteers who are breastfeeding mothers that is a private, secure, and sanitary room or other location, other than a toilet stall, that contains Access to a power source for a breast pump or any other equipment used to express breast milk where an employee, student, or volunteer can express breast milk;
- Space in the District's school facilities for District students who are breastfeeding mothers that is a private, secure, and sanitary room or other location, other than a toilet stall, where a student can breastfeed the student's child;
- Permission to bring a breast pump and any other equipment used to express breast milk to school;
- Access to a place to safely store breast milk, which shall include, but not be limited to, a refrigerator or cooler in:
    - A nurse's office;
    - A teachers' lounge; or
    - Another private location or location with limited accessibility in which the breast milk may be safely secured;
- Access to a location to clean a breast pump and any other equipment used to express breast milk at school.
- Break time:
    - To an employee or volunteer for the purpose of expressing breast milk that, to the extent possible, shall run concurrently with existing break times; and
    - To a student that is a reasonable amount of time to accommodate the student's need to express breast milk or to breastfeed the student's child on the District's campus;
- That a student shall not incur an academic penalty for expressing breast milk or for breastfeeding the student's child on the District's campus; and
- A student the opportunity to make up any work missed due to expressing breast milk or for breastfeeding the student's child on the District's campus.

Child Care

The District shall provide student mothers and fathers information regarding available child care services.

Community Engagement

The District will work with the ~~SNPAAC~~ wellness committee 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 ~~S~~DSP;
- 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 ~~S~~DSP. 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, 10, and 11 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 ~~with the District Level Wellness Plan~~;
- The names of the members of the ~~SNPAAC~~ ~~within the District Level~~ wellness committee;
- Meeting dates for the ~~SNPAAC~~ wellness committee;
- Information on how community members may get involved with the ~~SNPAAC~~ ~~W~~wellness ~~Plan~~committee;
- A copy of this policy ~~within school board policies~~;
- 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 ~~via the building and District Wellness Plans included in SDSP~~; and
- A copy of the most recent three (3) year assessment of this policy.

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. § 6-15-2919, A.C.A. § 6-18-~~716~~ 719, A.C.A. § 6-20-709, A.C.A. § 11-5-116, A.C.A. §§ 20-7-133, 134, and 135, A.C.A. § 6-16-158, A.C.A. § 6-18-234, DESE 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 Nutrition Standards for Arkansas Public Schools
Former Policy Number: JGA
Adopted: 4/18/2006
History BOE: 4/18/2006, 5/3/2011, 6/19/2012, 4/17/2018, 6/18/2019, 6/5/2023
Revised: 5/3/2011, 6/19/2012, 4/17/2018, 6/18/2019, 6/5/2023, 4/14/2026

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date: April 14, 2026
Item Title: Policy Recommendations for Accelerated Learning & Grade Forgiveness
Responsible Administrator: Brittany Herring
Strategic Plan Priority: Academic Excellence

Background:
The proposed policies support the District's implementation of accelerated learning and honors pathways beginning with the 2026–2027 school year. These policies are aligned with updated guidance from the Arkansas Division of Elementary and Secondary Education (DESE) regarding honors courses, accelerated learning, and early access to high school credit.

The purpose of these policies is to:

- Establish clear, equitable access to accelerated learning opportunities;
- Define placement, movement, and exit expectations for students participating in accelerated pathways; and
- Provide grade forgiveness protections for students who earn high school credit prior to the grade level in which the course is traditionally offered as part of a District-approved accelerated pathway.

These policies do not change existing grading or weighted credit practices governed by Board Policy 5.21 (Advanced Placement, International Baccalaureate, and Honors Courses).

5.21.1R — ACCELERATED LEARNING & HONORS PATHWAYS

This policy establishes the District's accelerated learning and honors pathways in English Language Arts, Mathematics, and Science. The policy defines eligibility principles, alignment to DESE guidance, flexible placement and exit expectations, and student supports. It clarifies that participation is based on demonstrated readiness using multiple measures and is not limited to students identified as gifted and talented.

5.21.2R — GRADE FORGIVENESS FOR EARLY HIGH SCHOOL CREDIT

This policy establishes a grade-forgiveness option for students who complete designated high school credit-bearing courses prior to 9th Grade as part of the District's accelerated learning

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

pathways. The policy outlines eligibility requirements, retake provisions, transcript treatment, and GPA calculation expectations. Grading and weighting practices remain governed by Board Policy 5.21.

These policies are intended to complement, not replace, existing board policies. Specifically:

- Board Policy 5.21 continues to govern grading scales and weighted credit for honors, AP, IB, and other approved courses.
- The proposed grade forgiveness policy applies to students who complete high school credit-bearing courses prior to grade nine through District-approved accelerated learning pathways and does not apply retroactively.

Recommended Action: To approve Policy 5.21.1R and 5.21.2R

Policy 5.21.1R
ACCELERATED LEARNING & HONORS PATHWAYS
Effective: 7/1/2026

The District shall provide accelerated learning and honors pathways in English Language Arts, Mathematics, and Science for students who demonstrate readiness for advanced coursework.

Formal pathway placement begins in Grade 6, with identification and preparation beginning in Grade 5.

Accelerated learning and honors pathways shall:

- Be based on demonstrated readiness using multiple measures;
- Provide multiple entry points and allow for flexible placement, exit, and re-entry.
- Include appropriate academic monitoring and instructional supports; and
- Align with the Arkansas Division of Elementary and Secondary Education (DESE) *Honors Courses and Accelerated Learning Guidance*.

Participation in accelerated learning and honors pathways is not limited to students identified as gifted and talented.

Grading and weighted credit for honors, Advanced Placement (AP), International Baccalaureate (IB), and other approved courses shall be applied in accordance with Board Policy 5.21 – Advanced Placement, International Baccalaureate, and Honors Courses.

Course titles such as Honors or Pre-AP should reflect clearly defined expectations for rigor, pacing, or instructional design.

Students participating in the District's accelerated learning pathways who complete high school credit-bearing coursework prior to the 9th grade may be eligible for grade forgiveness in accordance with Board Policy 5.21.2R– Grade Forgiveness for Early High School Credit.

Cross Reference:
5.21 - Advanced Placement, International Baccalaureate, and Honors Courses
5.21.2R - Grade Forgiveness for Early High School Credit
Date Adopted:
Last Reviewed: 4/14/2026

Policy 5.21.2R

GRADE FORGIVENESS FOR EARLY HIGH SCHOOL CREDIT

Effective: 7/1/2026

The District shall provide a grade forgiveness option for students who complete high school credit-bearing courses prior to grade nine.

Grade forgiveness shall apply to such courses when completed through District-approved accelerated learning pathways and approved by the Arkansas Division of Elementary and Secondary Education (DESE).

Grade forgiveness provisions shall include:

- The opportunity for the student to retake an eligible course one (1) time;
- Replacement of the lower grade with the higher grade for grade point average (GPA) calculation purposes;
- Retention of the original grade on the student's transcript as required by state guidelines.

Grade forgiveness is not applied as part of an exit from accelerated coursework and does not alter grading practices governed by Board Policy 5.21 – Advanced Placement, International Baccalaureate, and Honors Courses.

Cross Reference:
5.21 - Advanced Placement, International Baccalaureate, and Honors Courses
5.21.1R — Accelerated Learning & Honors Pathways
Date Adopted:
Last Reviewed: 4/14/2026

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date: April 14, 2026
Item Title: Updated District Policies
Responsible Administrator: Brittany Herring
Strategic Plan Priority: Academic Excellence

Background:
The following policies have been updated to reflect the Department of Elementary and Secondary Education (DESE) Rules. The new language has been recommended by legal counsel and the Arkansas School Board Association.

6.1—COMMUNICATION GOALS - The deadline for the most recent annual report to the public to be posted to the district website was updated to align with the changes to the Standards For Accreditation.

6.4—VOLUNTEERS - The policy was updated to incorporate the requirements from Act 247 for registered volunteers to receive the same professional development as other coaches. In addition, A.C.A. § 6-18-708 was added to the list of Legal References. (5/2/25)

6.5—VISITORS TO THE SCHOOLS - Due to questions regarding the process for an individual to enter a school, we have added language from A.C.A. § 6-21-607 to address the procedures that should be in place before a visitor enters a school building for something other than an event open to the general public.

Recommended Action: To approve Policy 6.1, 6.4, and 6.5

Policy 6.1
COMMUNICATION GOALS
Effective: 7/1/2026

The single most significant factor in student achievement is the teacher. The teacher's effectiveness is greatly enhanced when supported by the school community as a whole, the student's home, and the community at large. The Arkansas General Assembly and the ~~Department of~~Division of Elementary and Secondary Education have demonstrated their understanding of the importance of involving such groups by repeatedly mandating their inclusion in the educational system and process. Communication with staff, parents, grandparents, legal guardians, business, and community members is fundamental to increasing their concern for, and involvement in, raising student achievement.

Communication should be two-way between the District and the public. The communications program shall strive to:

1. Increase mutual understanding, trust, and support between the District and parents, business, and the community as a whole;
2. Keep District staff regularly informed of upcoming District programs and events as well as noteworthy staff and student accomplishments to enable all the staff to help promote positive public relations;
3. Create and disseminate brochures, flyers, and fact sheets that will help parents and community members better understand school policies and procedures and acquaint them with areas where their volunteer services are most needed;
4. Inform legislators of the accomplishments of the District's students and staff, as well as how proposed legislation could affect the district;
5. Maintain good relations with the news media and provide the media with pertinent news releases; and
6. Increase the participation of parents, grandparents, legal guardians, business, and community members in school activities and programs.

The Board will appoint committees, when appropriate, to help the District examine issues facing it. Such committees may include members of the public, students, parents, and school employees, as well as members of the Board. Members may serve until the committee makes its non-binding recommendations to the Board.

Any committee, which includes among its members a member of the School Board, shall operate according to the requirements of the Arkansas Freedom of Information Act.[1]

The District's Board of Directors shall hold a meeting ~~by~~ annually 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, with the most recent annual report posted by ~~August~~ September 1 of each year. 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. § 6-15-1005(c), (f)(1)(2), A.C.A. § 6-16-603 (a) (3), A.C.A. § 6-18-1003(2), A.C.A. § 6-18-1005(a)(1), A.C.A. § 25-19-106, Standards for Accreditation 3-B.1, 3-B.2, 3-B.2.1, 5-A.1, Arkansas Department of Education Regulations Governing Gifted and Talented Program Approval Standards: 4.0; 10.03
Adopted: 7/17/2018
History BOE: 7/17/2018
Revised: 7/12/2022, 4/14/2026

Enlisting the support of volunteers is a way the District can expand the scope of resources and knowledge available to enrich the students' educational experiences, while strengthening the relationship between the school and the community. Volunteers can also perform non-instructional tasks that allow licensed personnel more time to devote to instruction.

The Superintendent shall be responsible for establishing and maintaining a program to coordinate the services volunteers are willing and able to contribute with the needs of District personnel. The program shall establish guidelines to ensure volunteers are aware of pertinent District policies and rules. Volunteers who violate school policies or rules, or knowingly allow students to violate school rules, may be asked to leave the school campus. The guidelines should also include a provision for evaluation of the volunteer program and a method for soliciting suggestions from both the volunteers and staff for its improvement.

All volunteers who intend to act as head coaches or assistant coaches must:

1. Be at least twenty-two (22) years of age; and
2. Meet the requirements adopted by the Arkansas Activities Association (AAA) to volunteer for any athletics program for grades seven (7) through twelve (12).

A member of the board of directors of the District or the spouse of a member of the board of directors of the District may not be a registered volunteer for the District unless a majority of the disinterested members of the Board of Directors approves a resolution for the board member or board member's spouse to be a registered volunteer. The resolution approving the board member or board member's spouse to be a registered volunteer shall be effective for only one (1) school year.

A volunteer may act as a head coach in all varsity junior and senior high sports administered by the AAA except in the following sports:

- Football;
- Basketball; and
- Track and field.

Background Checks for Volunteers

For the purposes of this policy, "clear background check" means that:

- A background check was performed on the potential school volunteer in accordance with A.C.A. § 12-12-1601 et seq.;
- The potential school volunteer has not committed any of the crimes or offenses contained in A.C.A. § 6-17-410, 6-17-411 or 6-17-414 according to both the National and Arkansas background checks;
- The potential school volunteer's name was not found on the Child Abuse Central Registry; and
- The Arkansas Educator Licensure System does not indicate the potential volunteer to:
  - Have a currently suspended or revoked educator's license; or
  - Be the recipient of a current Level 3 or Level 4 public notification of ethics violation.

A person wishing to volunteer in a capacity that requires a background check may not perform volunteer services requiring a background check until a clear background check is received by the District. Once received, a clear background check is good for 5 years; a background check renewal must be applied for and a clear background check received prior to the time of renewal or an interruption of permitted volunteer service could occur. A clear background check will be accepted of any individual wishing to volunteer provided it was conducted within the timeframe provided for in this policy.

The Application for an initial background check may be made through the District administrative office. The District ~~will~~may charge the potential volunteer the same fee charged by the State of Arkansas for performing the check. For a volunteer who has passed his/her previous background check, the District will incur the fee charged by the State of Arkansas for performing a renewal background check.

A person who failed a previous background check may petition the Board for a waiver from this policy's requirement. The petition shall be accompanied by a signed authorization for disclosure of ~~his or her~~ the individual's entire criminal and child abuse registry history. In deciding whether to grant a waiver, the board may take into consideration: the circumstance or circumstances surrounding the act or omission that lead to the conviction, Child Abuse Registry true finding, or the receipt of the Level 3 or Level 4 Public Notification of Ethics Violation; the age of the person at the time of the act or omission; the length of time that has passed without reoffending; and other relevant circumstances. If the Superintendent recommends a waiver be granted, the Board may adopt a resolution by majority vote providing an exception to this policy's requirement for a time period not to exceed five (5) years. The board must consider this matter in open session, and may not confer or deliberate in closed or executive session.

The board shall not have the authority to waive the application of this policy to any potential volunteer who is a Registered Sex Offender or whose educator license has been revoked or is currently suspended.

Clear background checks for school volunteers are required for those individuals who are required to be or who seek to become Registered Volunteers, as defined in A.C.A. § 6-22-102 et seq. In addition to volunteers wishing to participate in the registered volunteers program, clear background checks are required for:

School volunteers who wish to volunteer to work one-on-one or in small groups of five (5) or fewer students, such as a tutor or a mentor.

No information relating to the application for or receipt of a criminal background check, including that a background check has or has not been applied for, shall be subject to disclosure under the Arkansas Freedom of Information Act, as provided by A.C.A. § 12-12-1601 et seq. Requests for background checks and reports on background checks obtained under this policy shall be retained by the district for a minimum of three (3) years.

The superintendent or a third-party vendor shall report to the state board the name of any person working as a registered volunteer in an athletic coaching capacity who:

1. Has pleaded guilty or nolo contendere to or has been found guilty of any felony or misdemeanor listed in A.C.A. § 6-17-410(b);
2. Has been arrested or charged with any felony or misdemeanor listed in A.C.A. § 6-17-410(b);
3. Has intentionally compromised the validity or security of any student test or testing program administered or required by the Division of Elementary and Secondary Education (DESE);
4. Has knowingly submitted falsified information or failed to submit information requested or required by law to DESE, the State Board, or Arkansas Legislative Audit; or
5. Has a true report in the Child Maltreatment Central Registry.

The District shall maintain the following information on volunteers:

a. The total number, location, and duties of all volunteers;
b. The total number of annual hours of service provided by volunteers; and
c. Any reimbursements made to volunteers for expenses, transportation, or other costs incurred in connection with volunteer services.

Volunteers who are mandated reporters will be made aware of their status as mandated reporters of child maltreatment and will receive training on the responsibilities of a mandated reporter.

Registered volunteers who will be working with students in an athletic coaching capacity or are in the process of obtaining a coaching certificate through the Arkansas Activities Association shall be informed that they are bound by the Code of Ethics for Arkansas Educators and shall receive training on the Code of Ethics.

At least once every three (3) years, registered volunteer coaches shall receive training related to the recognition and management of concussions, dehydration, or other health emergencies; students' health and safety issues related to environmental issues; communicable diseases; and sudden cardiac arrest. The training may include a component on best practices for a coach to educate parents of students involved in athletics on sports safety. Registered volunteer coaches shall maintain a Basic Life Support certification in cardiopulmonary resuscitation and automated external defibrillation.

Legal References: A.C.A. § 6-17-301, A.C.A. § 6-17-410, A.C.A. § 6-17-411, A.C.A. 6-17-414, A.C.A. § 6-17-428, A.C.A. § 6-18-110, A.C.A. § 6-18-708, A.C.A. § 6-22-101 et seq., A.C.A. §§ 12-12-1601 et seq., A.C.A. § 12-18-402, A.C.A. § 12-18-909(g)(21), A.C.A. § 21-13-101 et seq., Division of Elementary and Secondary Education Rules Governing Background Checks, Division of Elementary and Secondary Education Rules Governing the Code of Ethics for Arkansas Educators
Date Adopted: 9/13/2022
Last Revised: 9/13/2022, 6/5/2023, 4/14/2026

Policy 6.5

VISITORS TO THE SCHOOL

Effective: 7/1/2026

Parents, grandparents, legal guardians, business, and community members are welcome and encouraged to visit District schools. To minimize the potential for disruption of the learning environment, visitors, for a purpose other than to attend an activity open to the general public, are required to first report to the school's main office and receive authorization from the building principal or the principal's designee before the individual may enter the school proper . No one shall be exempt from this requirement. Visitors who are Level 3 or Level 4 sex offenders may only enter a school campus under the provisions listed in Policy 6.10.

Parents and legal guardians are encouraged to participate in regularly scheduled visitation events such as school open houses and parent/teacher conferences. Additional conferences are best when scheduled in advance. Conferences shall be scheduled at a time and place to accommodate those participating in the conference. Visits to individual classrooms during class time are permitted on a limited basis with the principal's prior approval and the teacher's knowledge.

Visitors, including parents,wishing to speak with students during the school day shall register first with the office.

Visitors to the school are directed to not use a device to:

- Record audio or video or to take photographs in areas where a general expectation of personal privacy exists, including but not limited to locker rooms and bathrooms; or
- Create, send, share, capture, or post audio, video, or photographs of District students unless the visitor:
  - Has received permission to do so by someone authorized to grant such permission on behalf of the student or the student if the student is eighteen (18 years old);
  - Received authorization from the District to do so on behalf of the District; or
  - Is required to do so as part of the individual's job duties, including as a member of the media.

The District has the right to ask disruptive visitors to leave its school campuses. Principals are authorized to seek the assistance of law enforcement officers in removing any disruptive visitors who refuse to leave school property when requested to do so.

Legal References: A.C.A. § 6-21-606 A.C.A. § 6-21-607

Date Adopted: 9/13/2022

Last Revised: 4/14/2026

Cross References: 4.16 – STUDENT VISITORS, 6.10 – SEX OFFENDERS ON CAMPUS (MEGAN'S LAW)
Legal References: A.C.A. § 6-21-606, A.C.A. § 6-21-607
Adopted: 12/3/2019
History BOE: 12/3/2019
Revised:

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date: April 14, 2026
Item Title: Updated District Policies
Responsible Administrator: Brittany Herring
Strategic Plan Priority: Academic Excellence

Background:
The following policies have been updated to reflect the Department of Elementary and Secondary Education (DESE) Rules. The new language has been recommended by legal counsel and the Arkansas School Board Association.

7.5F3—WAIVER REQUEST TO EXCEED COOPERATIVE PURCHASING FOR CONSTRUCTION SERVICES AGGREGATE AMOUNT IN ACCORDANCE WITH § 19-61-802(d) - The title of the form was updated to incorporate the recodification of Title 19 of the Arkansas Code by Act 419.

7.14—USE OF DISTRICT CELL PHONES AND COMPUTERS - The policy was updated to reference the new title for Policy 4.47.

7.15—RECORD RETENTION AND DESTRUCTION - The policy was updated to put things in place for when the audio recording devices are installed as required by Act 908.

7.17—FOOD SERVICE PREPAYMENT - (NEW) This is a new policy to comply with Act 123 noting that students may request one free breakfast per day regardless of free or reduced meal status from Act 123.

7.25—USE OF MULTI-OCCUPANCY ROOMS - (NEW) This is a new policy to comply with Act 955.

Recommended Action: To approve Policy 7.5F3, 7.14, 7.15, 7.17, and 7.25

Policy 7.5F3

WAIVER REQUEST TO EXCEED COOPERATIVE PURCHASING FOR CONSTRUCTION SERVICES AGGREGATE AMOUNT IN ACCORDANCE WITH § 19-61-802(d)

Effective: 7/1/2026

Name of School District or Open Enrollment Public Charter School:

_____

Name and Title of Person Submitting Report:

_____

Vendor:

_____

Vendor Contract #:

_____

Location of Project (school campus, etc…):

_____

Reason for Waiver Request (Timeline for Completion, Preferred Contractor, etc…)

_____

_____

Description and Scope of Project:

_____

_____

_____

Total Estimated Cost of Project: _____

Start Date of Construction: _____

Total Estimated Amount of Cooperative Construction Services Prior to this Waiver: _____

_____ _____

Signature Date

Policy 7.14

USE OF DISTRICT CELL PHONES AND COMPUTERS

Effective: 7/1/2026

Board members, staff, and students shall not be given cell phones or computers for any purpose other than their specific use associated with school business. School employees who use a school issued cell phone and/or computer for non-school purposes, except as permitted by District policy, shall be subject to discipline, up to and including termination. School employees may be issued District cell phones if their position requires the employee be available at all times for work related emergencies or the employee be available to speak with others on school related business when the employee is away from the office. Employees issued cell phones for such purposes may use the phone for personal use on an "as needed" basis.[1] In addition to the provisions of this policy, District employees are required to use District provided cell phones and computers in accordance with the restrictions set forth in Policies 3.28, 3.34, 8.22, and 8.25.

Students who use school-issued cell phones and/or computers for non-school purposes, except as permitted by Policy 4.47— POSSESSION AND USE OF ~~CELL PHONES AND OTHER~~ PERSONAL ELECTRONIC DEVICES, shall be subject to discipline, up to and including suspension or expulsion.

Except when authorized in the SCHOOL BUS DRIVER'S USE OF MOBILE COMMUNICATION DEVICES policies of 3.51 and 8.24, all employees and students are forbidden from using school-issued cell phones while driving any vehicle at any time. Violation may result in disciplinary action up to and including:[2]

- Suspension for students; and
- Termination for employees.

Except when authorized in the SCHOOL BUS DRIVER'S USE OF MOBILE COMMUNICATION DEVICES policies of 3.51 and 8.24, no employee or student shall use any device for the purposes of browsing the internet; composing or reading emails and text messages; or making or answering phone calls while driving a motor vehicle which is in motion and on school property. Violations may result in disciplinary action up to and including:[3]

- Suspension for students; and
- Termination for employees.

Cross References: 3.34—LICENSED PERSONNEL CELL PHONE USE, 3.51—SCHOOL BUS DRIVER'S USE OF MOBILE COMMUNICATION DEVICES, 4.47— POSSESSION AND USE OF ~~CELL PHONES AND OTHER~~ PERSONAL ELECTRONIC DEVICES, 8.24—SCHOOL BUS DRIVER'S USE OF MOBILE COMMUNICATION DEVICES, 8.25—CLASSIFIED PERSONNEL CELL PHONE USE
Legal References: IRC § 132(d), IRC § 274(d), IRC § 280F(d)(4), IRS Publication 15 B, A.C.A. § 6-18-515, A.C.A. § 6-19-120, A.C.A. § 25-1-128, A.C.A. § 27-51-1504, A.C.A. § 27-51-1609, Commissioner's Memo COM-24-038
Date Adopted: 11/17/2022
Last Revised: 6/11/2024, 4/14/2026

Policy 7.15
RECORD RETENTION AND DESTRUCTION
Effective: 7/1/2026

It is necessary to maintain district records in a manner that provides for efficient document storage and retrieval and is conducive to eliminating unnecessary record retention. Due to the variety of records that may need to be retained and accessed, the superintendent shall ensure that all staff receive appropriate training to understand this policy. Staff shall also understand the possible ramifications to the district and/or themselves for failure to properly maintain records and follow the requirements contained in this policy.

Definitions

"Directly or directly interested" ("directly") means receiving compensation or other benefits personally or to an individual's household from the person, business, or entity contracting with the District.

"Indirectly or indirectly interested" ("indirectly") means that a family member, business, or other entity in which the individual or a family member has a financial interest will receive compensation or benefits.

"Record" is defined for the purposes of this policy, as an item or items, whether electronic or material, that are created by, at the request of, or received by and purposefully retained by a board member, administrator, or employee in the ordinary course of District business. Examples include, but are not limited to:

- Any kind of correspondence;
- Calendars;
- Computer files and documents (which may include drafts);
- Telephone logs;
- Expense records;
- Audio or video recordings that are created for the purpose of monitoring the security of District property, the safety of District students, or open public meetings;
- Documentation related to transactions or contracts for:[1]
    - Services with Board members, administrators, employees, or members of their families covered under the statutorily defined ethical restrictions associated with a contract for services provided for the District involving a Board member, administrator, or employee who "directly or indirectly" benefits from the contract;
    - An exemption granted by the Division of Elementary and Secondary Education (DESE) from the statutorily defined ethical restrictions associated with a contract for employment or for services provided for the District that involves a District administrator, board member, or employee.

The superintendent shall be responsible for establishing a schedule for the routine destruction of district records that accommodates the needs of the district. The schedule shall specify the length of retention for any records not specifically delineated by this policy and be distributed to staff on a need-to-know basis according to their respective employment duties and responsibilities.
The schedule should accommodate the need
for records to be stored as a blend of printed, bound and electronically recorded (e.g., audio tape, video tape, micro-fiche, computer disk) material.

The superintendent or designee shall ensure the effective and efficient securing, cataloging, storing, and appropriate scheduled destruction of all records.

The following records categories shall be retained for the time specified~~.~~:

a. Board of Education Minutes – forever
b. Personnel files – 7 years
c. Student files – until the student receives a high school diploma or its equivalent, or is beyond the age of compulsory school attendance[2]
d. Student records of attendance/graduation – forever[3]
e. Financial Records – five (5) ~~audited~~ years[4]
f. Documentation, including letters of approval, related to transactions or contracts for services covered by this policy and Arkansas statutes for Board members or members of their families or for waivers granted to District employees ~~–~~ – thirteen (13) years[5]
g. Documentation relating to payments or reimbursements made by a vendor on behalf of a board member, administrator, or employee for travel, lodging, food, registration, entertainment, or other expenses[6] – Three (3) years
h. Employment applications, including applicant lists, applicant interview evaluations, documentation in response to requests for reasons for a failure to be interviewed and/or hired, and hiring determinations - five (5) years[7]
i. Expenditures made with federal grant monies[8] – governed by the terms of each grant
j. Video Surveillance Recordings – the timeline established in Policy 4.48—VIDEO SURVEILLANCE AND OTHER STUDENT MONITORING
k. Emails – The length of time set in the District's Information Technology Security procedures[9]
l. Documents filed with the IRS, including those required in Policy 7.23-Health Care Coverage and the Affordable Care Act – four (4) years
m. Statewide assessment security agreement – Three (3) years
n. Recordings of open public meetings – One (1) year
o. Reports and related documentation filed with the Auditor of State on abandoned property – Ten (10) years
p. Record of each query made of the Federal Motor Carrier Safety Administration Commercial Driver's License Drug and Alcohol Clearinghouse and the results of each query – Three (3) years
q. Employee consent to query the Federal Motor Carrier Safety Administration

Commercial Driver's License Drug and Alcohol Clearinghouse – Three (3) Years from the latest query

r. Reports from the Commercial Driver Alcohol and Drug Testing Database of the Office of Driver Services of the Arkansas Department of Finance and Administration – Three (3) years

s. Records required by the District's sexual harassment policies – seven (7) years

t. Audio recordings of locker rooms, changing rooms, and dressing rooms - One (1) year [10]

The superintendent or designee shall be responsible for determining when there is a need to interrupt the routine destruction of records.[10~~10~~11] When the superintendent or designee makes the decision to cease the routine disposal of records, staff affected by the decision shall be promptly informed of the decision and of the nature of records that are to be retained; such records shall be retained until the superintendent or designee has authorized their destruction. Employee training on the district's records retention schedule shall specifically include information on the records that may need to be retained due to pending disciplinary or legal actions that otherwise would be subject to routine disposal. If an employee has doubt about the need to retain any record otherwise scheduled for destruction, ~~he/she~~ the employee shall consult with the superintendent or designee prior to destroying such records.[11~~11~~12]

The records' storage system devised by the superintendent and designee(s) shall be organized in a manner that enables the efficient retrieval of data and documents. The district shall have adequate backup of electronically stored critical data.[12~~12~~13] The system
shall be communicated to employees in a manner that enables them to understand and follow the system's requirements.

In retaining and destroying records, no employee shall:

- Destroy, alter, mutilate, conceal, cover up, falsify, or make a false entry in any record that may be connected to a disciplinary matter or lawsuit or to a matter within the jurisdiction of a federal or state agency, in violation of federal law and regulations or state law and rules.
- Alter, destroy or conceal a document, or attempt to do so, with the intent to impair the document's availability for use in a disciplinary matter, lawsuit or an official proceeding or otherwise obstruct, influence or impede any lawsuit or official proceeding, in violation of federal law and regulations or state law and rules.
- Retaliate or discriminate against an employee who refuses to violate this policy or to coerce or threaten an employee to violate this policy.

Failure to follow the requirements set forth in this policy may result in disciplinary action against the employee(s), up to and including termination. The district's board of directors prohibits and will not tolerate any form of reprisal, retaliation or discrimination against any employee who, in good faith, has attempted to comply with this policy.

Notes: [1] While A.C.A. § 6-24-105(b)(1)(A)(i) permits a district to employ a Board member's family member for up to $5,000, and (c)(2)(A)(i) permits a district to enter into a non-employment contract with a board member's family member for up to a $10,000 limit, during the total tenure of the Board member without the District having to receive waivers for such employment, the need to retain documentation for all compensation exists if for no other reason than to establish when the limit may be reached.

[2] These are the records required to be maintained during a student's attendance at your district and must be aligned with Policy 4.38—PERMANENT RECORDS.

[3] This is limited to the dates a student attended school in your district and if the student earned a diploma. This is information students and adults need from time to time to prove they lived somewhere or to enroll in a college, for security clearances, or for background checks.

[4] This is a suggested length of time. The minimum time your district must keep financial records (specifically original receipts of district expenditures) is until the records have been audited. In setting up your retention schedule, you might consider the warrantee and/or depreciation schedule of the items purchased and keep all financial records until, at a minimum, the warranty has expired or the item has been fully depreciated. As with all other retention schedules, relevant data must be retained if there is pending litigation or the likelihood of litigation until the matter is resolved.

[5] A.C.A. § 6-24-115 makes it a criminal act to violate the statutes governing Board member and District employees' ethical behavior. A.C.A. § 5-1-109(c)(2) allows for a public servant to be charged for felonious conduct for up to ten years after the officer leaves office or the violation should have been discovered (whichever comes first), but this can be extended by an additional three years if the individual is out of state for a continuous period under A.C.A. § 5-1-109(g). Employees are included in the definition of public servants so the same retention requirements apply to both Board members and employees.

[6] DESE's rules only require all documentation to be retained for an individual if the **total** amount of the payments or reimbursements from vendors the individual receives during the fiscal year amount to three hundred dollars ($300) or more. We recommend retaining the documentation on **all** individuals regardless of whether the dollar amount was reached.

[7] The requirements contained within A.C.A. § 21-3-302 and 303 necessitate the addition of this record retention category. The five (5) year retention length is not required by statute but is recommended. Any civil suit that would require the documents included in the employment application would be barred after five (5) years by A.C.A. § 16-56-115. Retention for the five years would assure you had the necessary records if a suit was filed during that time.

[8] We suggest making this determination on a case-by-case basis using the latest of: the terms required by the grant, any related litigation is concluded, the records have been audited, or the 5 year statute of limitations for contracts has expired.

[9] **Routine** deletion of records, email or other records, is not a problem **so long as** prompt action is taken to stop the deletion relating to matters that common sense and/or previous experience indicates could result in legal and/or disciplinary action. In districts that have routine deletion settings for electronic devices, the person responsible for halting the routine destruction of district records will need to inform the district's Network Administrator (or equivalent) when events trigger the need to retain information that would otherwise be routinely deleted.

[10] A.C.A. § 6-21-122 requires that audio recording devices be installed in all locker rooms, changing rooms, and dressing rooms on district property by the 2027-2028 school year. You do not need to add this language to your local policy until you have installed the audio recording devices.

~~[10]~~[11] Due to the potential adverse repercussions for the failure to cease the destruction of such records, the person responsible for making a "cessation" decision should be close to the source of the cause precipitating the cessation. When an incident occurs that common sense and/or previous experience indicate could result in legal and/or disciplinary action, the routine destruction of district records relating to the incident must be suspended until such time as the legal or disciplinary action, or the likelihood of such action, has concluded. The Federal Rules of Civil Procedure (FCRP) as amended in December of 2006 specifically require litigants to be able to produce pertinent electronically stored information (ESI). FCRP's Rule 37(f) specifically acknowledges the need for routine deletion of records. The issue becomes one of a "good faith" effort to stop record destruction when necessary. The committee's (responsible for developing the rules) notes on this matter state:
When a party is under a duty to preserve information because of pending or reasonably anticipated litigation, intervention in the routine operation of an information system is one aspect of what is often called a 'litigation hold.' Among the factors that bear on a party's good faith in the routine operation of an information system are the steps the party took to comply with a court order in the case or party agreement requiring preservation of specific electronically stored information.
Records that cannot be produced in a timely manner and/or have been destroyed when common sense and/or previous experience indicated legal and/or disciplinary action could result can cause the district unnecessary and expensive trouble. Besides the inevitable bad public relations of having destroyed records that, the press will be sure to point out, obviously should have been retained, there can also be significant financial costs and/or penalties for the process of attempting to retrieve the records. ASBA would like to stress that deleting electronic records doesn't really get rid of them until they have been overwritten

several times by new entries. The process of getting to the supposedly deleted records can be a costly one.

~~11~~12 If there is any doubt concerning the need to retain, prudence would dictate retention.

~~12~~13 While there is a need and/or a place for different formats of document storage/retention (paper, audio tape, video tape, micro-fiche, computer disk), the space required for records storage quickly tilts the equation in favor of electronic methods to the maximum extent possible. The vast majority of documents can be transferred electronically (if created electronically) or scanned into a digital format (if created on paper) and stored on external hard drives, firewalls, servers, tape drives, CDs or DVDs. While this method/process is not free, it can be relatively inexpensive and quite possibly save the district money in the long run when stored records are needed. Consult with your district's technology person to devise the system that will best meet your district's needs, but here are a few points to consider. 1) When scanning, store the documents as PDFs which uses little memory space. If you do the scanning in an Optical Character Recognition (OCR) format, the final documents can be stored in a data base and searched which can save you many hours and much frustration when you need to retrieve something (which is, after all, the reason for the storage). 2) Make multiple copies of the stored documents on separate external storage devices and store the duplicate devices at separate locations to ensure the survival of at least one copy if there is a fire or natural disaster that destroys one of the storage sites. This should be included as part of the district's Disaster Recovery Plan. 3) It is important to remember that technology gets old and obsolete. This necessitates that you establish a schedule or a trigger for the updating of the stored data/documents that are to be retained for more than 10 years. For example, CDs and external hard drives are being replaced with storage servers or cloud-based storage. In short, you need to include file format update/upgrades as part of your district's technology plans.

Cross References 1.22—RECORDING OF BOARD MEETINGS, 3.19—LICENSED PERSONNEL EMPLOYMENT, 3.26—LICENSED PERSONNEL SEXUAL HARASSMENT, 4.27—STUDENT SEXUAL HARASSMEN, 4.48—VIDEO SURVEILLANCE AND OTHER STUDENT MONITORIN, 7.16—INFORMATION TECHNOLOGY SECURITY, 7.18—DISPOSAL OF NON-NEGOTIATED CHECKS OR UNCLAIMED PROPERTY, 8.13—CLASSIFIED EMPLOYMENT, 8.20—CLASSIFIED PERSONNEL SEXUAL HARASSMENT
Legal References: A.C.A. § 5-1-102, A.C.A. § 5-1-109(c)(2), (g), A.C.A. § 6-13-619, A.C.A. § 6-17-104, A.C.A. § 6-17-2301, A.C.A. § 6-18-901, A.C.A. § 6-21-122, A.C.A. § 6-24-102(8)(15), A.C.A. § 6-24-105(d), A.C.A. § 6-24-106(c)(6), A.C.A. § 6-24-107(c), A.C.A. § 6-24-115, A.C.A. § 18-28-211, A.C.A. § 21-3-302, 303, A.C.A. § 25-19-106, A.C.A. § 27-23-207, DESE Rules Governing Ethical Guidelines and Prohibitions for Educational Administrators, Employees, Board Members, and Other Parties, DESE Rules Governing the Arkansas Educational Support and Accountability Act, 26 C.F.R. § 31.6001-1, 34 C.F.R. § 99.2, 34 C.F.R. § 106.45, 49 C.F.R. § 382.701, 49 C.F.R. § 382.703, Federal Rules of Civil Procedure Numbers 16, 26, 33, 34, 37, and 45
Date Adopted: 11/17/2022
Last Revised: 4/14/2026

Policy 7.17
FOOD SERVICE PREPAYMENT
Effective: 7/1/2026

Meal Charges

The district does not provide credit for staff or students to charge for meals, a la carte, or other food and beverage items available for purchase in the school food service areas. Meals, a la carte, or other food and beverage items may be purchased by either providing payment for the items at the time of receipt or by having a prepaid account with the District that may be charged for the items. Staff and parents, or students choosing to do so, may pay in advance for meals, a la carte, or other food and beverage items through any of the following methods:

- Submitting cash or check payment at the school
- Depositing funds through the District's online service;

A student's parents will be contacted by authorized District personnel regarding a student's prepaid account balance at the following times :

Free Breakfast

In accordance with A.C.A. § 6-18-722, a student shall be provided one (1) breakfast at no cost during each school day upon the student's request regardless of whether the student qualifies for a federally funded free or reduced-price meal.

Unpaid Meal Access

In accordance with Arkansas law, the District allows students whose accounts do not have enough funds to purchase a meal to receive an unpaid reimbursable meal at no charge. The District will notify a student's parents:

- When the student's prepaid account balance has dropped to the point that the student will begin receiving unpaid meals;
- Each time the student receives the first unpaid meal after money has been deposited into the student's prepaid account; and
- After the student has received five (5) unpaid meals.

Students who have submitted proper documentation to receive a meal modification in accordance with Policy 4.50—SCHOOL MEAL MODIFICATIONS shall receive the same type of modification for an unpaid meal.

Notes: This policy is similar to policy 4.51.

A copy of this policy must be communicated in writing at least once to all households at the start of each school year and to households of students who transfer to the school during the school year. Some suggestions on communication methods are to include a copy of the policy in:

- Student enrollment materials;
- Print versions of student handbooks; or
- Notification methods on applying for free or reduced price meals.

The United States Department of Agriculture (USDA) does not consider providing a copy of this policy only in electronic format to satisfy the communication requirement.

A written copy of this policy must be provided to all staff responsible for policy enforcement. This includes:

a. School food service professionals;
b. Staff involved in notifying families of low prepaid account balances;
c. School social workers;
d. School nurses; and
e. The LEA homeless student liaison.

Legal References: Commissioner's Memo CNU-17-003
Commissioner's Memo CNU-17-024
A.C.A. § 6-18-715
A.C.A. § 6-18-722

Date Adopted:

Last Revised: 4/14/2026

Policy 7.25

USE OF MULTI-OCCUPANCY ROOMS

Effective: 7/1/2026

Definitions

"Changing room" means a room or area in which a person may be in a state of undress in the presence of others, including without limitation a locker room or a shower room.

"Female" means an individual who naturally has, had, will have, or would have but for a congenital anomaly or intentional or unintentional disruption, the reproductive system that at some point produces, transports, and utilizes eggs for fertilization.

"Male" means an individual who naturally has, had, will have, or would have but for a congenital anomaly or intentional or unintentional disruption, the reproductive system that at some point produces, transports, and utilizes sperm for fertilization.

“Multi-occupancy room” means a changing room or restroom.

"Restroom" means a room that includes one or more toilets or urinals.

"Sex" means an individual's biological sex, either male or female.

Each multi-occupancy room shall be designated for the exclusive use of females or males. Every multi-occupancy room that is designated for the exclusive use of females or males shall only be used by a member of the designated sex. The District shall take reasonable steps to provide an individual with privacy in a multi-occupancy room from members of the opposite sex.

A person of the opposite sex than that designated for the multi-occupancy room shall not enter a multi-occupancy room that is designated for the exclusive use of the opposite sex unless the individual enters the multi-occupancy room that is designated for the opposite sex to:

1. Perform custodial services or maintenance;
2. Render medical assistance;
3. Perform duties arising under the course and scope of employment as a law enforcement officer, employee, or contractor;
4. Seek protection in a designated shelter area during a threat of an emergency or a natural disaster;
5. Provide aid during a threat of a natural disaster or a serious threat to good order or safety; or
6. Address, supervise, or treat athletes that the individual is overseeing as a coach or an athletics personnel member during a reasonable time before an athletic event, during an athletic event, or immediately following an athletic event if:
    a. The coach or the athletics personnel member verifies that no person is in a state of undress at any time while the coach or the athletics personnel member is present; and
    b. An adult other than the coach or the athletics personnel member is also present.

The provisions of this policy shall not apply to the extent necessary to accommodate:

- Persons protected under the Americans with Disabilities Act;
- Young children in need of assistance; or
- Elderly persons requiring aid.

The District may establish:

- Single-occupancy restrooms and changing rooms; or
- Family restrooms or changing rooms.

The District may redesignate a multi-occupancy room designated for exclusive use by one (1) sex to a designation for exclusive use by the opposite sex when necessary.

Legal References: A.C.A. § 6-21-120

A.C.A. § 22-3-2201 et seq.

Date Adopted:

Last Revised: 4/14/2026

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date: April 14, 2026
Item Title: Updated District Policies
Responsible Administrator: Brittany Herring
Strategic Plan Priority: Academic Excellence

Background:
The following policies have been updated to reflect the Department of Elementary and Secondary Education (DESE) Rules. The new language has been recommended by legal counsel and the Arkansas School Board Association. The policies have been presented and approved by the CPPC.

8.4—CLASSIFIED EMPLOYEES DRUG TESTING - The policy was updated to address a couple of places where we still have references to "non-renewal" in the body of the policy. In addition, footnote #6 was updated to standardize some formatting. Additional changes were made to the notes section

8.5R—CLASSIFIED PERSONNEL SICK LEAVE - Several changes were made to standardize formatting with other policies. A comma was added to the paragraph on documentation on illness to correct a grammar error. In addition, a reference to non-renewals was removed.

8.6R—SICK LEAVE BANK —CLASSIFIED EMPLOYEES - The policy was updated to standardize several items.

8.9—PUBLIC OFFICE –CLASSIFIED PERSONNEL - The policy was updated to address a couple of places where we still have references to "non-renewal" in the body of the policy.

8.11—OVERTIME, COMPTIME, and COMPLYING WITH FLSA - Footnote 1 was updated to note that the 2024 Federal regulation updating the minimum salary required for a classified employee to be exempt from overtime was recently put on hold. Additional formatting changes were made.

8.13—CLASSIFIED PERSONNEL EMPLOYMENT - The policy was updated to recognize the transition from teaching under a waiver to under an individual licensure plan from Act 304; the requirement to include a Title VI coordinator to prevent antisemitism from Act 721; and to recognize the court orders requiring that all districts use the 2020 sexual harassment regulations instead of the 2024 regulations.

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

8.14R- CLASSIFIED PERSONNEL REIMBUREMENT OF TRAVEL EXPENSES-This policy was updated to mirror 3.20

8.15—CLASSIFIED PERSONNEL USE OF TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, AND RELATED PRODUCTS - A note was added regarding law enforcement and staff civil immunity for confiscation of tobacco products from Act 669. In addition, the Legal References were updated to add an additional statute prohibiting the use of tobacco products on campus from Act 590.

8.20—CLASSIFIED PERSONNEL SEXUAL HARASSMENT - This policy was updated to recognize the court orders requiring that all districts use the 2020 sexual harassment regulations instead of the 2024 regulations. Constitutes were broken down into its own section.

8.22- CLASSIFIED PERSONNEL TECHNOLOGY USE POLICY- This policy was updated to mirror policy 3.28

8.25—CLASSIFIED PERSONNEL CELL PHONE USE - The Cross References were updated to note the change in the title to Policy 4.47.

8.26—CLASSIFIED PERSONNEL RESPONSIBILITIES GOVERNING BULLYING - The policy was updated to incorporate changes from Act 805. The Legal References were updated to note the change in the title to the DESE Rules Governing Student Discipline. This change does not require PPC or board action.

8.28— DRUG FREE WORKPLACE - CLASSIFIED PERSONNEL - The Legal References were updated to cite to the criminal statute for use and possession of medical marijuana on school grounds from Act 271.

8.29—CLASSIFIED PERSONNEL VIDEO SURVEILLANCE AND OTHER MONITORING - The policy was updated to put things in place for when the audio recording devices are installed as required by Act 908**.**

8.36—CLASSIFIED PERSONNEL WORKPLACE INJURIES AND WORKERS' COMPENSATION - The policy was updated to standardize formatting with other policies.

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

8.38R—CLASSIFIED PERSONNEL VACATIONS - The policy was updated to standardize with other policies and to reward employee longevity.

8.44—CLASSIFIED PERSONNEL CONTRACT RETURN - The policy was updated to include the requirement from Act 53 for an employee to have the right to unilaterally rescind their contract for the upcoming school year if they notify the superintendent by May 15.

8.46—CLASSIFIED PERSONNEL PARENTAL LEAVE (NEW) - The policy was updated to account for changes from Act 904, which made the policy mandatory, and Act 905.

8.50—ANTISEMITISM PROHIBITED - **(NEW)** This is a new policy to meet the requirements from Act 721 that all districts adopt policies addressing antisemitism.

8.38R- CLASSIFIED PERSONNEL VACATIONS- This policy was updated to reward the longevity of our employees and supply full time 240 day employees with 15 days of paid vacation after the completion of 10 years of service for RSD.

8.7.1R- CLASSIFIED PERSONNEL BEREAVEMENT LEAVE- (NEW) This policy was added to provide our employees with three days of bereavement leave that did not deduct from their sick or gratuity leave when facing a catastrophic loss.

Recommended Action: To approve Policy 8.4, 8.5R, 8.6R, 8.9, 8.11, 8.13, 8.14R, 8.15, 8.20,8.22, 8.25, 8.26, 8.28, 8.29, 8.36, 8.38R, 8.44, 8.46, 8.50

Policy 8.4
CLASSIFIED EMPLOYEES DRUG TESTING
Effective: 7/1/2026

Definitions

"Clearinghouse" means the Federal Motor Carrier Safety Administration Commercial Driver's License Drug and Alcohol Clearinghouse.

"Database" means the Commercial Driver Alcohol and Drug Testing Database of the Office of Driver Services of the Arkansas Department of Finance and Administration.

"Safety-sensitive function" includes:

a. All time spent inspecting, servicing, and/or preparing the vehicle;
b. All time spent driving the vehicle;
c. All time spent loading or unloading the vehicle or supervising the loading or unloading of the vehicle; and
d. All time spent repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.

"School Bus" is a motorized vehicle that meets the following requirements:

1. Is designed to carry more than ten (10) passengers;
2. Is privately owned and operated for compensation, or which is owned, leased or otherwise operated by, or for the benefit of the District; and
3. Is operated for the transportation of students from home to school, from school to home, or to and from school events.

Scope of Policy

Each person hired for a position that allows or requires the employee to operate a school bus shall meet the following requirements:

1. The employee shall possess a current ~~commercial vehicle~~ driver's license ~~for driving a school bus~~authorizing the individual to operate the size school bus the individual is being hired to drive[2];
2. Have undergone a physical examination, which shall include a drug test, by a licensed physician or advanced practice nurse within the past two years; and
3. A current valid certification of school bus driver in service training.

Each person's initial employment for a job entailing a safety-sensitive function is conditioned upon:

- The district receiving a negative drug test result for that employee;

- The employee submitting an electronic authorization through the Clearinghouse for the District to run a full query of the employee's information in the Clearinghouse; and
- The employee's signing a written authorization for the District to request information from:
  - The Database; and
  - Any U.S. Department of Transportation regulated employers who have employed the employee during any period during the two (2) years prior to the date of the employee's application.

All employees who perform safety-sensitive functions shall annually submit a written authorization for the District to conduct a limited query of the employee's information from the Clearinghouse. The District shall perform a limited query of all employees who perform safety- sensitive functions at least once each school year. If the District's limited query of the Clearinghouse shows that information exists in the Clearinghouse that may prohibit the employee from performing safety-sensitive functions, the District shall conduct a full query of the Clearinghouse on the employee within twenty-four (24) hours of conducting the limited query. If the District is unable to conduct a full query within twenty-four (24) hours due to the twenty-four (24) hours falling on a weekend, holiday, or other day the District is closed or due to the failure of the employee to authorize the District to receive information resulting from the full query of the Clearinghouse, the employee shall not be permitted to perform any safety-sensitive function until the District conducts the full query and the results confirm that the employee's Clearinghouse record contains no prohibitions on the employee performing safety-sensitive functions.

Methods of Testing

The collection, testing methods and standards shall be determined by the agency or other medical organizations chosen by the School Board to conduct the collection and testing of samples. The drug and alcohol testing is to be conducted by a laboratory certified pursuant to the most recent guidelines issued by the United States Department of Health and Human Services for such facilities. ("Mandatory Guidelines for Federal Workplace Drug Testing Programs").

Requirements

Employees shall be drug and alcohol free from the time the employee is required to be ready to work until the employee is relieved from the responsibility for performing work and/or any time they are performing a safety-sensitive function. In addition to the testing required as an initial condition of employment, employees shall submit to subsequent drug tests as required by law and/or regulation. Subsequent testing includes, and/or is triggered by, but is not limited to:

1. Random tests;
2. Testing in conjunction with an accident;
3. Receiving a citation for a moving traffic violation; and
4. Reasonable suspicion.

Prohibitions

A. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater;
B. No driver shall use alcohol while performing safety-sensitive functions;
C. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol;
D. No driver required to take a post-accident alcohol test under # 2 above shall use alcohol for eight (8) hours following the accident or until he/she undergoes a post-accident alcohol test, whichever occurs first;
E. No driver shall refuse to submit to an alcohol or drug test in conjunction with # 1, 2, and/or 4 above;
F. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when using any controlled substance, except when used pursuant to the instructions of a licensed medical practitioner who, with knowledge of the driver's job responsibilities, has advised the driver that the substance will not adversely affect the driver's ability to safely operate his/her vehicle. It is the employee's responsibility to inform his/her supervisor of the employee's use of such medication;
G. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive or has adulterated or substituted a test specimen for controlled substances.

Violation of any of these prohibitions may lead to disciplinary action being taken against the employee, which could include termination ~~or non-renewal~~.

Testing for Cause

Drivers involved in an accident in which there is a loss of another person's life shall be tested for alcohol and controlled substances as soon as practicable following the accident. Drivers shall also be tested for alcohol within eight (8) hours and for controlled substances within thirty two (32) hours following an accident for which they receive a citation for a moving traffic violation if the accident involved: 1) bodily injury to any person who, as a result of the injury, immediately receives medical treatment away from the scene of the accident, or 2) one or more motor vehicles incurs disabling damage as a result of the accident requiring the motor vehicle to be transported away from the scene by a tow truck or other motor vehicle.[8]

Refusal to Submit

Refusal to submit to an alcohol or controlled substance test means that the driver:

- Failed to appear for any test within a reasonable period of time as determined by the employer consistent with applicable Department of Transportation agency regulation;
- Failed to remain at the testing site until the testing process was completed;
- Failed to provide a urine specimen for any required drug test;
- Failed to provide a sufficient amount of urine without an adequate medical reason for the failure;
- Failed to undergo a medical examination as directed by the Medical Review Officer as

part of the verification process for the previous listed reason;

- Failed or declined to submit to a second test that the employer or collector has directed the driver to take;
- Failed to cooperate with any of the testing process; and/or
- Adulterated or substituted a test result as reported by the Medical Review Officer.

School bus drivers should be aware that refusal to submit to a drug test when the test is requested based on a reasonable suspicion can constitute grounds for criminal prosecution ~~and/or termination~~.

Consequences for Violations

Drivers who engage in any conduct prohibited by this policy, who refuse to take a required drug or alcohol test, refuse to sign the request for information required by law, or who exceed the acceptable limits for the respective tests shall no longer be allowed to perform safety sensitive functions. Actions regarding their continued employment

shall be taken in relation to their inability to perform these functions and could include termination ~~or non-renewal~~ of their contract of employment.

Drivers who exhibit signs of violating the prohibitions of this policy relating to alcohol or controlled substances shall not be allowed to perform or continue to perform safety-sensitive functions if they exhibit those signs during, just preceding, or just after the period of the work day that the driver is required to be in compliance with the provisions of this policy. This action shall be based on specific, contemporaneous, articulatable observations concerning the behavior, speech, or body odors of the driver. The Superintendent or his/her designee shall require the driver to submit to "reasonable suspicion" tests for alcohol and controlled substances. The direction to submit to such tests must be made just before, just after, or during the time the driver is performing safety-sensitive functions. If circumstances prohibit the testing of the driver the Superintendent or his/her designee shall remove the driver from reporting for, or remaining on, duty for a minimum of twenty-four (24) hours from the time the observation was made triggering the driver's removal from duty.

If the results for an alcohol test administered to a driver is equal to or greater than 0.02, but less than 0.04, the driver shall be prohibited from performing safety-sensitive functions for a period not less than twenty-four (24) hours from the time the test was administered. Unless the loss of duty time triggers other employment consequence policies, no further other action against the driver is authorized by this policy for test results showing an alcohol concentration of less than 0.04.

Reporting Requirements

The District shall report the following information about an employee who performs safety-sensitive functions to the Clearinghouse by the close of the third (3rd) business day following the date the District obtained the information:

1. An alcohol confirmation test result with an alcohol concentration of 0.04 or greater;
2. A negative return-to-duty test result;

3. A refusal to take an alcohol test;
4. A refusal to test determination; however, if the refusal to test determination is based on the employee's admission of adulteration or substitution of the specimen, the District shall only report the admissions made to the specimen collector; and
5. A report that the driver has successfully completed all follow-up tests as prescribed in the Substance Abuse Professional report.

The District shall report the following violations for an employee who performs safety-sensitive functions by the close of the third (3rd) business day following the date the District obtains actual knowledge of:[11]

1. On-duty alcohol use;
2. Pre-duty alcohol use;
3. Alcohol use following an accident; and
4. Controlled substance use.

Notes: This policy is similar to Policy 3.7.

You are required to give drivers a copy of the procedures that will be used in the testing for drugs and alcohol. If you are following your own policy in this regard, give your drivers a copy of that policy; if you're using a drug testing company to administer the tests, give your drivers a copy of the test administration procedures.

You are required to provide your drivers the name of the person you have designated to answer your drivers' questions about the materials you give them regarding drug and alcohol testing.

You are also required to give your employees "information pertaining to the effects of alcohol and controlled substance use on an individual's health, work, and personal life; signs and symptoms of an alcohol or a controlled substances problem (the driver's or a co-worker's); and available methods of intervening when an alcohol or a controlled substances problem is suspected, including confrontation, referral to any employee assistance program and/or referral to management."

~~NOTES: Give a copy of this policy to your drivers.~~

Have your drivers sign an acknowledgement that they have received all of the information contained in this policy and these footnotes.

[1] Students are not required to be transported on a school bus as long as the transporting vehicle is not scheduled for a regularly occurring route or takes a route that contains frequent stops to pick up or drop off students.

[2] The level of driver's license the employee is required to have is determined by the seating capacity or weight of the vehicle. There are vehicles that meet the definition of a school bus but do not require that the employee hold a commercial driver's license in order to operate the vehicle; however, any school bus that meets one of the following

must be driven by an individual with a commercial driver's license:

a. *Combination Vehicle (Group A)—having a gross combination weight rating or gross combination weight of 11,794 kilograms or more (26,001 pounds or more), whichever is greater, inclusive of a towed unit(s) with a gross vehicle weight rating or gross vehicle weight of more than 4,536 kilograms (10,000 pounds), whichever is greater; or*

b. *Heavy Straight Vehicle (Group B)—having a gross vehicle weight rating or gross vehicle weight of 11,794 or more kilograms (26,001 pounds or more), whichever is greater; or*

c. *Small Vehicle (Group C) that does not meet Group A or B requirements but that either:*

- *Is designed to transport 16 or more passengers, including the driver; or*
- *Is of any size and is used in the transportation of hazardous materials.*

[3] You have the option of also requiring an alcohol test, but you may not selectively require it, i.e. if you require it for one prospective employee you must require it for all prospective employees.

[4] A.C.A. § 6-19-108(f) requires extracurricular trips be made only by certified bus drivers who have ~~a~~ valid proof of in- service training certification.

[5] While A.C.A. § 6-19-108(e) permits a district to hire a non-certified bus driver in an emergency situation, 49CFR382.301 forbids a first- time driver (employee) from performing any safety sensitive functions prior to the district receiving a negative drug test for the employee. Therefore, ASBA advises not hiring a bus driver under A.C.A. § 6- 19-108(e) until he/she has had a negative drug/alcohol test.

[6] While the provisions for fines contained in A.C.A. § 27-23-209 do not apply to school districts, school districts are still required to comply with this law. It is for this reason, along with simple prudence in not hiring a person who receives a positive drug/alcohol test, that this language is included. The request for information required by the state is in addition to the federal requirement (49 C.F.R. § 40.25(a)(b)) that you request drug and alcohol test results from any U.S. Department of Transportation regulated employers who have employed the employee during any period during the two (2) years prior to the date of the employee's application.

[7] You may choose to have an employee submit a written authorization that is valid for a specific number of years instead of on an annual basis.

[8] Employers are required to report to the Office of Driver Services of the Revenue Division of the Department of Finance and Administration within three (3) business days the results of an alcohol test if it was performed due to cause or as part of random testing and the results were positive or the employee refused to provide a specimen for testing.

[9] The drivers ~~covered under this policy are those who are~~ required to have a teaching license as a prerequisite for their job are covered by Policy 3.7. Federal law requires you to remove

them from safety-sensitive functions when a drug or alcohol related problem exists, but does not enter into the realm of dismissing them from their teaching duties. Bus drivers who are not also
teaching licensed personnel are covered under ~~the Classified~~this ~~P~~policy ~~8.4~~ and may be dealt with given the specific provisions of their employment.

ASBA recommends that licensed employees who are hired for driving a bus in addition to their teaching responsibilities be hired under separate contracts for each position.

~~9~~10 When submitting a report, you are required to include all of the following information, as applicable, and provide a copy of the submitted information to the employee, which the employee should sign off on having received:

~~1~~a. The reason for the test;
~~2~~b. Employee's name, date of birth, and CDL number and State of issuance;
~~3~~c. District name, address, and USDOT number;
~~4~~d. Date of the test;
~~5~~e. Date the result was reported; and
~~6~~f. Test result, which must be one of the following:

- Negative, which is only required for return-to-duty tests;
- Positive; or
- Refusal to take a test, which shall include the following additional documentation for an employee's refusal to take a test due to the employee's failure to appear for the test:

  - Documentation, including, but not limited to, electronic mail or other contemporaneous record of the time and date the employee was notified to appear at a testing site; and the time, date and testing site location at which the employee was directed to appear, or an affidavit providing evidence of such notification;
  - Documentation, including, but not limited to, electronic mail or other correspondence, or an affidavit, indicating the date the employee was terminated or resigned (if applicable);
  - Documentation, including, but not limited to, electronic mail or other correspondence, or an affidavit, showing that the C/TPA reporting the violation was designated as a service agent for an employer who employs himself/herself as an employee performing safety-sensitive functions when the reported refusal occurred (if applicable); and

~~7~~g. Documentation, including a certificate of service or other evidence, showing that the District provided the employee with all documentation reported under paragraphs (a) through (f) above.

~~10~~11 When submitting a report, you are required to include all of the following information, as applicable, and provide a copy of the submitted information to the employee, which the employee should sign off on having received:

~~1~~a. Employee's name, date of birth, CDL number and State of issuance;
~~2~~b. District name, address, and USDOT number;
~~3~~c. Date the District obtained actual knowledge of the violation;
~~4~~d. Witnesses to the violation, if any, including contact information;
~~5~~e. Description of the violation;
~~6~~f. Evidence supporting each fact alleged in the description of the violation, which may include, but is not limited to:

- Affidavits;
- Photographs;
- Video or audio recordings;
- Employee statements unless the admission is made in conformity with the District's written employer voluntary self-identification program or policy;
- Correspondence; or
- Other documentation; and

~~7~~g. A certificate of service or other evidence showing that the District provided the employee with all information reported under paragraphs (a) through (f) above.

~~Cross Reference: 3.7 – LICENSED PERSONNEL BUS DRIVER DRUG TESTING~~
Legal References: A.C.A. 6-19-108, A.C.A. 6-19-119, A.C.A. 27-23-105, A.C.A. 27-23-201 et. Seq., ~~A.C.A. § 27-51-1504, 40 C.F.R. 382.101-605,~~ 49 C.F.R. § part 40, 49 C.F.R. 382.101-605, 49 C.F.R. § 382.701 et seq , 49 C.F.R. 383.5, 49 C.F.R. §390.5, Arkansas Division of Academic Facilities and Transportation Rules Governing Maintenance and Operations of Arkansas Public School Buses and Physical Examinations of School Bus Drivers
Adopted: 1/21/2020
History CPPC: 6/5/2014, 1/8/2020
History BOE: 9/16/2003, 6/11/2014, 1/21/2020, 6/15/2021
Revised: 9/16/2003, 6/11/2014, 1/21/2020, 6/15/2021, 4/14/2026

Policy 8.5R
CLASSIFIED PERSONNEL SICK LEAVE POLICY
Effective: 7/1/2026

Definitions

1. "Employee" is an employee of the District working twenty (20) or more hours per week who is not required to have a teaching license as a condition of ~~his~~ employment.
2. "Sick Leave" is absence from work due to illness, whether by the employee or a member of the employee's immediate family, or due to a death in the family. The principal shall determine whether sick leave will be approved on the basis of a death outside the immediate family of the employee.
3. "Excessive Sick Leave" is absence from work, whether paid or unpaid, that exceeds twelve (12) days in a contract year for an employee and that is not excused pursuant to: District policy; the Family Medical Leave Act; a reasonable accommodation of disability under the Americans With Disabilities Act; or due to a compensable Workers' Compensation claim.
4. "Grossly Excessive Sick Leave" is absence from work, whether paid or unpaid, that exceeds ten percent (10%) of the employee's contract length and that is not excused pursuant to: District policy; the Family Medical Leave Act; a reasonable accommodation of disability under the Americans With Disabilities Act; or due to a compensable Workers' Compensation claim.
5. "Current Sick Leave" means those days of sick leave for the current contract year, which leave is granted up front at beginning of a year of 12 days; 3 can be used for personal reasons
6. "Accumulated Sick Leave" is the total of unused sick leave, up to a maximum of ninety
(90) days accrued from previous contracts, but not used. Accumulated sick leave also includes the sick leave transferred from an employee's previous public school employment.[2]
7. "Immediate family" means an employee's spouse, child, parent, or any other relative provided the other relative lives in the same household as the employee.

While employees are on the initial probationary contract, they can earn one sick leave day per month.

Sick Leave

Five days of this leave may be used for death in the immediate family which includes a spouse, child, father, mother, brother, sister, or grandparent. Two days of this leave can be used when it is the death of a close personal friend.

Employees who are adopting or seeking to adopt a minor child or minor children may

use up to fifteen
(15) sick leave days in any school year for absences relating to the adoption, including time needed for travel, time needed for home visits, time needed for document translation, submission or preparation, time spent with legal or adoption agency representatives, time spent in court, and bonding time. See also, 8.23—CLASSIFIED PERSONNEL FAMILY MEDICAL LEAVE, which also applies. Except for bonding time, documentation shall be provided by the employee upon request.[3]

Pay for sick leave shall be at the employee's daily rate of pay, which is that employee's hourly rate of pay times the number of hours normally worked per day. Absences for illness in excess of the employee's accumulated and current sick leave shall result in a deduction from the employee's pay at the daily rate as defined above.

At the discretion of the principal (or Superintendent), and, if FMLA is applicable, subject to the certification or recertification provisions contained in policy 8.23—CLASSIFIED PERSONNEL FAMILY MEDICAL LEAVE, the District may require a written statement from the employee's physician documenting the employee's illness. Failure to provide such documentation of illness may result in sick leave not being paid, or in discipline up to and including termination.

If the employee's absences are excessive or grossly excessive as defined by this policy, disciplinary action may be taken against the employee, which could include termination ~~or nonrenewal~~ of the contract of employment. The superintendent shall have the authority when making ~~his/her~~ a determination to consider the totality of the circumstances surrounding the absences and their impact on district operations or student services.

An employee not able to report for duty at the beginning of the contractual year because of personal illness shall be entitled to all accrued sick leave benefits.

Employees who, for any reason, cannot perform normal duty should notify the administrator or supervisor immediately. The administrator or supervisor is responsible for selecting and obtaining a substitute, if necessary.

A classified employee who is retiring after at least twenty-five (25) years' experience (or age 60) with at least ten (10) years as an employee of the District shall be reimbursed at the current daily substitute rate for the retiree's position. This payment at the time of retirement shall cover up to 90 days of accumulated sick leave. Accumulated sick leave also includes the sick leave transferred from an employee's previous public school employment.[1]

Part-time and Summer Employees

Part-time and summer employees are not covered under this policy. They are not eligible for group insurance or fringe benefits. To be eligible, one must be a full-time employee. A full- time employee is an employee who works at least five (5) hours a day under a contract period of nine (9) or more months a year. Bus drivers are eligible for sick leave, if they work at least 120 hours/month. They will earn one sick leave

day/month.

Sick Leave and Family Medical Leave Act (FMLA) Leave

When an employee takes sick leave, the District shall determine if the employee is eligible for FMLA leave and if the leave qualifies for FMLA leave. The District may request additional information from the employee to help make the applicability[4] determination. If the employee is eligible for FMLA leave and if the leave qualifies under the FMLA, the District will notify the employee in writing, of the decision within five (5) workdays. If the circumstances for the leave as defined in policy 8.23—CLASSIFIED PERSONNEL FAMILY MEDICAL LEAVE don't change, the District is only required to notify the employee once of the determination regarding the applicability of sick leave and/or FMLA leave within any applicable twelve
(12) month period. To the extent the employee has accumulated sick leave, any sick leave taken that qualifies for FMLA leave shall be paid leave and charged against the employee's accrued leave including, once an employee exhausts his/her accumulated sick leave, vacation or personal leave. See 8.23—CLASSIFIED PERSONNEL FAMILY MEDICAL LEAVE.

Sick Leave and Outside Employment

Sick leave related absence from work (e.g. sick leave for personal or family illness or accident, Workers Comp, and FMLA) inherently means the employee is also incapable of working at any source of outside employment. Except as provided in policy 8.36, if an employee who works a non-district job while taking district sick leave for personal or family illness or accident, Workers Comp, or FMLA, shall be subject to discipline up to and including termination.

Notes: This policy is similar to Policy 3.8B. ~~If you change this policy, review 3.8B at the same time to ensure applicable consistency between the two.~~

[1] For classified employees, your district has the choice of crediting sick leave days up front as is done for licensed employees, or of crediting sick leave at the rate of one (1) day per month worked. Choose your method and delete the portion of this sentence that doesn't reflect your choice.

[2] A.C.A. § 6-17-1206(b)(2) requires that leave transferred from prior public school employment be used first. In addition, 1206(b)(3) requires that the leave, if any remains, be included in the total count of accumulated sick leave if the district

pays out unused sick leave upon retirement. While the statute only applies to licensed employees, we have included the language here for consistency.

[3] This paragraph is optional. Leave for adoption is protected by FMLA, but FMLA leave is unpaid unless otherwise provided for in policy. By including this paragraph, you would allow the employee to receive sick leave pay for the days missed during the adoption process. If you choose to include it, select the number of days of sick leave an employee may use annually for the adoption/bonding process (fifteen (15) is not a required number of days).

[4] As used in this policy, "applicable" is a very important word. Some leave taken under FMLA also applies to sick leave and therefore, the employee will get paid for the leave to the extent the employee has accumulated sick leave. Other leave taken under FMLA is not applicable to sick leave and therefore the FMLA leave is unpaid unless vacation or personal leave is available. For instance, "applicable leave" in terms of time taken under FMLA due to the birth of a child will vary depending on the language in your district's policy on sick leave. For instance, if sick leave may be taken "for reason of personal illness or illness in the immediate family" (based on the statutory definition in A.C.A. § 6-17-1302), and an employee gives birth to a child, she may take sick leave for the amount of time that her personal physician deems it necessary for her to physically recover from childbirth. Once the medically necessary time has passed, sick leave is no longer appropriate and cannot be used. While under the FMLA, the employee could take additional time off work, she would need to take unpaid FMLA leave for this purpose, unless she had personal days or vacation days available. However, if your district has a much more liberal definition of sick leave in district policy, the results could be entirely different and all birth related leave might be applicable. Another example would be the potential for overlap between pregnancy complications that arise to the level of a "serious health condition." For instance, pregnancy complications that rose to the level of a "serious health condition" would qualify for both, while missing work for a dentist's appointment would qualify for sick leave, but would not qualify for FMLA leave. Consult policy 8.23— CLASSIFIED PERSONNEL FAMILY MEDICAL LEAVE when making the determination of what sick leave qualifies under both policies. It may also be helpful to consult 29 CFR 825.113, 114, and 115, which are available by calling the ASBA office.

~~Cross References: 8.12—CLASSIFIED PERSONNEL OUTSIDE EMPLOYMENT~~
~~8.23—CLASSIFIED PERSONNEL FAMILY MEDICAL LEAVE~~
~~8.36—CLASSIFIED PERSONNEL WORKPLACE INJURIES AND WORKERS' COMPENSATION~~

~~Legal References: A.C.A. § 6-17-1301 et seq.~~

~~29 USC §§ 2601 et seq.~~

~~29 CFR 825.100 et seq.~~

~~Date Adopted: 2-8-22~~

~~Last Revised: 2-8-22~~

Cross References: 8.12 – CLASSIFIED PERSONNEL OUTSIDE EMPLOYMENT, 8.23 – CLASSIFIED PERSONNEL FAMILY MEDICAL LEAVE, 8.36 – CLASSIFIES PERSONNEL WORKPLACE INJURIES AND WORKERS' COMPENSATION
Legal Reference: A.C.A. § 6-17-1301 et seq., 29 USC §§ 2601 et seq., 29 CFR 825.100 et seq.
Former Policy Number: GCRG 1-3
Adopted: 6/15/1976
History CPPC: 2/5/2014, 6/1/2015, 12/3/2020, 2/3/2022
History BOE: 6/15/1976, 6/17/80, 12/20/83, 4/22/91, 6/17/03, 8/26/03, 3/9/04, 5/17/05, 2/20/07, 1/20/2015, 5/19/2015, 12/15/2020
Revised: 6/17/80, 12/20/83, 4/22/91, 6/17/03, 8/26/03, 3/9/04, 5/17/05, 2/20/07, 1/20/2015, 5/19/2015, 12/15/2020, 2/8/2022, 4/14/2026

Policy 8.6R

CLASSIFIED PERSONNEL SICK/CATASTROPHIC LEAVE BANKS

Effective: 7/1/2026

Sick and catastrophic leave banks are established for the purpose of permitting classified employees, upon approval, to obtain sick leave in excess of accumulated and current sick leave, when the classified employee has exhausted all such leave. Only those classified employees who contribute to the sick leave bank shall be eligible to withdraw from the sick leave bank. Employees must join the sick leave bank in order to join the catastrophic bank. Only Employees who contributed to the catastrophic bank shall be eligible to withdraw from the catastrophic bank.

Catastrophic Illness/Injury: An illness or injury of such magnitude that the employee's life is endangered and/or his/her health is impaired to such an extent that he/she has no option but to seek immediate medical treatment that requires extended time away from the job.

The Superintendent shall appoint a Classified Sick Leave Bank Committee. That committee shall consist of nine (9) members: one (1) Superintendent Designee, seven (7) classified employees[1] and one (1) principal.

The terms of the committee shall be for three (3) years with two (2) members being replaced each year.

The Committee shall meet as necessary for the purpose of reviewing requests for withdrawal from the bank. The determination of the committee shall be final.

Withdrawals

The Committee may, but is not obligated to, grant sick leave up to 15 days per contract year for personal or family illness, disabilities or accidents (not including accidents for which the
employee is receiving Workers' Compensation), which cause the employee to be absent from work and when the employee has exhausted all accumulated and current sick leave.

The Committee may grant catastrophic leave up to 30 days per contract year.

Requests for withdrawal from the sick leave bank must state the reason(s) for the request and the number of days requested and must be accompanied by a detailed statement from an attending physician of the nature of the malady and the expected duration thereof.

If the information provided to the Committee is deemed by a majority of the Committee to be

insufficient, the Committee may require additional information or deny the employee's request, at its discretion.

The Committee shall have the authority to grant, reduce or deny any request. However, the
Committee may grant no request, or any granted time may be withdrawn, when the employee accepts retirement; is eligible for Social Security Disability; or other disability insurance or the employee returns to work.

Former Policy Number: GCAA1-3, 8.18
Legal Reference: A.C.A. § 6-17-1306
Adopted:1/10/2023
History CPPC:
History BOE: 2/20/2001, 5/20/2003, 6/17/2003, 5/18/2010, 1/10/2023
Revised: 5/20/2003; 6/17/2003, 5/18/2010, 1/10/2023, 4/14/2026

Policy 8.7.1R

CLASSIFIED PERSONNEL BEREAVEMENT LEAVE

Effective: 7/1/2026

Bereavement leave of three (3) days shall be granted to employees for a death in the immediate family. Immediate family shall be parent, grandparent, child, grandchild, sibling, spouse, aunt, or uncle and shall include the same degree of relationship by marriage, and any permanent resident of your household. This leave shall not be deducted from sick or gratuity leave.

This leave must be approved by the employee's Supervisor and the Superintendent or designee.

Legal Reference: A.C.A. § 6-17-1208

Date Adopted:

Last Revised: 3/16/2026

Policy 8.9
PUBLIC OFFICE –CLASSIFIED PERSONNEL
Effective: 7/1/2026

An employee of the District who is elected to the Arkansas General Assembly or any elective or appointive public office (not legally constitutionally inconsistent with employment by a public school district) shall not be discharged or demoted as a result of such service.

No sick leave will be granted for the employee's participation in such public office. The employee may take personal leave or vacation (if applicable), if approved in advance by the Superintendent, during his/her absence.

Prior to taking leave, and as soon as possible after the need for such leave is discerned by the employee, he/she must make ~~a~~ written request for leave to the Superintendent or designee, setting out, to the degree possible, the dates such leave is needed.

An employee who fraudulently requests sick leave for the purpose of taking leave to serve in public office may be subject to ~~nonrenewal or~~ discipline, up to and including termination ~~of his/her employment contract~~.

Note: This policy is similar to Policy 3.13.

Cross Reference: Policy 8.17—Classified Personnel Political Activity
Legal Reference: A.C.A. § 6-17-115
Date Adopted: 1/10/2023
Date Revised: 8/26/2003, 1/10/2023, 4/14/2026

Policy 8.11

OVERTIME, COMPTIME, AND COMPLYING WITH FLSA

Effective: 7/1/2026

The Russellville School District shall comply with those portions of the Fair Labor Standards Act (FLSA) that relate to the operation of public schools. The ~~act~~FLSA requires that covered employees receive compensation for ~~all~~each hour~~s~~ worked at greater than or equal to the applicable minimum wage for work weeks of less than or equal to forty (40) hours. It also requires that employees be compensated for workweeks of greater than forty (40) hours at one and a half (1 ½) times their regular hourly rate of pay, either monetarily or through compensatory time off.

Definitions

"Covered Employees" (also defined as non-exempt employees) are those employees who are not exempt, generally termed ~~noncertified~~classified, and include bus drivers, clerical workers, maintenance personnel, custodians, transportation workers, receptionists, paraprofessionals, food service workers, secretaries, and bookkeepers.

"Exempt Employees" are those employees who are not covered under the FLSA because the employee's:[1]

A. Primary job duties are considered to be exempt eligible due to being administrative or professional in nature. Examples include teachers, counselors, registered nurses, and supervisors; and

B. Salary meets or exceeds a minimum weekly/annual amount~~, which is set:~~.

~~i. By the Arkansas Minimum Teacher Salary in A.C.A. § 6-17-2403 for District employee's whose primary job duties require the employee to hold a valid Arkansas teaching license; or~~

~~ii. By the DOL for District employees whose primary job duties do not require the employee to hold a valid Arkansas teaching license.~~

Any employee who is unsure of their coverage status should consult with the District's Administration.

"Overtime" is hours worked in excess of forty (40) per workweek. Compensation given for hours **not** worked such as for holidays or sick days do **not** count in determining hours worked per work week.

"Regular Rate of Pay" includes all forms of remuneration for employment and shall be expressed as an hourly rate. For those employees previously paid on a salary basis,

the salary shall be converted to an hourly equivalent. Employees shall be paid for each and every hour worked.

"Straight time pay" is the amount of hourly compensation an employee receives for each hour worked during that week.

"Workweek" is the seven- day consecutive period of time from 12:00AM on Sunday to midnight on the following Saturday. Each workweek is independent of every other workweek for the purpose of determining the number of hours worked and the remuneration entitled to by the employee for that week.

Employment Relationships

The District does not have an employment relationship in the following instances-:

1. Between the District and student teachers;
2. Between the District and its students; and
3. Between the District and individuals who as a public service volunteer or donate their time to the District without expectation or promise of compensation.

The District does not have a joint employment relationship in the following instances-:

~~1~~a. Between the District and off-duty policemen or deputies who are hired on a part-time basis for security purposes or crowd control. The District is separate from and acts independently of other governmental entities.

~~2~~b. Between the District and any agency contracted with to provide transportation services, security services, substitute teachers or other temporary employees, or other services.

Hours Worked

Employees shall be compensated for all the time they are required to be on duty and shall be paid for all hours worked each workweek. Employees shall accurately record the hours they work each week.

The District shall determine the manner to be used by employees to accurately record the hours they work. Each employee shall record the exact time they commence and cease work including meal breaks. Employees arriving early may socialize with fellow workers who are off the clock, but shall not commence working without first recording their starting time.

Employees shall sign in/clock in where they start work and sign out/clock out at the site where they cease working. Employees who do not start and end their workday at the same site shall carry a time card or sheet with them to accurately record their times. They shall turn in their time sheets or cards to their immediate supervisor no later than the following Monday morning after reviewing them to be sure that they accurately reflect their hours worked for that week.

Each employee is to personally record his or her own times. Any employee who signs

in or out (or who punches a time clock) for another employee or who asks another employee to do so for him or her will be dismissed.

Employees whose normal workweek is less than forty (40) hours and who work more than their normal number of hours in a given workweek may, at the District's option, be given compensatory time for the hours they worked in excess of their normal workweek in lieu of their regular rate pay.
Compensatory time given in this manner shall be subject to the same conditions regarding accumulation and use as compensatory time given in lieu of overtime pay.

Breaks and Meals

Each employee working more than twenty (20) hours per week shall be provided two (2), paid, fifteen (15) minute duty free breaks per work day.

Meal periods ~~which~~that are less than thirty (30) minutes in length or in which the employee is not relieved of duty are compensable. Employees with a bona fide meal period shall be completely relieved of their duty to allow them to eat their meal, which they may do away from their work site, in the school cafeteria, or in a break area.

~~Neither state nor federal law require an employer to provide breaks or rest periods; however, the Russellville School District is committed to giving adequate time for breaks during the workday. These breaks will be part of the employee's paid time and will be given by the supervisor to promote employee efficiency.~~
The employee shall not engage in any work for the District during meal breaks except in rare and infrequent emergencies.

Overtime

Covered employees shall be compensated at not less than one and a half (1.5) times his or her regular rate of pay for all hours worked over forty (40) in a work week. Overtime compensation shall be computed on the basis of the hours worked in each week and may not be waived by either the employee or the District. Overtime compensation shall be paid on the next regular payday for the period in which the overtime was earned.

The rate of overtime pay for employees who work two (2) or more jobs for the District at different rates of pay shall be determined by creating a weighted average of the different rates (a.k.a. blended rate). The weighted average will be calculated by multiplying the
number of hours worked during that week for each position by the position's rate of pay, combining the resulting amounts for each position (straight time pay), and dividing the straight time pay by the total number of hours the employee worked in that week. The weighted average will then be multiplied by one half (0.5), which will then be multiplied by the number of hours the employee worked that week over forty (40).
Provided the employee and the District have a written agreement or understanding before the work is performed, compensatory time off may be awarded in lieu of

overtime pay for hours worked over forty (40) in a workweek and shall be awarded on a one-and-one-half (1 1/2) time basis for each hour of overtime worked. The District reserves the right to determine if it will award compensatory time in lieu of monetary pay for the overtime worked. The maximum number of compensatory hours an employee may accumulate at a time is eighty (80)The employee must be able to take the compensatory time off within a reasonable period of time that is not unduly disruptive to the District. All compensatory time must be used by the end of the contract year or must be paid in monetary compensation.

An employee whose employment is terminated with the District, whether by the District or the employee, shall receive monetary compensation for unused compensatory time. Of the following methods, the one that yields the greatest money for the employee shall be used~~.~~:

1. The average regular rate received by the employee during the last 3 years of employment~~,~~. Or~~or~~
2. ~~t~~The final regular rate received by the employee.

Overtime Authorization

There will be instances where the district's needs necessitate an employee work overtime. It is the Board's desire to keep overtime worked to a minimum. To facilitate this, employees shall receive authorization from their supervisor in advance of working overtime except in the rare instance when it is unforeseen and unavoidable.

All overtime worked will be paid in accordance with the provisions of the FLSA, but unless the overtime was pre-approved or fit into the exceptions noted previously, disciplinary action shall be taken for failure to follow District policy. In extreme and repeated cases, disciplinary action could include the termination of the employee.

Leave Requests

All covered employees shall submit a leave request form prior to taking the leave if possible. If a request for leave was not possible in advance due to unforeseen or emergency circumstances, the leave form shall be turned in the day the employee returns to work. Unless specifically granted by the Board for special circumstances, the reason necessitating the leave must fall within District policy.

Payment for leave could be delayed or not occur if an employee fails to turn in the required leave form.
Leave may be taken in a minimum of four (4) hour increments.

Record Keeping and Postings

The District shall keep and maintain records as required by the FLSA for the period of time required by the act.

The District shall display minimum wage posters where employees can readily observe

them.

Cooperation with Enforcement Officials

All records relating to the FLSA shall be available for inspection by, and District employees shall cooperate fully with, officials from the Department of Labor (DOL) and/or its authorized representatives in the performance of their jobs relating to:

~~1~~a. Investigating and gathering data regarding the wages, hours, and other conditions and practices of employment;

~~2~~b. Entering, inspecting, and/or transcribing the premises and its records;

~~3~~c. Questioning employees and investigating such facts as the inspectors deem necessary to determine whether any person has violated any provision of the FLSA.

Notes: [1] Registered nurses fall under the "Learned Professional" exemption of the FLSA; however, this exemption does not apply to LPNs.

While the DOL removed the bright line rule that a supervisor may not spend more than twenty percent (20%) of work time in a week performing non-supervisory duties, a supervisor must still commit a majority of time to supervisory duties and the higher the percentage of time each week the better.

Except for teachers and other staff whose primary job duties requires the employee to have a valid teaching license, in order for an employee to be an exempt employee under this policy, the Wage and Hour Division of the DOL requires the employee to receive a minimum amount of gross income on a weekly or annual basis. ~~Currently, an employee must receive a minimum of~~ While the DOL released final regulations that included a requirement that starting ~~Starting~~ July 1, 2024 an employee ~~will be~~ was required to receive a salary of at least eight hundred forty-four dollars ($844) per week or forty-three thousand eight hundred eighty-eight dollars ($43,888) annually to be exempt.; On January 1, 2025, that an employee ~~will~~ would be required to receive a salary of at least one thousand one hundred twenty-eight dollars ($1,128) per week or fifty-eight thousand six hundred fifty-six dollar~~s~~ ($58,656) annually to be exempt.; and that the ~~The~~ U.S. DOL~~'s plan is to~~ would increase the required salary minimum every three (3) years with the first increase becoming effective on July 1, 2027., a U.S. Federal District Court in Texas has ruled that the DOL is not allowed to enforce the minimum salary increases or the automatic increases in the future. As a result of the ruling, the minimum salary an employee is required to receive is six hundred eighty-four dollars ($684) a week or $35,568 annually to be exempt.

~~Also, the DOL said regarding teacher and other licensed staff salaries (found on pages 7 and 8 of the final rules):~~

~~"the salary level and salary basis requirements do not apply to bona fide teachers. § 541.303(d), .600(c). Accordingly, the increase in the standard salary level in this Final Rule will not affect the overtime eligibility of bona fide teachers. Commenters such as the NEA asked the Department to clarify which workers qualify as bona fide teachers. Teachers are exempt if their primary duty is teaching, tutoring, instructing or lecturing in the activity of imparting knowledge, and if they are employed and engaged in this activity as a teacher in an educational establishment. § 541.303(a). An educational establishment is "an elementary or secondary school system, an institution of higher education or other educational institution." 19 § 541.204(b). Teachers may include professors, adjunct instructors, primary and secondary school teachers, and teachers of skilled and semi-skilled trades and occupations.~~

~~Preschool and kindergarten teachers may also qualify for exemption under the same conditions as teachers in elementary and secondary schools. In addition, coaches may qualify for the exemption if their primary duty is teaching as opposed to recruiting students to play sports or performing manual labor. Some commenters addressed other non-teaching staff. For example, CUPA-HR commented about workers including academic affairs counselors and advisors, textbook managers, and managers in food service, security, and building and grounds, among other employees working at colleges and universities. Academic administrative personnel subject to the exemption include: Superintendents; principals and vice-principals; department heads in institutions of higher education; academic counselors and advisors; and other employees with similar responsibilities. Academic administrative employees are subject to the salary basis requirement, but the Department notes that a special provision allows this requirement to be met if such employees are paid "on a salary basis which is at least equal to the entrance salary for teachers in the educational establishment by which [they are] employed." § 541.204(a)(1). To the extent that this entrance salary is below the salary level established in this rule, academic administrative personnel will be exempt if their salary equals or exceeds the entrance salary. Employees whose work relates to general business operations, building management and maintenance, or the health of students and staff (such as lunch room managers), do not perform academic administrative functions. § 541.204(c)."~~

Legal References: 29 USC § 206(a), ACA § 6-17-2203; 29 USC § 207(a)(1), 29 CFR § 778.100; 29 USC § 207(o), 29 CFR § 553.50; 29 CFR § 778.218(a); 29 CFR § 778.105; 29 USC § 213(a), 29 CFR §§ 541 et seq.; 29 USC § 207(e), 29 CFR § 778.108; 29 CFR §§ 785.9, 785.16; 29 CFR § 5516.2(7); CFR §§ 785.1 et seq.; ACA § 6-17-2205, 2207; 29 CFR §§ 785.19; 29 USC § 207(a), 29 CFR § 778.100, 29 USC § 207(o), 29 CFR §§ 553.20 – 553.32; 29 CFR § 778.106; 29 USC § 207(g)(2), 29 CFR § 778.115; 29 USC § 207(o)(2)(A), 29 CFR § 553.23; 29 CFR § 553.20; 29 USC § 207(o)(4), 29 CFR § 553.27; 29 USC § 211(c), 29 CFR §§ 516.2, 516.3, 553.50; 29 CFR § 516.4; 29 CFR §§ 516.5, 516.6; 29 USC § 211(a)(b)
Former Policy Numbers: GCAB1-5, 8.11
Date Adopted: 03/09/2004
History CPPC: 5/5/2014, 6/1/2015, 5/4/2017
History BOE: 03/09/2004, 4/15/2014, 5/19/2015, 6/21/2016, 5/16/2017, 1/21/2020
Revised:5/14/2014, 5/19/2015, 6/21/2016, 5/16/2017, 1/21/2020, 4/14/2026

Policy 8.13

CLASSIFIED PERSONNEL EMPLOYMENT

Effective: 7/1/2026

All prospective employees must fill out an ~~online~~ application form provided by the District, in addition to any resume provided~~,~~; all of the information provided is to be placed in the personnel file of those employed.

If the employee provides false or misleading information, or if he/she withholds information to the same effect, it may be grounds for dismissal. In particular, it will be considered a material misrepresentation and grounds for termination of contract of employment if an employee's ~~status~~application information is discovered to be other than as ~~it~~ was represented by ~~an~~the employee ~~or applicant~~, either in writing on application materials or in the form of ~~verbal assurances or statements~~representations made to the school district.

It is grounds for termination of contract of employment if an employee fails a criminal background check or receives a true report on the Child Maltreatment Central Registry check. All classified employees shall complete, at District expense, a criminal records background check and Child Maltreatment Central Registry check at least one (1) time every five (5) years.

An employee who receives notification of a failure to pass a criminal background check or a true result on the Child Maltreatment Central Registry check shall have thirty (30) days following the notification to submit to the superintendent, or designee, a written request for a hearing before the Board to request a waiver. The written request should include any documentation, such as police reports, or other materials that are related to the event giving rise to the failed background check or true result on the Child Maltreatment Registry as well as information supporting your request for the waiver.

Employees requesting a board hearing to request a waiver should be aware that this hearing is subject to the Arkansas Freedom of Information Act and it must be fully open to the public as a result.

~~For unlicensed individuals employed as teachers or administrators under a waiver, all teachers shall demonstrate proficiency or awareness in knowledge and practices in scientific reading instruction as is applicable to their teaching position by completing the prescribed proficiency or awareness in knowledge and practices of the scientific reading instruction credential either as a condition of licensure or within one (1) year for teachers who are already licensed or employed as a teacher under a waiver from licensure.~~

Before the superintendent may make a recommendation to the Board that an individual be hired by the District, the superintendent shall check the Arkansas Educator Licensure System to determine if the individual has a currently suspended or revoked teaching license or a current Level 3 or Level 4 public notification of ethics violation. An

individual with a currently suspended license or whose license has been revoked by the State Board of Education is not eligible to be employed by the District; this prohibition includes employment as a substitute teacher, whether directly employed by the District or providing substitute teaching services under contract with an outside entity. An individual with a current Level 3 or Level 4 public notification of ethics violation shall not be recommended for employment by the District.If the superintendent finds probable cause that an employee has engaged in sexual misconduct with a minor, then the superintendent or the superintendent's designee shall not provide a favorable recommendation of employment on behalf of the employee.

The Russellville School District is an equal opportunity employer and shall not discriminate on the grounds of race, color, religion, national origin, sex, pregnancy, sexual orientation, gender identity, age, disability, or genetic information.

Inquiries on non-discrimination may be directed to the RSD Administration Office who may be reached at 479-968-1306, or by emailing titleIX@rsdk12.net

Any person may report sex discrimination, including sex-based sexual harassment, to the Title IX Coordinator in person or by using the mailing address, telephone number, or email address provided above. A report may be made at any time, including during

non-business hours, and may be on the individual's own behalf or on behalf of another

individual who is the person alleged to be the victim of conduct that could constitute sex discrimination or sex-based sexual harassment.

For further information on notice of non-discrimination or to file a complaint, visit http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm https://www2.ed.gov/about/offices/list/ocr/complaintintro.html; for the address and phone number of the office that serves your area, or call 1-800-421-3481.

In accordance with Arkansas law, the District provides a veteran preference to applicants who qualify for one of the following categories:

1. aA veteran without a service-connected disability;
2. aA veteran with a service-connected disability; and
3. aA deceased veteran's spouse who is unmarried throughout the hiring process; or .

For purposes of this policy, "veteran" is defined as:

1a. A person honorably discharged from a tour of active duty, other than active duty for training only, with the armed forces of the United States; or

2b. Any person who has served honorably in the National Guard or reserve forces of the United States for a period of at least six (6) years, whether or not the person has retired or been discharged.

In order for an applicant to receive the veteran's preference, the applicant must be a citizen and resident of Arkansas, be substantially equally qualified as other applicants, and do all of the following:

1. Indicate on the employment application the category the applicant qualifies for;

2. Attach the following documentation, **as applicable**, to the employment application:
   - Form DD-214 indicating honorable discharge;
   - A letter dated within the last six months from the applicant's command indicating years of service in the National Guard or Reserve Forces as well as the applicant's current status;
   - Marriage license;
   - Death certificate;
   - Disability letter from the Veteran's Administration (in the case of an applicant with a service-related disability).

Failure of the applicant to comply with the above requirements shall result in the applicant not receiving the veteran preference; in addition, meeting the qualifications of a veteran or spousal category does not guarantee either an interview or being hired.

Notes: This policy is similar to Policy 3.19. A.C.A. § 6-16-1507 requires that earning a high school diploma through the passage of a nationally recognized high school equivalency exam, such as the GED test, be treated the same as the receipt of a high school diploma from an accredited Arkansas secondary school for purposes of employment by a political subdivision of the State of Arkansas, which includes school districts.

Cross Reference: 3.19 – LICENSED PERSONNEL EMPLOYMENT
Legal References Division of Elementary and Secondary Education Rules Governing Background Checks. Division of Elementary and Secondary Education Rules Governing the Code of Ethics for Arkansas Educators, A.C.A. § 6-16-1507, A.C.A. § 6-16-2001 et seq., A.C.A. § 6-17-301, A.C.A. § 6-17-414, A.C.A. § 6-17-428, A.C.A. § 6-17-429, A.C.A. § 21-3-302, A.C.A. § 21-3-303, A.C.A. § 25-19-101 et seq., 28 C.F.R. § 35.106, 29 C.F.R. part 1635, 34 C.F.R. § 100.6, 34 C.F.R. § 104.8, 34 C.F.R. § 106.8, 34 C.F.R. § 106.9, 34 C.F.R. § 108.9, 34 C.F.R.§ 110.25, A.C.A. 6-16-1507
Former Policy Numbers: GC, 8.01
Adopted: 2/16/1993, 6/14/2022 11/8/2022
History CPPC: 6/2/2015, 4/5/2016, 4/6/2022, 5/1/2024
History BOE: 10/21/1980, 2/16/1993, 2/16/2003, 2/19/2008, 5/19/2015, 3/15/2016, 5/15/2018, 6/18/2019, 7/21/2020, 6/15/2021 11/8/2022, 6/5/2023, 5/14/2024
Revised: 10/21/1980, 2/16/2003, 2/19/2008, 5/19/2015, 3/5/2016, 5/15/2018, 6/18/2019, 7/21/2020, 6/15/2021 11/8/2022, 6/5/2023, 5/14/2024, 4/14/2026

Policy 8.14R

CLASSIFIED PERSONNEL REIMBURSEMENT OF TRAVEL EXPENSES

Effective: 7/1/2026

Employees shall be reimbursed for personal and/or travel expenses incurred while performing duties or attending workshops or other employment-related functions, provided that prior written approval for the activity for which the employee seeks reimbursement has been received from the Superintendent, principal (or other immediate ~~supervision~~supervisor with the authority to make school approvals), or the appropriate designee of the Superintendent and that the employee's attendance/travel was at the request of the district.

It is the responsibility of the employee to determine the appropriate supervisor from which he/she must obtain approval.

Reimbursement claims must be made on forms provided by the District and must be supported by appropriate, original receipts. Copies of receipts or other documentation are not acceptable, except in extraordinary circumstances. Employees will be reimbursed for non-overnight meals, and the amount of reimbursement will be added to the employee's W-2 form as income.

Legal Reference:
Former Policy Number: GAS, 07.20
Adopted: 9/16/2003
History CPPC:
History BOE: 9/16/2003, 5/3/2011
Revised: 5/3/2011, 4/14/2026

Policy 8.15

CLASSIFIED PERSONNEL USE OF TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, AND RELATED PRODUCTS

Effective: 7/1/2026

Smoking or use of tobacco or products containing tobacco in any form (including, but not limited to, cigarettes, cigars, chewing tobacco, and snuff) in or on any real property owned or leased by a District school, including school buses owned or leased by the District, or other school vehicles is prohibited.

With the exception of recognized tobacco cessation products, this policy's prohibition includes any tobacco or nicotine delivery system or product. Specifically, the prohibition includes any product that is manufactured, distributed, marketed, or sold as e-cigarettes, e-cigars, e-pipes, or under any other name or descriptor.

Violation of this policy by employees shall be grounds for disciplinary action up to, and including, dismissal.

Notes: This policy is similar to Policy 3.21.

Law enforcement officers and employees of a school are immune from civil liability for the confiscation from a minor on school campus or at a school sponsored event of:

- Nicotine, tobacco products, vapor products, alternative nicotine products, e-liquid products, or cigarette papers; or
- A product that the individual reasonably believes to be a vapor product.

Legal References: A.C.A. § 6-21-609, A.C.A. § 20-65-103
History BOE: 2/19/2008, 1/21/2020, 1/10/2023
Revised: 1/21/2020, 1/10/2023, 4/14/2026

Policy 8.20

CLASSIFIED PERSONNEL SEXUAL HARASSMENT

Effective: 7/1/2026

The Russellville-School District is committed to providing an academic and work environment that treats all students and employees with respect and dignity. Student achievement and amicable working relationships are best attained in an atmosphere of equal educational and employment opportunity that is free of discrimination. Sexual harassment is a form of discrimination that undermines the integrity of the educational and work environment and will not be tolerated.

The District believes the best policy to create an educational and work environment free from sexual harassment is prevention; therefore, the District shall provide informational materials and training to students, parents/legal guardians/other responsible adults, and employees on sexual harassment. The informational materials and training on sexual harassment shall be age appropriate and, when necessary, provided in a language
other than English or in an accessible format. The informational materials and training shall include, but are not limited to:

- ŧThe nature of sexual harassment;
- The District's written procedures governing the formal complaint grievance process;
- The process for submitting a formal complaint of sexual harassment;
- That the district does not tolerate sexual harassment;
- That students and employees can report inappropriate behavior of a sexual nature without fear of adverse consequences;
- The supports that are available to individuals suffering sexual harassment; and
- The potential discipline for perpetrating sexual harassment.

Definitions

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Education program or activity" includes locations, events, or circumstances where the District exercised substantial control over both the respondent and the context in which the sexual harassment occurs.

"Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting an investigation of the allegation of sexual harassment.

"Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

"Sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. A District employee:
   a. Conditions the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;[2] or
   b. Uses the rejection of unwelcome sexual conduct as the basis for academic decisions affecting that individual;[2]
2. The conduct is:
   a. Unwelcome; and
   b. Determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
~~c~~3. Constitutes:
   ~~d~~a. Sexual assault;
   ~~e~~b. Dating violence
   ~~f~~c. Domestic violence; or
   ~~g~~d. Stalking.

"Supportive measures" means individualized services that are offered to the complainant or made available to the respondent designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party. The supportive measures must be non-disciplinary and non-punitive in nature; offered before or after the filing of a formal complaint or where no formal complaint has been filed; and offered to either party as appropriate, as reasonably available, and without fee or charge. Examples of supportive measures include, but are not limited to: measures designed to protect the safety of all parties or the District's
educational environment, or deter sexual harassment; counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; campus escort services; mutual restrictions on contact between the parties; changes in work or class locations; leaves of absence; and increased security and monitoring of certain areas of the campus.

Inquiries on sexual harassment may be directed to the RSD Administration Office at 479-968-1306, or by emailing titleIX@rsdk12.net.

Within the educational environment, sexual harassment is prohibited between any of the following: students; employees and students; non-employees and students; employees; and employees and non-employees.

Actionable sexual harassment is generally established when an individual is exposed to a pattern of objectionable behaviors or when a single, serious act is committed. What is, or is not, sexual harassment will depend upon all of the surrounding circumstances and may occur regardless of the sex(es) of the individuals involved. Depending upon such circumstances, examples of sexual harassment include, but are not limited to:

- Making sexual propositions or pressuring for sexual activities;
- Unwelcome touching;

- Writing graffiti of a sexual nature;
- Displaying or distributing sexually explicit drawings, pictures, or written materials;
- Performing sexual gestures or touching oneself sexually in front of others;
- Telling sexual or crude jokes;
- Spreading rumors related to a person's alleged sexual activities;
- Discussions of sexual experiences;
- Rating other students or employees as to sexual activity or performance;
- Circulating or showing e-mails or Web sites of a sexual nature;
- Intimidation by words, actions, insults, or name calling; and
- Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether or not the individual self-identifies as homosexual or transgender.

Employees who believe they have been subjected to sexual harassment are encouraged to submit a report to their immediate supervisor, an administrator, or the Title IX coordinator. Under no circumstances shall an employee be required to first report allegations of sexual harassment to a school contact person if that person is the individual who is accused of the sexual harassment. If the District staff member who received a report of alleged sexual harassment is not the Title IX Coordinator, then the District staff person shall inform the Title IX Coordinator of the alleged sexual harassment. As soon as reasonably possible after receiving a report of alleged sexual harassment from another District staff member or after receiving a report directly through any means, the Title IX Coordinator shall contact the complainant to:

- Discuss the availability of supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
- explain to the complainant the process for filing a formal complaint.

Supportive Measures

The District shall offer supportive measures to the complainant and make supportive measures available to the respondent that are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party before or after the filing of a formal complaint or where no formal complaint has been filed. The District shall provide ~~the~~ individualized supportive measures to the complainant unless declined in writing by the complainant and shall provide individualized supportive measures that are non-disciplinary ~~a~~nd non-punitive to the respondent. A complainant who initially declined the District's offer of supportive measures may request supportive measures at a later time and the District shall provide individualized supportive measures based on the circumstances when the subsequent request is received.

Formal Complaint

A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by email. Upon receipt of a formal complaint, a District shall simultaneously provide

the following written notice to the parties who are known:

- Notice of the District's grievance process and a copy of the procedures governing the grievance process;
- Notice of the allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial

interview. Sufficient details include:

- &~~o~~ The identities of the parties involved in the incident, if known;
- &~~o~~ The conduct allegedly constituting sexual harassment; and
- &~~o~~ The date and location of the alleged incident, if known;

- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
- That the parties may inspect and review evidence relevant to the complaint of sexual harassment; and
- That the District's personnel policies and code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the previous notice, the District shall simultaneously provide notice of the additional allegations to the parties whose identities are known.

The District may consolidate formal complaints of allegations of sexual harassment where the allegations of sexual harassment arise out of the same facts or circumstances and the formal complaints are against more than one respondent; or by more than one complainant against one or more respondents; or by one party against the other party. When the District has consolidated formal complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular "party", "complainant", or "respondent" include the plural, as applicable.

When investigating a formal complaint and throughout the grievance process, a District shall:

- Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the District and not on the parties;
- Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege or access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party unless the District obtains the parent, legal guardian, or other responsible adult of that party's voluntary, written consent or that party's

voluntary, written consent if the party is over the age of eighteen (18) to do so for the grievance process;

- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding;
- Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation; this includes evidence:
  - Whether obtained from a party or other source;
  - The District does not intend to rely upon in reaching a determination regarding responsibility; and
  - That is either Inculpatory or exculpatory; and
- Create an investigative report that fairly summarizes relevant evidence.

At least ten (10)[3] days prior to completion of the investigative report, the District shall send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties shall have at least ten (10)[3] days to submit a written response to the evidence. The investigator will consider the written responses prior to completion of the investigative report. All evidence subject to inspection and review shall be available for the parties' inspection and review at any meeting to give each party equal opportunity to refer to such evidence during the meeting.

After the investigative report is sent to the parties, the decision-maker shall:

- Provide each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness;
- Provide each party with the answers;
- Allow for additional, limited follow-up questions from each party; and
- Provide an explanation to the party proposing the questions any decision to exclude a question as not relevant. Specifically, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the

questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

No earlier than ten (10) days following the completion of the investigation period, the decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator, shall issue a written determination regarding responsibility. The written determination shall include—

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including:
    a. Any notifications to the parties;
    b. Interviews with parties and witnesses;
    c. site visits;
    d. Methods used to gather other evidence; and
    e. Hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the District's personnel policies or code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including:
    a. A determination regarding responsibility;
    b. Any disciplinary sanctions imposed on the respondent; and
    c. Whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the complainant; and
6. The procedures and permissible bases for the complainant and respondent to appeal.

The written determination shall be provided to the parties simultaneously. The determination regarding responsibility shall become final on the earlier of:

- If an appeal is not filed, the day after the period for an appeal to be filed expires; or
- If an appeal is filed, the date the written determination of the result of the appeal is provided to the parties.

The District shall investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved; did not occur in the District's education program or activity; or did not occur against a person in the United States, then the District shall dismiss the complaint as not meeting the definition of sexual harassment under this policy. A dismissal for these reasons does not preclude action under another provision of the District's personnel policies or code of conduct.
The District may dismiss the formal complaint or any allegations therein, if at any time during the grievance process:

- The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- The respondent is no longer enrolled at the District; or

- Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon the dismissal of a formal complaint for any reason, the District shall promptly send written notice of the dismissal and reason(s) for the dismissal simultaneously to the parties.

The District may hire an individual or individuals to conduct the investigation or to act as the determination-maker when necessary.

Appeals

Either party may appeal a determination regarding responsibility or from a dismissal of a formal complaint or any allegations therein, on the following bases:

a. The existence of a procedural irregularity that affected the outcome of the matter;
b. Discovery of new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
c. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or
d. An appeal of the disciplinary sanctions from the initial determination.[4]

For all appeals, the District shall:

1. Notify the other party in writing when an appeal is filed;
2. Simultaneously Provide all parties a written copy of the District's procedures governing the appeal process;
3. Implement appeal procedures equally for both parties;
4. Ensure that the decision-maker[5] for the appeal is not the same person as the decision-maker that reached the original determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator;
5. Provide all parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
6. Issue a written decision describing the result of the appeal and the rationale for the result; and
7. Provide the written decision simultaneously to both parties.

Confidentiality

Reports of sexual harassment, both informal reports and formal complaints, will be treated in a confidential manner to the extent possible. Limited disclosure may be provided to:

- individuals who are responsible for handling the District's investigation and determination of responsibility to the extent necessary to complete the District's grievance process;
- Submit a report to the child maltreatment hotline;

- Submit a report to the Professional Licensure Standards Board for reports alleging sexual harassment by an employee towards a student; or
- The extent necessary to provide either party due process during the grievance process.

Except as listed above, the District shall keep confidential the identity of:

- Any individual who has made a report or complaint of sex discrimination;
- Any individual who has made a report or filed a formal complaint of sexual harassment;
- Any complainant;
- Any individual who has been reported to be the perpetrator of sex discrimination;
- Any respondent; and
- Any witness.

Any supportive measures provided to the complainant or respondent shall be kept confidential to the extent that maintaining such confidentiality does not impair the ability of the District to provide the supportive measures.

Administrative Leave

The District may place a non-student employee respondent on administrative leave during the pendency of the District's grievance process.

Retaliation Prohibited

Employees who submit a report or file a formal complaint of sexual harassment,; testified; assisted; or participate or refused to participate in any manner in an investigation, proceeding, or hearing on sexual harassment shall not be subjected to retaliation or reprisal in any form, including threats; intimidation; coercion; discrimination; or charges for personnel policy violations that do not involve sex discrimination or sexual harassment, arise out of the same facts or circumstances as a report or formal complaint of sex discrimination, and are made for the purpose of interfering with any right or privilege under this policy. The District shall take steps to prevent retaliation and shall take immediate action if any form of retaliation occurs regardless of whether the retaliatory acts are by District officials, students, or third parties.

Disciplinary Sanctions

It shall be a violation of this policy for any student or employee to be subjected to, or to subject another person to, sexual harassment. Following the completion of the District's grievance process, any employee who is found by the evidence to more likely than not[7] have engaged in sexual harassment will be subject to disciplinary action up to, and including, termination. No disciplinary sanction or other action that is not a supportive measure may be taken against a respondent until the conclusion of the grievance process.

Employees who knowingly fabricate allegations of sexual harassment or purposely provide inaccurate facts shall be subject to disciplinary action up to and including termination. A determination that the allegations do not rise to the level of sexual

harassment alone is not sufficient to conclude that any party made a false allegation or materially false statement in bad faith.

Records

The District shall maintain the following records for a minimum of seven (7) years:

- Each sexual harassment investigation including:
- Any determination regarding responsibility;
- any disciplinary sanctions imposed on the respondent;
- Any remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity;
- Any appeal and the result therefrom;
- All materials used to train Title IX Coordinators, investigators, and decision-makers;
- Any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, which must include:
  - The basis for the District's conclusion that its response was not deliberately indifferent; and
  - Document:
    - If supportive measures were provided to the complainant, the supportive measures taken designed to restore or preserve equal access to the

    District's education program or activity; or
    - If no supportive measures were provided to a complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Cross References: 3.26—LICENSED PERSONNEL SEXUAL HARASSMENT, 4.27—STUDENT SEXUAL HARASSMENT, 5.20—DISTRICT WEBSITE, 7.15—RECORD RETENTION AND DESTRUCTION, 8.13—CLASSIFIED PERSONNEL EMPLOYMENT
Legal References: 20 USC 1681 et seq., 34 C.F.R. Part 106, A.C.A. § 6-15-1005, A.C.A. § 6-18-502, A.C.A. § 12-18-102
History BOE: 3/13/2018, 7/21/2020
Date Revised: 4/14/2026

Policy 8.22

CLASSIFIED PERSONNEL TECHNOLOGY USE POLICY

Effective: 7/1/2026

Definition

“Technology resources” means:

I. The machines, devices, and transmission facilities used in information processing, including computers, word processors, terminals, telephones, cables, software, and related products;
II. The devices used to process information through electronic capture, collection, storage, manipulation, transmission, retrieval, and presentation of information in the form of data, text, voice, or image and includes telecommunications and office automation functions;
III. Any component related to information processing and wired and wireless telecommunications, including data processing and telecommunications hardware, software, services, planning, personnel, facilities, and training;
IV. The procedures, equipment, and software that are designed, built, operated, and maintained to collect, record, process, store, retrieve, display, and transmit information, and the associated personnel, including consultants and contractors; and
V. All electronic mail accounts issued by a public entity.

The Russellville School District provides technology resources for many employees to assist employees in performing work related tasks. Employees are advised that they enjoy no expectation of privacy in any aspect of their computer use, including email, and that under Arkansas law both email and technology use records maintained by the district are subject to disclosure under the Freedom of Information Act. Consequently, no employee or student-related reprimands or other disciplinary communications should be made through email except when specifically authorized by District policy.

Passwords or security procedures are to be used as assigned, and confidentiality of student records is to be maintained at all times. Employees must not disable or bypass security procedures, compromise, attempt to compromise, or defeat the district’s technology network security, alter data without authorization, disclose passwords to
other staff members or students, or grant students access to any computer not designated for student use. It is the policy of this school district to equip each computer with Internet filtering software designed to prevent users from accessing material that is harmful to minors. The ~~designated~~ District Information Technology ~~Administrator~~Security Officer or designee may authorize the disabling of the filter to enable access by an adult for a bona fide research or other lawful purpose.

District technology resources shall not be used to violate Arkansas or Federal law.

An employee shall not use District technology resources to express a political opinion to an elected official unless the opinion is either within the scope of the employee's regular job duties or requested by an elected official or public entity. District technology resources shall not be used to engage in lobbying an elected official on a personal opinion by an employee unless the employee is a registered lobbyist for the District.

Employees who misuse district-owned technology resources in any way, including excessive personal use, using computers for personal use during work or instructional time, using computers to violate any other policy, knowingly or negligently allowing unauthorized access, or using the computers to access or create sexually explicit or pornographic text or graphics, will face disciplinary action, up to and including termination or non-renewal of the employment contract.

Legal References: Children's Internet Protection Act; PL 106-554, 20 USC 6777, 47 USC 254(h), A.C.A. § 6-21-107, A.C.A. § 6-21-111, A.C.A. § 25-1-128, Commissioner's Memo COM-24-038
Adopted: 2/20/2012
History CPPC: 3/8/2012, 5/4/2017, 3/6/2024
History BOE: 2/20/2012, 5/16/2017, 3/12/2024
Revised: 5/16/2017, 4/14/2026

Policy 8.25

CLASSIFIED PERSONNEL CELL PHONE USE

Effective: 7/1/2026

Use of cell phones or other electronic communication devices by employees during ~~instructional~~their designated work time for other than ~~instructional~~District approved purposes is strictly forbidden unless specifically approved in advance by the superintendent, building principal, or their designees. In addition to the language in this policy, the use of District provided cell phones is governed by Policy 8.22—CLASIFIED PERSONNEL TECHNOLOGY USE POLICY.

District staff shall not be given cell phones for any purpose other than their specific use associated with school business. School employees who use ~~a~~ school issued cell phones for non- school purposes, except as permitted by District policy, shall be subject to discipline, up to and including termination. School employees who are issued District cell phones due to the requirements of their position may use the phone for personal use on an "as needed" basis provided it is not during ~~instructional~~designated work time.

Except when authorized in Policy 8.24—SCHOOL BUS DRIVER'S USE OF MOBILE COMMUNICATION DEVICES, all employees are forbidden from using school issued cell phones while driving any vehicle at any time. Violation may result in disciplinary action up to and including termination.

Except when authorized in Policy 8.24—SCHOOL BUS DRIVER'S USE OF MOBILE COMMUNICATION DEVICES, no employee shall use any device for the purposes of browsing the internet; composing or reading emails and text messages; or making or answering phone calls while driving a motor vehicle which is in motion and on school property. Violation may result in disciplinary action up to and including termination.

Notes: This policy is similar to Policy 3.34.

Cross References: 4.47— POSSESSION AND USE OF ~~CELL PHONES AND OTHER~~ PERSONAL ELECTRONIC, DEVICES, 7.14—USE OF DISTRICT CELL PHONES AND COMPUTERS, 8.22—CLASSIFIED PERSONNEL TECHNOLOGY USE POLICY, 8.24—SCHOOL BUS DRIVER'S USE OF MOBILE COMMUNICATION DEVICES
Legal References: IRS Publication 15 B, A.C.A. § 6-19-120, A.C.A. § 25-1-128, A.C.A. § 27-51-1602, A.C.A. § 27-51-1609 Commissioner's Memo COM-24-038
Adopted: 5/17/2011, 3/14/2023
History CPPC: 6/1/2011, 11/14/2012, 3/6/2013, 6/18/2019 , 2/21/2023, 5/1/2024
History BOE: 6/1/2011, 11/19/2012, 3/12/2013, 6/18/2019, 2/21/2023 5/14/2024
Revised: 3/16/2012, 11/19/2012, 5/14/2024, 4/14/2026

Policy 8.26

CLASSIFIED PERSONNEL RESPONSIBILITIES GOVERNING BULLYING

Effective: 7/1/2026

Definitions

"Attribute" means an actual or perceived personal characteristic including without limitation race, color, religion, ancestry, national origin, socioeconomic status, academic status, disability, gender, gender identity, physical appearance, health condition, or
sexual orientation;

"Bullying" means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that~~-~~:

1. ~~m~~May address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated ~~and that~~ ;
2. Involves an actual or reasonably perceived power imbalance;
3. Is repeated or has a high likelihood of repetition; and
4. ~~e~~Causes or creates actual or reasonably foreseeable:
   - Physical harm to a public school employee or student or damage to the public school employee's or student's property;
   - Substantial interference with a student's education or with a public school employee's role in education;
   - A hostile educational environment for one (1) or more students or public school employees due to the severity, persistence, or pervasiveness of the act; or
   - Substantial disruption of the orderly operation of the school or educational environment~~;~~.

Examples of "Bullying" include, but are not limited to, a pattern of behavior involving one or more of the following:

1. Cyberbullying;
2. Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes~~-~~;
3. Pointed questions intended to embarrass or humiliate~~-~~;
4. Mocking, taunting or belittling~~-~~;
5. Non-verbal threats and/or intimidation such as "fronting" or "chesting" a person~~-~~;
6. Demeaning humor relating to a student's actual or perceived attributes~~-~~;
7. Blackmail, extortion, demands for protection money or other involuntary donations or loans~~-~~;
8. Blocking access to school property or facilities~~-~~;
9. Deliberate physical contact or injury to person or property~~-~~;
10. Stealing or hiding books or belongings~~-~~;
11. Threats of harm to student(s), possessions, or others~~-~~;

12. Sexual harassment, as governed by policy ~~3.26~~8.20, is also a form of bullying~~,~~;; and/or
13. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether the student self-identifies as homosexual or transgender (Examples: “Slut”, “You are so gay.”, “Fag”, “Queer”).

“Cyberbullying” means any form of communication by electronic act that is sent with the purpose to:

- Harass, intimidate, humiliate, ridicule, defame, or threaten a student, school employee, or person with whom the other student or school employee is associated; or
- Incite violence towards a student, school employee, or person with whom the other student or school employee is associated.

Cyberbullying of School Employees includes, but is not limited to:

a. Building a fake profile or website of the employee;
b. Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;
c. Posting an original or edited image of the school employee on the Internet;
d. Accessing, altering, or erasing any computer network, computer data program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords of a school employee;
e. Making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
f. Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;
g. Signing up a school employee for a pornographic Internet site; or
h. Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

Cyberbullying is prohibited whether or not the cyberbullying originated on school property or with school equipment, if the cyberbullying results in the substantial disruption of the orderly operation of the school or educational environment or is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school and has a high likelihood of succeeding in that purpose.

“Harassment” means a pattern of unwelcome verbal or physical conduct relating to another person's constitutionally or statutorily protected status that causes, or reasonably should be expected to cause, substantial interference with the other's performance in the school environment~~; and~~.

“Substantial disruption” means without limitation that any one or more of the following

occur as a result of the bullying:

- Necessary cessation of instruction or educational activities;
- Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;
- Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or
- Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

Teachers and other school employees who have witnessed, or are reliably informed that, a student has been a victim of bullying as defined in this policy, including a single action which if allowed to continue would constitute bullying, shall report the incident(s) to the building principal, or designee, as soon as possible.

The person or persons reporting behavior they consider to be bullying shall not be subject to retaliation or reprisal in any form.

District staff are required to help enforce implementation of the district's anti-bullying policy. Students who bully another person are to be held accountable for their actions whether they occur on school equipment or property; off school property at a school-sponsored or school- approved function, activity, or event; going to or from school or a school activity in a school vehicle or school bus; or at designated school bus stops. Students are encouraged to report behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, to their teacher or the building principal. The report may be made anonymously.

A building principal, or designee, who receives a credible report or complaint of bullying shall:

1. As soon as reasonably practicable, but by no later than the end of the school day following the receipt of the credible report of bullying:
   a. Report to a parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student that their student is the victim in a credible report of bullying; and
   b. Prepare a written report of the alleged incident of bullying;
2. Promptly investigate the credible report or complaint of bullying, which shall be completed by no later than the fifth (5^{th}) school day following the completion of the written report.
3. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student who was the alleged victim in a credible report of bullying whether the investigation found the credible report or complaint of bullying to be true and the availability of counseling and other intervention services.
4. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis of the student who is alleged to have been the perpetrator of the incident of bullying:

a. That a credible report or complaint of bullying against their student exists;
b. Whether the investigation found the credible report or complaint of bullying to be true;
c. Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and
d. Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;

5. Make a written record of the investigation, which shall include:
   A. A detailed description of the alleged incident of bullying, including without limitation a detailed summary of the statements from all material witnesses to the alleged incident of bullying;
   B. Any action taken as a result of the investigation; and
6. Discuss, as appropriate, the availability of counseling and other intervention services with students involved in the incident of bullying.

District employees are held to a high standard of professionalism, especially when it comes to employee-student interactions. Actions by a District employee towards a student that would constitute bullying if the act had been performed by a student shall result in disciplinary action, up to and including termination. This policy governs bullying directed towards students and is not applicable to adult on adult interactions. Therefore, this policy does not apply to interactions between employees. Employees may report workplace conflicts to their supervisor.[1] In addition to any disciplinary actions, the District shall take appropriate steps to remedy the effects resulting from bullying.

To prevent multiple, simultaneous investigations into the same alleged conduct, if the facts that support an alleged incident of bullying may also constitute a violation of another District policy; State or Federal law; State rule; or Federal regulation, then the District shall investigate and dispose of the alleged incident of bullying in accordance with the other applicable District policy; State or Federal law; State rule; or federal regulation in lieu of the requirements of this policy.

Note:

DESE has created a guidance document on bullying that could be useful in developing staff and student training on bullying. The document can be found at https://dese.ade.arkansas.gov/Offices/~~communications/~~District-Operations/school-safety/~~anti-~~bullying-and- violence-preve-ntion.

Cross Reference: 3.38 – LICENSED RESPONSIBILITES GOVERNING BUILLYING
Legal Reference: A.C.A. § 6-18-514, DESE Rules Governing Student Discipline
Adopted: 2/19/2013
History CPPC: 3/7/2013, 6/2/2015, 5/3/2018
History BOE: 5/19/2015, 4/17/2018, 6/18/2019
Revised: 5/19/2015, 4/17/2018, 6/18/2019, 4/14/2026

Policy 8.28

DRUG FREE WORKPLACE – CLASSIFIED PERSONNEL

Effective: 7/1/2026

The conduct of district staff plays a vital role in the social and behavioral development of our students. It is equally important that the staff have a safe, healthful, and professional environment in which to work. To help promote both interests, the district shall have a drug free workplace. It is, therefore, the district's policy that district employees are prohibited from the unlawful manufacture, distribution, dispensation, possession, or use of controlled substances, illegal drugs, inhalants, alcohol, as well as inappropriate or

illegal use of prescription drugs. Such actions are prohibited both while at work or in the performance of official duties while off district property; violations of this policy will subject the employee to discipline, up to and including termination.

To help promote a drug free workplace, the district shall establish a drug-free awareness program to inform employees about the dangers of drug abuse in the workplace, the district's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance abuse programs, and the penalties that may be imposed upon employees for drug abuse violations.

Should any employee be found to have been under the influence of, or in illegal possession of, any illegal drug or controlled substance, whether or not engaged in any school or school-related activity, and the behavior of the employee, if under the influence, is such that it is inappropriate for a school employee in the opinion of the superintendent, the employee may be subject to discipline, up to and including termination. This policy also applies to those employees who are under the influence of alcohol while on campus or at school-sponsored functions, including athletic events.

RSD may also conduct and require drug testing under the following circumstances:

1. As part of the pre-employment process (for bus drivers).
2. Following suspected use of illegal drugs as indicated through unsteadiness; slurred speech; dilated or constricted pupils; incoherent and/or irrational speech; or the presence of an odor associated with a prohibited substance on one's breath or clothing which could reasonably be attributed to the use of drugs.
3. Arrest for the sale and/or abuse of drugs.

Testing shall be at the expense of Russellville School District.

An employee living on campus or on school owned property is permitted to possess alcohol in his/her residence. The employee is bound by the restrictions stated in this policy while at work or performing his/her official duties.

Possession, use or distribution of drug paraphernalia by any employee, whether or not engaged in school or school-related activities, may subject the employee to discipline, up to and including termination. Possession in one's vehicle or in an area subject to the employee's control will be considered to be possession as though the substance were on the employee's person.

It shall not be necessary for an employee to test at a level demonstrating intoxication by any substance in order to be subject to the terms of this policy. Any physical manifestation of being under the influence of a substance may subject an employee to the terms of this policy. Those physical manifestations include, but are not limited to: unsteadiness; slurred speech; dilated or constricted pupils; incoherent and/or irrational speech; or the presence of an odor associated with a prohibited substance on one's breath or clothing.

Should an employee desire to provide the District with the results of a blood, breath or urine analysis, such results will be taken into account by the District only if the sample is provided within a time range that could provide meaningful results and only by a testing agency chosen or approved by the District. The District shall not request that the employee be tested, and the expense for such voluntary testing shall be borne by the employee.

Any incident at work resulting in injury to the employee requiring medical attention shall require the employee to submit to a drug test, which shall be paid at the District's worker's compensation carrier's expense. Failure for the employee to submit to the drug test or a confirmed positive drug test indicating the use of illegal substances or the misuse of prescription medications shall be grounds for the denial of worker's compensation benefits in accordance with policy ~~3.44—LICENSED~~8.36—CLASSIFIED PERSONNEL WORKPLACE INJURIES AND WORKERS' COMPENSATION~~, and may lead to termination~~.[2]

Any employee who is charged with a violation of any state or federal law relating to the possession, use or distribution of illegal drugs, other controlled substances or alcohol, or of drug paraphernalia, must notify his/her immediate supervisor within five (5) week days (i.e., Monday through Friday, inclusive, excluding holidays) of being so charged. The supervisor who is notified of such a charge shall notify the Superintendent immediately.

If the supervisor is not available to the employee, the employee shall notify the Superintendent within the five (5) day period.

Any employee so charged is subject to discipline, up to and including termination. However, the failure of an employee to notify his~~ or~~/her supervisor or the Superintendent of having been so charged shall result in that employee being recommended for termination by the Superintendent.

Any employee convicted of any criminal drug statute violation for an offense that occurred while at work or in the performance of official duties while off district property shall report the conviction within 5 calendar days to the superintendent. Within 10 days of receiving such notification, whether from the employee or any other source, the district shall notify federal granting agencies from which it receives funds of the conviction. Compliance with these requirements and prohibitions is mandatory and is a condition of employment.

Any employee convicted of any state or federal law relating to the possession, use or distribution of illegal drugs, other controlled substances, or of drug paraphernalia, shall be recommended for termination.

Any employee who must take prescription medication at the direction of the employee's physician, and who is impaired by the prescription medication such that he/she cannot properly perform his/her duties shall not report for duty. Any employee who reports for duty and is so impaired, as determined by his/her supervisor, will be sent home. The employee shall be given sick leave, if owed any. The District or employee will provide transportation for the employee, and the employee may not leave campus while operating any vehicle. It is the responsibility of the employee to contact his/her physician in order to adjust the medication, if possible, so that the employee may return to his/her job unimpaired. Should the employee attempt to return to work while impaired by prescription medications, for which the employee has a prescription, he/she will, again, be sent home and given sick leave, if owed any. Should the employee attempt to return to work while impaired by prescription medication a third time the employee may be subject to discipline, up to and including a recommendation of termination.

Any employee who possesses, uses, distributes or is under the influence of a prescription medication obtained by a means other than his/her own current prescription shall be treated as though he was in possession, possession with intent to deliver, or
under the influence, etc. of an illegal substance. An illegal drug or other substance is one which is (a) not legally obtainable; or
(b) one which is legally obtainable, but which has been obtained illegally. The District may require an employee to provide proof from his/her physician and/or pharmacist that the employee is lawfully able to receive such medication. Failure to provide such proof, to the satisfaction of the Superintendent, may result in discipline, up to and including a recommendation of termination.

A report to the appropriate licensing agency shall be filed within seven (7) days of:

1) A final disciplinary action taken against an employee resulting from the diversion, misuse, or abuse of illicit drugs or controlled substances; or
2) The voluntary resignation of an employee who is facing a pending disciplinary action resulting from the diversion, misuse, or abuse of illicit drugs or controlled substances.

The report filed with the licensing authority shall include, but not be limited to:

- The name, address, and telephone number of the person who is the subject of the report; and
- A description of the facts giving rise to the issuance of the report.

When the employee is not a healthcare professional, law enforcement will be contacted regarding any final disciplinary action taken against an employee for the diversion of controlled substances to one (1) or more third parties.

Cross Reference: 3.31 – DRUG FREE WORKPLACE – LICENSED PERSONNEL
Legal References: 41 U.S.C. § 8101, 8103, and 8104, A.C.A. § 5-71-231, A.C.A. § 11-9-102, A.C.A. § 17-80-117
Former Policy Number: GBRC GCRJ 1-2
Adopted: 4/22/1991
History PPC: 6/2/2015, 4/5/2016
History BOE: 4/22/1991, 3/15/1994, 6/16/2015, 3/15/2016
Revised: 3/15/1994, 6/16/2015, 3/5/2016, 4/14/2026

Policy 8.29

CLASSIFIED PERSONNEL VIDEO SURVEILLANCE AND OTHER MONITORING

Effective: 07/01/2026

The Board of Directors has a responsibility to maintain discipline, protect the safety, security, and welfare of its students, staff, and visitors while at the same time safeguarding district facilities, vehicles, and equipment. As part of fulfilling this responsibility, the board authorizes the use of video/audio surveillance cameras, audio recording devices automatic identification, data compilation devices, and technology capable of tracking the physical location of district equipment, students, and/or personnel.

The placement of video/audio surveillance cameras shall be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy anywhere on or near school property, facilities, vehicles, or equipment, with the exception of places such as rest rooms or dressing areas where an expectation of bodily privacy is reasonable and customary. In accordance with Arkansas law, the District has audio recording devices in each of the District's locker rooms, changing rooms, and dressing rooms.

Signs shall be posted on district property and in or on district vehicles to notify students, staff, and visitors that video cameras may be in use. Signs shall be posted in a conspicuous place in each of the District's locker rooms, changing rooms, and dressing rooms notifying individuals of the presence of an audio recording device in the locker room, changing room, or dressing room. Violations of school personnel policies or laws caught by the cameras and other technologies authorized in this policy may result in disciplinary action.

The district shall retain copies of video recordings until they are erased which may be accomplished by either deletion or copying over with a new recording. Other than audio recordings being retained under the provisions of this policy's following paragraph, audio recordings shall be retained for one (1) year from the date when the audio recording was made. At least ten (10) days before the destruction or deletion of an audio recording the District shall publish a notice on the District's website that the District intends to destroy or delete the audio recording.

Videos, "audio recordings", automatic identification, or data compilations containing evidence of a violation of district personnel policies and/or state or federal law shall be retained until the issue of the misconduct is no longer subject to review or appeal as determined by board policy or staff handbook; any release or viewing of such records shall be in accordance with current law

A.C.A. § 6-21-122 restricts access to the audio recordings to only a:

- District administrator; or
- Parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to a student who presents an allegation of wrongdoing that the audio recording may be used as evidence for.

Staff who vandalize, damage, defeat, disable, or render inoperable (temporarily or permanently) surveillance cameras and equipment, "audio recording devices, automatic identification, or data compilation devices shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.

Video recordings, "audio recordings", and automatic identification or data compilation records may become a part of a staff member's personnel record.

Notes: This policy is similar to policies 4.48 and 3.41.

~~Cross References: 3.41 – Licensed Personnel Video Surveillance and other Monitoring, 4.48 – Video Surveillance and other Student Monitoring, 7.15 – Record Retention and Destruction~~
Legal References: ~~20 USC 1232(g), 34 CFR 99.3, 4, 5, 7, 8, 10, 12, 31~~ A.C.A. 6-21-122
Adopted: 02/19/2013
History BOE:
History CPPC: 3/7/2013
Revised: 4/14/2026

Policy 8.36

CLASSIFIED PERSONNEL WORKPLACE INJURIES AND WORKER'S COMPENSATION

Effective: 7/1/2026

The district provides Workers' Compensation (WC) Insurance, as required by law. Employees who sustain **any** injury at work must immediately notify their immediate supervisor, or in the absence of their immediate supervisor notify ~~Assistant Superintendent of Personnel/Instruction~~ Director of Human Resources. An injured employee must fill out a Form N and the employee's supervisor will determine whether to report the claim or to file the paperwork if the injury requires neither medical treatment or lost work time. While many injuries will require no medical treatment or time lost at work, should the need for treatment arise later, it is important that there be a record that the injury occurred. All employees have a duty to provide information and make statements as requested for the purposes of the claim assessment and investigation.

The District may discipline an employee, up to and including termination of the employee's contract, if it is discovered that the employee:

1. Deliberately made false statements concerning the origin of an injury or the circumstances surrounding the injury; or
2. ~~s~~Submitted a WC claim that the employee knew to be based substantially or entirely on false information.

An employee shall not be disciplined solely because the District's WC carrier denied the employee's WC claim.

For injuries requiring medical attention, the district will exercise its right to designate the initial treating physician and an injured employee will be directed to seek medical attention, if necessary, from a specific physician or clinic. In addition, employees whose injuries require medical attention shall submit to a drug test, which shall be paid at the District's WC carrier's expense. Failure for the employee to submit to the drug test or a confirmed positive drug test indicating the use of illegal substances or the misuse of prescription medications shall be grounds for the denial of WC benefits.

A WC absence may run concurrently with FMLA leave (policy 8.23) when the injury is one that meets the criteria for a serious health condition. To the extent that WC benefits and FMLA leave run concurrently, the employee will be charged for any paid leave accrued by the employee at the rate necessary to bring the total amount of combined income up to one hundred percent (100%) of usual contracted daily rate of pay. If the health care provider treating the employee for the WC injury certifies the employee is able to return to a "light duty job," but is unable to return to the employee's same or equivalent job, the employee may decline the District's offer of a "light duty job." As a result, the employee may lose his/her WC payments, but for the duration of the employee's FMLA leave, the employee will be paid for the leave to the extent that the employee has accrued applicable leave.

Employees who are absent from work in the school district due to a WC claim may not work at a non-district job until they have returned to full duties at their same or equivalent district job;

those who violate this prohibition may be subject to discipline up to and including termination. This prohibition does NOT apply to an employee whose has been cleared by his/her doctor to return to "light duty" but the District has no such position available for the employee and the employee's second job qualifies as "light duty".

To the extent an employee has accrued sick leave and a WC claim has been filed, an employee:

- Will be charged for a day's sick leave for all days missed until such time as the WC claim has been approved or denied;
- Whose WC claim is accepted by the WC insurance carrier as compensable and who is absent for eight (8) or more days shall be charged sick leave at the rate necessary, when combined with WC benefits,

to bring the total amount of combined income up to one hundred percent (100%) of the employee's usual contracted daily rate of pay;

- Whose WC claim is accepted by the WC insurance carrier as compensable and is absent for fourteen (14) or more days will be credited back that portion of sick leave for the first seven (7) days of absence that is not necessary to have brought the total amount of combined income up to one hundred percent (100%) of the employee's usual contracted gross pay.

Cross Reference: 8.5-CLASSIFIED EMPLOYEES SICK LEAVE, 8.12-CLASSIFIED PERSONNEL OUTSIDE EMPLOYMENT, 8.23 – CLASSIFIED PERSONNEL FAMILY MEDICAL LEAVE
Legal Reference: Ark. Workers Compensation Commission RULE 099.33 - MANAGED CARE, A.C.A. § 11-9-102, A.C.A. § 11-9-514(a)(3)(A)(i)
Adopted: 4/22/2013
History CPPC: 5/2/2013, 6/5/2014, 6/1/2015, 4/5/2016, 4/8/2021
History BOE: 4/22/2013, 6/11/2014, 5/19/2015, 3/15/2016, 4/20/2021
Revised: 6/11/2014, 5/19/2015, 3/5/2016, 4/20/2021, 4/14/2026

Policy 8.38R
CLASSIFIED PERSONNEL VACATIONS
Effective: 7/1/2026

All full time, 12 month two hundred forty (240) day contracted employees ~~are credited with 10 days of vacation at the beginning of each fiscal year.~~ will be entitled to paid vacation. Employees with less than ten (10) years of experience with the Russellville School District shall receive ten (10) days of paid vacation. Employees with more than ten (10) years of experience with Russellville School District shall receive fifteen (15) days of paid vacation. This is based on the assumption that a full contract year will be worked. If an employee fails to finish the contract year due to resignation or termination, the employee's final check will be reduced at the rate of eight hundred thirty-three thousandths (0.833) days per month, or major portion of a month, for any days used but not earned.

All vacation time must be approved, in advance to the extent practicable, by the superintendent or designee who shall consider the staffing needs of the district in making his/her determination.

Requested vacation time exceeding 10 consecutive contract work days must have prior approval by the Superintendent and designee.

By the end of the fiscal year (June 30), an employee can carry over 15 days. Earned but unused vacation will be paid upon retirement at the employee's current daily rate of pay for a max of 15 days, if the employee has worked at least 5 years in the district. Twelve month employees on contract on or before June 30, 2023 may carry over a maximum of 30 days of vacation each fiscal year.

While employees are on the initial probationary contract, they are not eligible for paid vacation days.

Notes: This policy is similar to policy 3.46R.

Date Adopted: 5/9/2023

Last Revised: 4/14/2026

Policy 8.44

CLASSIFIED PERSONNEL CONTRACT RETURN

Effective: 7/1/2026

An employee shall have thirty (30) days from the date of the receipt of the employee's contract for the following school year in which to return the contract, signed, to the office of the Superintendent. The date of receipt of the contract shall be presumed to be the date of a cover memo, which will be attached to the contract.

Failure of an employee to return the signed contract to the office of the Superintendent within thirty (30) days of the receipt of the contract shall operate as a rejection of the offer of employment by the employee. No further action on the part of the employee, the Superintendent, or the School Board shall be required in order to make the employee's rejection of the offer of employment final.

An employee may unilaterally rescind a signed employment contract for the subsequent school year if the employee submits a signed written notification to the superintendent, or the superintendent's designee, of the employee's intent to rescind the contract for the subsequent school year by the end of business on:[2]

- May 15; or
- The Friday before May 15 if May 15 falls on a weekend.

Notes: This policy is similar to Policy 3.5.

Legal Reference: A.C.A. § 6-17-311
Date Adopted: 2/19/1980
Date Revised: 4/14/2026

Policy 8.46

CLASSIFIED PERSONNEL PARENTAL LEAVE

Effective: 7/1/2026

In collaboration with the Division of Elementary and Secondary Education, the District provides up to twelve (12) weeks of paid leave for the following:

1. Birth of an eligible employee's biological child;
2. Placement of an adoptive child under one (1) year of age in the home of an eligible employee; or
3. Foster placement of an infant under one (1) year of age in the home of an eligible employee.

An employee shall be eligible to take paid leave under this policy if the:

- Individual was employed full-time by a public school for more than one (1) year immediately preceding the request for leave;
- Leave is taken within the first twelve (12) weeks of the cause for leave; and
- Employee has not been disciplined for any leave abuse during the past year prior to the need for leave.

An employee shall only be eligible for a total of twelve (12) weeks of paid parental leave when the parental leave is due to the adoption of a child and the adoption is following the foster placement of the same child in the employee's home.

An employee shall be compensated at the employee's daily rate of pay for each day that the employee is on parental leave.

Any day during the academic year designated as a day when academic classes will not be held, including holidays, shall not be counted when calculating:

A. The twelve (12) weeks from the cause for leave; or
B. The total number of days approved as parental leave.

Eligible leave taken under this policy shall run concurrently with leave under Policy 8.23—CLASSIFIED PERSONNEL FAMILY MEDICAL LEAVE but shall be used before other forms of paid leave.

Cross Reference: 8.23—CLASSIFIED PERSONNEL FAMILY MEDICAL LEAVE
Legal References: A.C.A. § 6-17-122, DESE Rules Governing Maternity Leave Cost Sharing
Date Adopted: 7/1/2026
Last Revised: 4/14/2026

Policy 8.50
ANTISEMITISM PROHIBITED
Effective: 7/1/2026

"Antisemitism" means a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities. Antisemitism may be expressed in speech; writing; visual forms; and actions, and employs sinister stereotypes and negative character traits.

The following are examples of actions, when taken as a whole, that may constitute antisemitism:

- The targeting of the state of Israel, conceived as a Jewish collectivity;
- Charging Jews with conspiring to harm humanity;
- Calling for, aiding, or justifying the killing or harming of Jews in the name of a radical ideology or an extremist view of religion;
- Making mendacious, dehumanizing, demonizing, or stereotypical allegations about Jews as such or the power of Jews as collective — such as, especially but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions;
- Accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, or even for acts committed by non-Jews;
- Denying the fact, scope, mechanisms (e.g. gas chambers) or intentionality of the genocide of the Jewish people at the hands of National Socialist Germany and its supporters and accomplices during World War II (the Holocaust);
- Accusing the Jews as a people, or Israel as a state, of inventing or exaggerating the Holocaust;
- Accusing Jewish citizens of being more loyal to Israel, or to the alleged priorities of Jews worldwide, than to the interests of their own nations;
- Denying the Jewish people their right to self-determination, e.g., by claiming that the existence of a State of Israel is a racist endeavor;
- Applying double standards by requiring of Israel a behavior not expected or demanded of any other democratic nation;
- Using the symbols and images associated with classic antisemitism (e.g., claims of Jews killing Jesus or blood libel) to characterize Israel or Israelis;
- Drawing comparisons of contemporary Israeli policy to that of the Nazis; or
- Holding Jews collectively responsible for actions of the state of Israel.

Antisemitism does not include criticism of Israel similar to the criticism leveled against any other country.

Discrimination and harassment based on antisemitism is expressly prohibited.

The District shall appoint an individual to act as the District's Title VI Coordinator, who shall be responsible for investigating any complaints of discrimination or harassment based on antisemitism. The District shall:

1. Include contact information for the Title VI Coordinator in information that is provided to staff, students, and parents; and
2. Provide the following on the District website that may be accessed through a link titled "Antisemitism/Title VI":
    a. The District's definition of antisemitism;
    b. A statement that antisemitism is prohibited in the District's educational programs and activities;
    c. A statement that complaints of discrimination or harassment based on antisemitism may be filed with the Title VI Coordinator;
    d. Contact information for the District's Title VI Coordinator; and
    e. Information on how to file a complaint of antisemitism with the Title VI Coordinator at the Arkansas Department of Education.

A student or a student's parent may contact the District Title VI Coordinator directly with any complaints of discrimination or harassment based on antisemitism. District employees are responsible for timely notifying the District Title VI Coordinator of any complaints they receive or incidents they witness of discrimination or harassment based on antisemitism.

Complaints of discrimination or harassment based on antisemitism shall be investigated and handled in accordance with Policy 6.7—COMPLAINTS.

An employee who is found to have violated the provitions of this policy may be subject to discipline, up to and including termination.

The District Title VI Coordinator shall report an incident or complaint of discrimination or harassment under this policy to the Arkansas Department of Education Title VI Coordinator.

In addition to the filing of a complaint under this policy, complaints of discrimination or harassment based on antisemitism may be submitted directly to the Title VI Coordinator at the Arkansas Department of Education.

Nothing in this policy shall be construed to diminish or infringe upon any right protected under the First Amendment to the United States Constitution or Arkansas Constitution, Article 2, §§ 4, 6, and 24.

Notes: This policy is similar to Policy 3.59.

Cross Reference: 6.7—COMPLAINTS
Legal Reference: A.C.A. § 6-16-2001 et seq.
Date Adopted: 5/2/2025
Last Revised: 4/14/2026