Regular School Board Meeting

Monday, May 18, 2026 5:30 PM
Preschool Gymnasium , 650 Vine St. , Batesville, AR 72501

A.	**PRELIMINARY MEETING:**	**Speaker(s):** Board President Scott Fredricks
A.1.	Call the meeting to order:	
A.2.	Roll Call:	
B.	**PUBLIC COMMENT:**	
C.	**PROCEDURAL MATTERS:**	
C.1.	Media presence	
C.2.	Pledge of Allegiance	**Speaker(s):** Director Dwight Ford
C.3.	Approval of Regular Agenda	
D.	**(IO) RECOGNITIONS:**	
D.1.	Citizens Bank Above and Beyond Award	**Speaker(s):** Mrs. Janelle Shell
D.2.	Recognition of Retiring Classified Staff	
D.3.	Recognition of Retiring Certified Staff	
D.4.	Master Teacher Educators	**Speaker(s):** Mrs. Rachel Horn
E.	**CONSENT AGENDA:**	
E.1.	Minutes from previous meeting	
E.2.	Personnel Report	
E.3.	Approval of Consent Agenda items as presented.	
F.	**DISTRICT OPERATIONS:**	
F.1.	Disposal of Fixed Assests	**Speaker(s):** Mr. David Campbell
G.	**EDUCATIONAL SERVICES DIVISION:**	
G.1.	(IO) Preschool Campus Update	**Speaker(s):** Mrs. Mindy Shaw
G.2.	(IO) District Curriculum Report	**Speaker(s):** Mrs. Rachel Horn
G.3.	(IO) MOU with Lyon College - Undergraduate Educator Preparation Programs	**Speaker(s):** Mrs. Rachel Horn
G.4.	(IO) MOU with Lyon College - Master of Arts in Teaching	**Speaker(s):** Mrs. Rachel Horn
G.5.	Gizmos Renewal and Expansion	**Speaker(s):** Mrs. Rachel Horn
G.6.	myON and Accelerated Reader Renewal	**Speaker(s):** Mrs.

		Rachel Horn
G.7.	Career and Technical Education Plan	**Speaker(s):** Mrs. Rachel Horn
G.8.	2026-2027 Professional Development Plan	**Speaker(s):** Mrs. Rachel Horn
G.9.	iReady Curriculum	**Speaker(s):** Mrs. Rachel Horn
G.10.	(IO) First Reading 2026-2027 Handbooks	**Speaker(s):** Mrs. Rachel Horn
H.	**BUSINESS SERVICES DIVISION:**	
H.1.	(IO) Financial Reports	**Speaker(s):** Mrs. Shelley McCormick
I.	**HUMAN RESOURCES DIVISION:**	
I.1.	Executive Session	
J.	**(IO) REPORTS AND COMMUNICATIONS FROM INTERIM SUPERINTENDENT:**	**Speaker(s):** Mr. David Campbell
K.	**ADJOURNMENT:**	

Batesville School District
STUDENTS FIRST

BOARD OF EDUCATION AGENDA ABSTRACT

Abstracts serve to provide background information regarding agenda items.

ACTION

Title: **Master Professional Educator Recognition**

DATE: **May 18, 2026**

RESPONSIBLE ADMINISTRATOR: **Rachel Horn, Director of Curriculum and Instruction**

BACKGROUND/CONSIDERATIONS:
The Master Professional Educator Pathway develops Arkansas educators as instructional leaders who elevate teaching and learning through collaboration, reflection, and data-driven practice. The six-month, job-embedded cohort provided through the Bailey Education Group included in-person, whole-group learning with small-group, on-site coaching and classroom observation.

Participants mentored colleagues in evidence-based practices and strengthened their skills in differentiation, rigor, and scaffolding to meet diverse student needs. These teachers engaged in cycles of observation, feedback, and continuous improvement that culminated in presentations of their action research. They have demonstrated the capacity to lead sustained instructional improvement and foster a collaborative, high-performing school culture.

Benefits of this designation include:

- Opportunities for state-provided merit pay
- A highly effective designation to support the students who need it most
- Distributed leadership throughout the district

These teachers have modeled the leadership and determination that exemplify what it means to be a Pioneer.

- Tracy Austill - Eagle Mountain Elementary
- Joni Fleming - West Elementary
- Jessica Garner - Eagle Mountain Elementary
- Mark Hall - Eagle Mountain Elementary
- Emily Kerley - Batesville High School
- Courtney Richey - West Elementary
- Taylor Roepcke - Eagle Mountain Elementary
- Sarah Saffell-Small - West Elementary
- Kristy Sanders - Batesville Junior High School
- Dr. Jessica Seat - Batesville High School

REGULAR SCHOOL BOARD MEETING OF THE BOARD OF DIRECTORS AGENDA

Batesville School District
STUDENTS FIRST

Board of Directors

Scott Fredricks President (AL-2032)
Josh Swinea V.P. (D4-2032)
Heather Fulbright Sec (D3-2032)
Andy Walmsley (AL – 2028)
Chris Milum L.L. (D1-2032)
Dwight Ford (D5-2028)
Karen Beller (D2-2028)

Mr. David Campbell, Interim Superintendent

DATE: **April 20, 2026**

Regular School Board Meeting **5:30 PM**

In order to ensure an orderly and productive meeting, the Board of Directors of the Batesville School District will follow Board Policy 1.14.

A. PRELIMINARY MEETING:
Board President Scott Fredricks

A.1. Call the meeting to order
Time: 5:30 pm

A.2. Roll Call
President Scott Fredricks
Secretary Heather Fulbright
Director Chris Milum
Director Heather Fulbright
Director Karen Beller
Director Dwight Ford
Director Andy Walmsley

David Campbell, Interim Superintendent
Rachel Horn, Director of Curriculum and Instruction
Matt Baxter, Director of Technology

Susan Green, Board Clerk
Candace Morrow, Communications Coordinator

B. PUBLIC COMMENT:
Nobody demonstrated their right to public comment.

C. PROCEDURAL MATTERS:

C.1. Media presence
No media presence

C.2. Pledge of Allegiance
Director Heather Fulbright

C.3. Approval of Regular Agenda
Move to approve the Regular Agenda. This motion, made by Heather Fulbright and seconded by Dwight Ford, Carried.

Karen Beller:	Yea
Dwight Ford:	Yea
Scott Fredricks:	Yea
Heather Fulbright:	Yea
Chris Milum:	Yea
Josh Swinea:	Absent
Andy Walmsley:	Yea

Yea: 6, Nay: 0, Absent: 1

D. (IO) RECOGNITIONS:

D.1. Citizens Bank Above and Beyond Award
Mrs. Janelle Shell

D.2. BHS Boys State Swim Team

E. CONSENT AGENDA:
"Any item on the Consent Agenda may be removed for further discussion by the Board of Directors at the request of a Director."

E.1. Minutes from previous meetings

E.2. Personnel Report

E.3. Approval of Consent Agenda items as presented
Move to approve Consent Agenda items as presented. This motion, made by Chris Milum and seconded by Karen Beller, Carried.

Karen Beller:	Yea
Dwight Ford:	Yea
Scott Fredricks:	Yea
Heather Fulbright:	Yea
Chris Milum:	Yea

Josh Swinea:	Absent
Andy Walmsley:	Yea

Yea: 6, Nay: 0, Absent: 1

F. DISTRICT OPERATIONS:

F.1. OPAA Food Renewal for SY 2026-2027

Glenda Haley

Move to approve the renewal of the Food Service Company, OPAA! for the 2026-2027 SY. This motion, made by Dwight Ford and seconded by Heather Fulbright, Carried.

Karen Beller:	Yea
Dwight Ford:	Yea
Scott Fredricks:	Yea
Heather Fulbright:	Yea
Chris Milum:	Yea
Josh Swinea:	Absent
Andy Walmsley:	Yea

Yea: 6, Nay: 0, Absent: 1

F.2. Purchase of a walk-in freezer for Eagle Mountain Elementary

Mr. David Campbell

Move to approve the purchase and installation of a new freezer for the Eagle Mountain campus. This motion, made by Heather Fulbright and seconded by Andy Walmsley, Carried.

Karen Beller:	Yea
Dwight Ford:	Yea
Scott Fredricks:	Yea
Heather Fulbright:	Yea
Chris Milum:	Yea
Josh Swinea:	Absent
Andy Walmsley:	Yea

Yea: 6, Nay: 0, Absent: 1

G. EDUCATIONAL SERVICES DIVISION:

G.1. BSD Strategic Plan

Mr. Travis Whisenant

Move to approve the Batesville School District's Strategic Plan as presented. This motion, made by Karen Beller and seconded by Andy Walmsley, Carried.

Karen Beller:	Yea
Dwight Ford:	Yea
Scott Fredricks:	Yea
Heather Fulbright:	Yea

Chris Milum:	Yea
Josh Swinea:	Absent
Andy Walmsley:	Yea

Yea: 6, Nay: 0, Absent: 1

G.2. (IO) White River Academy Campus Update
Mrs. Briley Strecker

G.3. (IO) District Curriculum Report
Mrs. Rachel Horn

G.4. McKinney-Vento Handbook updates
Mrs. Rachel Horn
Move to approve the Batesville School District's 2026-2027 McKinney-Vento Handbook as presented. This motion, made by Dwight Ford and seconded by Heather Fulbright, Carried.

Karen Beller:	Yea
Dwight Ford:	Yea
Scott Fredricks:	Yea
Heather Fulbright:	Yea
Chris Milum:	Yea
Josh Swinea:	Absent
Andy Walmsley:	Yea

Yea: 6, Nay: 0, Absent: 1

G.5. SIOP Training
Mrs. Rachel Horn
Move to approve Savvas Learning Company as a vendor to provide SIOP training for the BSD. This motion, made by Heather Fulbright and seconded by Dwight Ford, Carried.

Karen Beller:	Yea
Dwight Ford:	Yea
Scott Fredricks:	Yea
Heather Fulbright:	Yea
Chris Milum:	Yea
Josh Swinea:	Absent
Andy Walmsley:	Yea

Yea: 6, Nay: 0, Absent: 1

G.6. Expulsion of Student
Mr. David Campbell
Move to accept the Superintendent's recommendation that student # 320115338 be expelled from attending classes and all extra-cirricular activites in the Batesville School District for a full calendar year (April 21, 2026 to April 21, 2027). This motion, made by Heather Fulbright and seconded by Dwight Ford, Carried.

Karen Beller:	Yea
Dwight Ford:	Yea
Scott Fredricks:	Yea
Heather Fulbright:	Yea
Chris Milum:	Yea
Josh Swinea:	Absent
Andy Walmsley:	Yea

Yea: 6, Nay: 0, Absent: 1

H. BUSINESS SERVICES DIVISION:

H.1. (IO) Financial Reports
Mrs. Shelley McCormick

H.2. Annual Legislative Audit Report
Mrs. Shelley McCormick
Move to approve the Legislative Audit for the BSD for the 2025-2026 SY. This motion, made by Heather Fulbright and seconded by Dwight Ford, Carried.

Karen Beller:	Yea
Dwight Ford:	Yea
Scott Fredricks:	Yea
Heather Fulbright:	Yea
Chris Milum:	Yea
Josh Swinea:	Absent
Andy Walmsley:	Yea

Yea: 6, Nay: 0, Absent: 1

H.3. Purchase of athletic equipment
Coach Stu Smith
Move to approve the purchase of 50 new football helmets through the BSD Athletic Department. This motion, made by Andy Walmsley and seconded by Karen Beller, Carried.

Karen Beller:	Yea
Dwight Ford:	Yea
Scott Fredricks:	Yea
Heather Fulbright:	Yea
Chris Milum:	Yea
Josh Swinea:	Absent
Andy Walmsley:	Yea

Yea: 6, Nay: 0, Absent: 1

I. HUMAN RESOURCES DIVISION:

J. (IO) REPORTS AND COMMUNICATIONS FROM INTERIM SUPERINTENDENT:

Mr. David Campbell

K. ADJOURNMENT:

Time: 7:16 pm

_____
Mr. Scott Fredricks, President

_____
Mrs. Heather Fulbright, Secretary

_____
Mr. David Campbell, Interim Superintendent

Move to adjourn the meeting. This motion, made by Dwight Ford and seconded by Chris Milum, Carried.

Karen Beller:	Yea
Dwight Ford:	Yea
Scott Fredricks:	Yea
Heather Fulbright:	Yea
Chris Milum:	Yea
Josh Swinea:	Absent
Andy Walmsley:	Yea

Yea: 6, Nay: 0, Absent: 1

SPECIAL CALLED SCHOOL BOARD MEETING OF THE BOARD OF DIRECTORS AGENDA

Batesville School District
STUDENTS FIRST

Board of Directors

Scott Fredricks President (AL-2032)
Josh Swinea V.P. (D4-2032)
Heather Fulbright Sec (D3-2032)
Andy Walmsley (AL – 2028)
Chris Milum L.L. (D1-2032)
Dwight Ford (D5-2028)
Karen Beller (D2-2028)

Mr. David Campbell, Interim Superintendent

DATE: **May 7, 2026**

Special Called School Board Meeting **5:30 PM**

In order to ensure an orderly and productive meeting, the Board of Directors of the Batesville School District will follow Board Policy 1.14.

A. PRELIMINARY MEETING:
Board President Scott Fredricks

A.1. Call the meeting to order:
Time: 5:30 pm

A.2. Roll Call:

Scott Fredricks, President
Josh Swinea, Vice President
Heather Fulbright, Secretary (arrived at 5:35 pm)
Chris Milum
Dwight Ford
Andy Walmsley
Karen Beller

B. PUBLIC COMMENT:

Nobody demonstrated their right to public comment.

C. PROCEDURAL MATTERS:

C.1. Media presence:

There was no media present.

C.2. Pledge of Allegiance
Director Dwight Ford

C.3. Approval of Regular Agenda
Move to approve the Regular Agenda. This motion, made by Chris Milum and seconded by Dwight Ford, Carried.

Karen Beller:	Yea
Dwight Ford:	Yea
Scott Fredricks:	Yea
Heather Fulbright:	Yea
Chris Milum:	Yea
Josh Swinea:	Yea
Andy Walmsley:	Yea

Yea: 7, Nay: 0

D. Executive Session:

D.1. Personnel — No action was taken.

E. Transitioned to Regular Session:
Motion to hold a special board meeting on Monday, May 11, 2026 at 5:30 p.m. at the Central Office. This motion, made by Heather Fulbright and seconded by Josh Swinea, Carried.

Karen Beller:	Yea
Dwight Ford:	Yea
Scott Fredricks:	Yea
Heather Fulbright:	Yea
Chris Milum:	Yea
Josh Swinea:	Yea
Andy Walmsley:	Yea

Yea: 7, Nay: 0

F. ADJOURNMENT:

Time: 8:29 pm

_____
Mr. Scott Fredricks, President

_____
Mrs. Heather Fulbright, Secretary

_____
Mr. David Campbell, Interim Superintendent

Motion to adjourn the meeting. This motion, made by Karen Beller and seconded by Chris Milum, Carried.

Karen Beller:	Yea
Dwight Ford:	Yea
Scott Fredricks:	Yea
Heather Fulbright:	Yea
Chris Milum:	Yea
Josh Swinea:	Yea
Andy Walmsley:	Yea

Yea: 7, Nay: 0

CALLED SCHOOL BOARD MEETING OF THE BOARD OF DIRECTORS AGENDA

Batesville School District
STUDENTS FIRST

Board of Directors

Scott Fredricks President (AL-2032)
Josh Swinea V.P. (D4-2032)
Heather Fulbright Sec (D3-2032)
Andy Walmsley (AL – 2028)
Chris Milum L.L. (D1-2032)
Dwight Ford (D5-2028)
Karen Beller (D2-2028)

Mr. David Campbell, Interim Superintendent

DATE: **May 11, 2026**

Called School Board Meeting **5:30 PM**

In order to ensure an orderly and productive meeting, the Board of Directors of the Batesville School District will follow Board Policy 1.14.

A. PRELIMINARY MEETING:
Board President Scott Fredricks

A.1. Call the meeting to order:
The meeting was called to order at 5:30 pm

A.2. Roll Call:
All Directors were present.

B. PUBLIC COMMENT:
Nobody demonstrated their right to public comment.

C. PROCEDURAL MATTERS:

C.1. Media presence
KARK — Dylan Price and Katie Gambrell

WRD - Rob Grace (streaming)

C.2. Pledge of Allegiance
Director Dwight Ford

C.3. Approval of Regular Agenda

Move to approve the regular agenda as presented. This motion, made by Heather Fulbright and seconded by Chris Milum, Carried.

Karen Beller:	Yea
Dwight Ford:	Yea
Scott Fredricks:	Yea
Heather Fulbright:	Yea
Chris Milum:	Yea
Josh Swinea:	Yea
Andy Walmsley:	Yea

Yea: 7, Nay: 0

D. Executive Session:

D.1. Personnel

Move to recommend the termination of the Superintendent for cause. This motion, made by Josh Swinea and seconded by Heather Fulbright, Carried.

Karen Beller:	Abstain (With Conflict)
Dwight Ford:	Yea
Scott Fredricks:	Yea
Heather Fulbright:	Yea
Chris Milum:	Yea
Josh Swinea:	Yea
Andy Walmsley:	Yea

Yea: 6, Nay: 0, Abstain (With Conflict): 1

E. ADJOURNMENT:

Time: 6:18 pm

_____

Mr. Scott Fredricks, President

_____

Mrs. Heather Fulbright, Secretary

_____

Mr. David Campbell, Interim Superintendent

Move to adjourn the meeting. This motion, made by Dwight Ford and seconded by Chris Milum, Carried.

Karen Beller:	Yea
Dwight Ford:	Yea
Scott Fredricks:	Yea
Heather Fulbright:	Yea
Chris Milum:	Yea
Josh Swinea:	Yea
Andy Walmsley:	Yea

Yea: 7, Nay: 0

Batesville School District
STUDENTS FIRST

TO: **Board of Directors**

FROM: **Mr. David Campbell, Interim Superintendent**

DATE: **May 18, 2026**

RE: **To Approve the Following Personnel Actions**

Background Information:

The following personnel items are submitted for your information and approval. All candidates undergo a screening process, an interview, and complete background checks. They are recommended by site and district administrators.

Certified:

1. To accept the resignation of LeeAnn Conyers (SR) as Teacher, effective 6/30/26, due to retirement after 31 years in education.
2. To accept the resignation of Stan Fowler (BHS) as Teacher, effective 6/30/26, due to retirement after 38 years in education.
3. To accept the resignation of Tina Fowler (BHS) as Teacher, effective 6/30/26, due to retirement after 36 years in education.
4. To accept the resignation of Michelle Gerhardt (BHS) as Assistant Principal, effective 6/30/26, due to retirement after 36.5 years in education.
5. To accept the resignation of Mariah Hankins (BHS) as Teacher, effective 6/30/26.
6. To accept the resignation of Trish House (SP) as Special Education Teacher, effective 6/30/26.
7. To accept the resignation of Ashley Hudgeons (BJHS) as ESOL Teacher, effective 6/30/26.
8. To accept the resignation of Sarah Keith (W) as Teacher, effective 6/30/26.
9. To accept the resignation of Ian Kerley (BHS) as Teacher, effective 6/30/26.
10. To accept the resignation of Lindsey LaCombe (E) as Counselor, effective 6/30/26.
11. To accept the resignation of Sarah Pickett (BHS) as Teacher, effective 6/30/26.
12. To accept the resignation of Leigh Poe (BHS) as Counselor, effective 6/30/26.
13. To accept the resignation of Rebecca Stark (E) as Teacher, effective 6/30/26.
14. To accept the resignation of Stephanie Thomas (W) as Teacher, effective 6/30/26.
15. To accept the resignation of Courtney Wallace (BHS) as Counselor, effective 6/30/26.
16. To accept the resignation of Teighlor Warner (E) as Teacher, effective 6/30/26.

Classified:

1. To offer a conditional employment contract to William Bracewell (M&O) as Custodian, effective 7/1/26.
2. To offer a conditional employment contract to Susan Horton (M&O) as Custodian, effective 7/1/26.
3. To offer a conditional employment contract to Anna Mathis (PK) as Teacher, effective 7/1/26.
4. To offer a conditional employment contract to Amy Vinson (SP) as Speech Language Pathologist, effective 7/1/26.
5. To accept the resignation of Diana Cisneros (W) as Aide, effective 6/30/26.
6. To accept the resignation of Jacob Cline (M&O) as Custodian, effective 5/13/26.
7. To accept the resignation of Nimcy Cooper (T) as Bus Driver, effective 6/30/26.
8. To accept the resignation of Annika Engrav (SR) as Aide, effective 6/30/26.
9. To accept the resignation of Kearsten Freeman (SpEd) as Speech Language Pathologist, effective 6/30/26.
10. To accept the resignation of Crystal Harrington (FS) as Food Service, effective 5/8/26.
11. To accept the resignation of Axli Herrera (BHS) as ESOL Aide, effective 6/30/26.
12. To accept the resignation of Nicole Kallsnick (E) as Bookkeeper, effective 6/1/26.
13. To accept the resignation of Ian Kerley (T) as Bus Driver, effective 6/30/26.
14. To accept the resignation of Aspen Treadway (PK) as Secretary effective 6/30/26, to accept the position of Food Service Accountant, effective 7/1/26.

All new personnel will be offered conditional employment contracts. The contract will be voided if the employee fails to pass the Criminal Record Check as required by state law. The contract will be voided if they fail to provide a valid ADE Teaching license when required. Fiscal Impact: Salary Schedule Placement Recommendation: It is recommended that the Board of Directors approve the Personnel Report as submitted.

BOARD OF EDUCATION AGENDA ABSTRACT

Abstracts serve to provide background information regarding agenda items.

ACTION

TITLE:	Disposal of Fixed Assets
DATE:	May 18, 2026
RESPONSIBLE ADMINISTRATOR:	David Campbell, Interim Superintendent

BACKGROUND/CONSIDERATIONS:

The disposal of fixed assets requires Board approval to ensure the responsible management of public funds and property, uphold legal and ethical standards, and maintain compliance with all applicable state policies and regulations. The attached list of fixed assets has been reviewed and deemed unusable due to age and/or nonfunctional condition.

This process is an essential component of district accountability, as it ensures that assets purchased with taxpayer dollars are disposed of in a transparent and appropriate manner.

This recommendation includes 18 district items with a total original value of **$78,890.89** for disposal. Fixed asset disposal requests are presented to the Board twice annually for review and consideration.

RECOMMENDATION:

The administration recommends the Batesville School District Board of Education approve the disposal of fixed assets as presented.

If the Board agrees, the motion would read: ***move to approve the disposal of fixed assets as presented.***

District Wide Disposal of Assets

School Year 2025/2026

May 2026

003 – West Elementary

3 Assets - $3,945.06

009 - Eagle Mountain Elementary/Pre-K

None

042 – Sulphur Rock Elementary

None

702 – Batesville Junior High School Charter

2 Assets - $2,597.52

703 – Batesville High School Charter

5 Assets - $8,767.55

008 - DAC/WRA

3 Assets - $5,243.23

Food Service

None

Maintenance

None

SPED

None

Tech Department

None

Transportation

5 Assets - $58,337.53

GRAND TOTAL ITEMS TO BE DELETED: 18 assets totaling $78,890.89

DISPOSAL OF FIXED ASSETS FORM

Building and Room ~~Number~~: WEST 201 003

ASSET ID NUMBER: 3178

SERIAL NUMBER: N/A

ITEM DESCRIPTION: 72x24x24 DBL FACE MOBIL SHELF

CHECK NUMBER (if known): 150762 COST (if known): #1520.70

DATE OF PURCHASE (if known): 6/15/07

DISPOSAL DATE: 8/13/25

REASON FOR DISPOSAL:

1) Discarded_____ Reason:_____

2) Destroyed_____ Reason:_____

3) Sold_____

4) Donated_____

5) Other (explain) NO ONE NEEDED/WANTED/@ SR STORAGE

Date	Staff Signature
11/6/26	
Date	Supervisor Signature

Please complete, sign and return to BSD DAC – Attn: Laura Palese

For DAC Use only:
Date entered:
Signature:

SELECTION CRITERIA: (((assets.loccode MATCHES "*003*")) AND (assets.retdate IS NULL))

SORTED BY: assets.tagno,assets.improvement_num

ASSET ID	DESCRIPTIVE INFORMATION	ACQUISITION INFORMATION	DEPRECIATION INFORMATION
0000002906	PLAYGROUND EQUIPMENT	FUNDING 2000 CAPITAL ASSET Y	EST LIFE 20 DEP LIFE
-000	MFR	CLS M VENDOR GAMETIME	DEP N POST DP N DEP METH
	MODEL 85105	CAT 26 PO UNITS 1	SALVAGE VALU .00
	S/N	LOC 003 CHECK 138434 UN CST 11203.87	ACCUM DEP 11203.87
	INVENTORY DATE 03/30/24	FUND TYPE G ACQUIRE 07/25/05 COST 11203.87	REM BOOK BASIS .00
	CONDITION STATUS	DPT 1100 INS CO	DEP BASIS 11203.87
	NEXT SCHEDULED MAINTENANCE	GRT INS VAL 0.00	LAST POSTING DATE 06/30/16
	COMMENTS: WEST PTA PAID FOR MOST	$10203.87	SALE AMOUNT .00
		BUD UNIT/ACCT #	RETIRED DATE
	INVOICE # 719656		
	DISTRIBUTION INFORMATION		
	FUNCTION	ACTIVITY	DEP ORGN ACCOUNT PCT
	2000 SUPPORT SERVICES	2600 OPER & MAIN OF PLANT SVC	20002620003000006790O 1.00
0000002919	FILE CABINET	FUNDING 2000 CAPITAL ASSET Y	EST LIFE 20 DEP LIFE 20
-000	MFR FIRE KING	CLS M VENDOR KEN MARTIN	DEP Y POST DP N DEP METH SL
	MODEL 4 DR	CAT 20 PO RICHARD UNITS 1	SALVAGE VALU .00
	S/N FL2005240057	LOC 003-124 CHECK 139655 UN CST 1278.65	ACCUM DEP 1262.62
	INVENTORY DATE 03/30/25	FUND TYPE G ACQUIRE 09/30/05 COST 1278.65	REM BOOK BASIS 16.03
	CONDITION STATUS	DPT 2600 INS CO	DEP BASIS 1278.65
	NEXT SCHEDULED MAINTENANCE	GRT INS VAL 0.00	LAST POSTING DATE 06/30/25
	COMMENTS: LOC 003-124 NURSE	FIRE PROOF	SALE AMOUNT .00
		BUD UNIT/ACCT #	RETIRED DATE
	INVOICE # 78643		
	DISTRIBUTION INFORMATION		
	FUNCTION	ACTIVITY	DEP ORGN ACCOUNT PCT
	2000 SUPPORT SERVICES	2600 OPER & MAIN OF PLANT SVC	20002620003000006790O 1.00
0000003178	SHELF UNIT	FUNDING 2000 CAPITAL ASSET Y	EST LIFE DEP LIFE 20
-000	MFR SCHOOL SPECIALTY CUSTOM MADE	CLS M VENDOR TEACHER'S PET, INC.	DEP Y POST DP N DEP METH SL
	MODEL 72X24X24 DOUBLE FACE	CAT 14 PO 30274 UNITS 1	SALVAGE VALU .00
	S/N NONE	LOC 003-201 CHECK 150462 UN CST 1520.70	ACCUM DEP 1375.06
	INVENTORY DATE 03/30/25	FUND TYPE G ACQUIRE 06/15/07 COST 1520.70	REM BOOK BASIS 145.64
	CONDITION STATUS	DPT 2200 INS CO	DEP BASIS 1520.70
	NEXT SCHEDULED MAINTENANCE	GRT INS VAL 0.00	LAST POSTING DATE 06/30/25
	COMMENTS: MOBILE DOUBLE FACE VINSON	SHELVING UNIT TROUGH STYL	SALE AMOUNT .00
		BUD UNIT/ACCT # 200022220010000067330	RETIRED DATE
	INVOICE # 379721		
	DISTRIBUTION INFORMATION		
	FUNCTION	ACTIVITY	DEP ORGN ACCOUNT PCT
	1000 INSTRUCTION	2100 SUPPORT SERVICES - STUDENTS	1.00

1/4/26

DISPOSAL OF FIXED ASSETS FORM

Building and Room Number: WEST

ASSET ID NUMBER: 3749

SERIAL NUMBER: X0259 98H

ITEM DESCRIPTION: SHREDDER SWINGLINE

CHECK NUMBER (if known): 173869 COST (if known): 122095

DATE OF PURCHASE (if known): 5/10/11

DISPOSAL DATE: 8/13/25

REASON FOR DISPOSAL:

1) Discarded X Reason: DOESN'T WORK

2) Destroyed _____ Reason: _____

3) Sold _____

4) Donated _____

5) Other (explain) _____

Date	Staff Signature
1/6/26	
Date	**Supervisor Signature**

Please complete, sign and return to BSD DAC – Attn: Laura Palese

For DAC Use only:
Date entered:
Signature:

SELECTION CRITERIA: (((assets.loccode MATCHES "*003*")) AND (assets.retdate IS NULL))

SORTED BY: assets.tagno,assets.improvement_num

ASSET ID DESCRIPTIVE INFORMATION | ACQUISITION INFORMATION | DEPRECIATION INFORMATION

0000003625 REDCAT AUDIO SYSTEM
-000 MFR REDCAT
MODEL
S/N RX-RC-110610-1155
INVENTORY DATE 03/07/24
CONDITION STATUS
NEXT SCHEDULED MAINTENANCE
COMMENTS: MUSIC

INVOICE # 42303

FUNDING 6750 CAPITAL ASSET Y
CLS M VENDOR LIGHT SPEED TECHNOLOGIES
CAT 06 PO 44398 UNITS 1
LOC 003-104 CHECK 169877 UN CST 1093.00
FUND TYPE G ACQUIRE 09/28/10 COST 1093.00
DPT 1200 INS CO
GRT INS VAL 0.00

BUD UNIT/ACCT # 675022920002000067390

EST LIFE 10 DEP LIFE
DEP N POST DP N DEP METH
SALVAGE VALU .00
ACCUM DEP 1093.00
REM BOOK BASIS .00
DEP BASIS 1093.00
LAST POSTING DATE 06/30/21
SALE AMOUNT .00
RETIRED DATE

DISTRIBUTION INFORMATION

FUNCTION		ACTIVITY		DEP ORGN	ACCOUNT	PCT
2000	SUPPORT SERVICES	1200	SPECIAL EDUCATION PROGRAMS	675022920002000067390		1.00

0000003749 PAPER SHREDDER
-000 MFR SWINGLINE
MODEL DX20-19
S/N XA09598H
INVENTORY DATE 03/30/25
CONDITION STATUS
NEXT SCHEDULED MAINTENANCE
COMMENTS: OFFICE

INVOICE # 029998

FUNDING 2000 CAPITAL ASSET Y
CLS M VENDOR WANN OFFICE SUPPLY
CAT 20 PO 47814 UNITS 1
LOC 003-110 CHECK 173869 UN CST 1220.95
FUND TYPE G ACQUIRE 05/10/11 COST 1220.95
DPT 2400 INS CO
GRT INS VAL 0.00

BUD UNIT/ACCT # 200024100030000067390

EST LIFE 10 DEP LIFE
DEP N POST DP N DEP METH
SALVAGE VALU .00
ACCUM DEP 1220.95
REM BOOK BASIS .00
DEP BASIS 1220.95
LAST POSTING DATE 06/30/21
SALE AMOUNT .00
RETIRED DATE

DISTRIBUTION INFORMATION

FUNCTION		ACTIVITY		DEP ORGN	ACCOUNT	PCT
2000	SUPPORT SERVICES	2400	SUPPORT SERVICES - SCH ADMIN	200024100030000067390		1.00

0000003926 LAPTOP
-000 MFR APPLE
MODEL LED-S5B MACBOOK
S/N C02J7CU0DTY3
INVENTORY DATE 03/07/25
CONDITION STATUS
NEXT SCHEDULED MAINTENANCE
COMMENTS: MACBOOK

INVOICE # 4206871569

FUNDING 6501 CAPITAL ASSET Y
CLS M VENDOR APPLE INC.
CAT 27 PO 55999 UNITS 1
LOC 003-114 CHECK 182114 UN CST 1203.41
FUND TYPE G ACQUIRE 10/24/12 COST 1203.41
DPT 1100 INS CO
GRT INS VAL 0.00
MS BAKER
BUD UNIT/ACCT # 650115910030000067340

EST LIFE 5 DEP LIFE
DEP N POST DP N DEP METH
SALVAGE VALU .00
ACCUM DEP 1203.41
REM BOOK BASIS .00
DEP BASIS 1203.41
LAST POSTING DATE 06/30/18
SALE AMOUNT .00
RETIRED DATE

DISTRIBUTION INFORMATION

FUNCTION		ACTIVITY		DEP ORGN	ACCOUNT	PCT
2000	SUPPORT SERVICES	1100	REGULAR PROGRAMS/ELEM-SEC	650115910030000067340		1.00

1/6/26

DISPOSAL OF FIXED ASSETS FORM

Building and Room Number: WEST 301

ASSET ID NUMBER: 3926

SERIAL NUMBER: C02[illegible]DTY3

ITEM DESCRIPTION: APPLE LAPTOP

CHECK NUMBER (if known): 182114 COST (if known): 1203.41

DATE OF PURCHASE (if known): 10/24/12

DISPOSAL DATE: 8/13/25

REASON FOR DISPOSAL:

1) Discarded_____ Reason:_____

2) Destroyed_____ Reason:_____

3) Sold_____

4) Donated_____

5) Other (explain) REMOVED/OUTDATED - IN TECH ROOM

Date	Staff Signature
1/16/26	[signature]
Date	Supervisor Signature

Please complete, sign and return to BSD DAC – Attn: Laura Palese

For DAC Use only:
Date entered:
Signature:

SELECTION CRITERIA: (((assets.loccode MATCHES "*003*")) AND (assets.retdate IS NULL))

SORTED BY: assets.tagno,assets.improvement_num

ASSET ID DESCRIPTIVE INFORMATION

0000003625 REDCAT AUDIO SYSTEM
-000 MFR REDCAT
MODEL
S/N RX-RC-110610-1155
INVENTORY DATE 03/07/24
CONDITION STATUS
NEXT SCHEDULED MAINTENANCE
COMMENTS: MUSIC

INVOICE # 42303

DISTRIBUTION INFORMATION
FUNCTION
2000 SUPPORT SERVICES

ACQUISITION INFORMATION

FUNDING 6750 CAPITAL ASSET Y
CLS M VENDOR LIGHT SPEED TECHNOLOGIES
CAT 06 PO 44398 UNITS 1
LOC 003-104 CHECK 169877 UN CST 1093.00
FUND TYPE G ACQUIRE 09/28/10 COST 1093.00
DPT 1200 INS CO
GRT INS VAL 0.00

BUD UNIT/ACCT # 675022920002000067390

ACTIVITY
1200 SPECIAL EDUCATION PROGRAMS

DEPRECIATION INFORMATION

EST LIFE 10 DEP LIFE
DEP N POST DP N DEP METH
SALVAGE VALU .00
ACCUM DEP 1093.00
REM BOOK BASIS .00
DEP BASIS 1093.00
LAST POSTING DATE 06/30/21
SALE AMOUNT .00
RETIRED DATE

DEP ORGN ACCOUNT PCT
675022920002000067390 1.00

0000003749 PAPER SHREDDER
-000 MFR SWINGLINE
MODEL DX20-19
S/N XA09598H
INVENTORY DATE 03/30/25
CONDITION STATUS
NEXT SCHEDULED MAINTENANCE
COMMENTS: OFFICE

INVOICE # 029998

DISTRIBUTION INFORMATION
FUNCTION
2000 SUPPORT SERVICES

FUNDING 2000 CAPITAL ASSET Y
CLS M VENDOR WANN OFFICE SUPPLY
CAT 20 PO 47814 UNITS 1
LOC 003-110 CHECK 173869 UN CST 1220.95
FUND TYPE G ACQUIRE 05/10/11 COST 1220.95
DPT 2400 INS CO
GRT INS VAL 0.00

BUD UNIT/ACCT # 200024100030000067390

ACTIVITY
2400 SUPPORT SERVICES - SCH ADMIN

EST LIFE 10 DEP LIFE
DEP N POST DP N DEP METH
SALVAGE VALU .00
ACCUM DEP 1220.95
REM BOOK BASIS .00
DEP BASIS 1220.95
LAST POSTING DATE 06/30/21
SALE AMOUNT .00
RETIRED DATE

DEP ORGN ACCOUNT PCT
200024100030000067390 1.00

0000003926 LAPTOP
-000 MFR APPLE
MODEL LED-S5B MACBOOK
S/N C02J7CU0DTY3
INVENTORY DATE 03/07/25
CONDITION STATUS
NEXT SCHEDULED MAINTENANCE
COMMENTS: MACBOOK

INVOICE # 4206871569

DISTRIBUTION INFORMATION
FUNCTION
2000 SUPPORT SERVICES

FUNDING 6501 CAPITAL ASSET Y
CLS M VENDOR APPLE INC.
CAT 27 PO 55999 UNITS 1
LOC 003-114 CHECK 182114 UN CST 1203.41
FUND TYPE G ACQUIRE 10/24/12 COST 1203.41
DPT 1100 INS CO
GRT INS VAL 0.00
MS BAKER
BUD UNIT/ACCT # 650115910030000067340

ACTIVITY
1100 REGULAR PROGRAMS/ELEM-SEC

EST LIFE 5 DEP LIFE
DEP N POST DP N DEP METH
SALVAGE VALU .00
ACCUM DEP 1203.41
REM BOOK BASIS .00
DEP BASIS 1203.41
LAST POSTING DATE 06/30/18
SALE AMOUNT .00
RETIRED DATE

DEP ORGN ACCOUNT PCT
650115910030000067340 1.00

1/6/26

DISPOSAL OF FIXED ASSETS

BUILDING: 702 Jr High

ROOM NUMBER: EAST

ASSET ID NUMBER: 0000004115

SERIAL NUMBER: 30114152

ITEM DESCRIPTION: Virtual reality kit

CHECK NUMBER (if known): _____ COST (if known): 1000.00

DATE OF PURCHASE (if known): 8-12-12

DISPOSAL DATE: 2-9-26

REASON FOR DISPOSAL: Check one

1) Discarded _____ Reason: _____
2) Destroyed _____ Reason: _____
3) Sold _____
4) Donated _____
5) Other (explain) Deleted

2.9.26 Carrie Lewallen / Jacqulyn Mathis
Date Staff Signature

2.9.26
Date Supervisor Signature

Please complete, sign and return to BSD Central office – Attn: Laura Palese

For Central Office Use only:

SELECTION CRITERIA: assets.tagno='0000004115'

SORTED BY: assets.tagno,assets.improvement_num

ASSET ID	DESCRIPTIVE INFORMATION	ACQUISITION INFORMATION	DEPRECIATION INFORMATION
0000004115	VIRTUAL REALITY KIT	FUNDING 6784 CAPITAL ASSET Y	EST LIFE 5 DEP LIFE
-000	MFR NIKON	CLS M VENDOR EAST, INC.	DEP N POST DP N DEP METH
	MODEL P6000	CAT 03 PO UNITS 1	SALVAGE VALU .00
	S/N 30114152	LOC 702-EAST CHECK UN CST 1000.00	ACCUM DEP 1000.00
	INVENTORY DATE 02/06/25	FUND TYPE G ACQUIRE 08/12/12 COST 1000.00	REM BOOK BASIS .00
	CONDITION STATUS	DPT 1100 INS CO	DEP BASIS 1000.00
	NEXT SCHEDULED MAINTENANCE	GRT INS VAL 0.00	LAST POSTING DATE 06/30/18
	COMMENTS: HEAD GEAR KIT	DONATION	SALE AMOUNT .00
		BUD UNIT/ACCT # 678422300040000067340	RETIRED DATE
	INVOICE #		

DISTRIBUTION INFORMATION

FUNCTION		ACTIVITY		DEP ORGN ACCOUNT	PCT
1000	INSTRUCTION	1100	REGULAR PROGRAMS/ELEM-SEC	678422300040000067340	1.00

REPORT TOTAL 1 RECORDS SELECTED

COST	1,000.00
INSURANCE VALUE	.00
SALVAGE VALUE	.00
ACCUMULATED DEPRECIATION	1,000.00
SALE AMOUNT	.00

DISPOSAL OF FIXED ASSETS

BUILDING: 702

ROOM NUMBER: 27

ASSET NUMBER: 0000004291 ID NUMBER:

SERIAL NUMBER: 1PZK282

ITEM DESCRIPTION: Dell OPTIPLEX 7020

CHECK NUMBER (if known): _____ COST (if known): 1,597.52

DATE OF PURCHASE (if known): 1-13-16

DISPOSAL DATE: 1-8-26

REASON FOR DISPOSAL: Check one

1) Discarded ✓ Reason: does not work (faulty Tosh tools)
2) Destroyed _____ Reason: _____
3) Sold _____
4) Donated _____
5) Other (explain) _____

1-8-26 Carrie Lewallen

Date Staff Signature

2.9.26

Date Supervisor Signature

Please complete, sign and return to BSD Central office – Attn: Laura Palese

For Central Office Use only:

SELECTION CRITERIA: assets.tagno='0000004291'

SORTED BY: assets.tagno,assets.improvement_num

ASSET ID	DESCRIPTIVE INFORMATION	ACQUISITION INFORMATION	DEPRECIATION INFORMATION
0000004291	COMPUTER	FUNDING 6501 CAPITAL ASSET Y	EST LIFE 5 DEP LIFE
-000	MFR DELL	CLS M VENDOR WRA	DEP N POST DP N DEP METH
	MODEL OPTIPLEX 7020	CAT 16 PO 16003338 UNITS 1	SALVAGE VALU .00
	S/N 1PZK282	LOC 702-27 CHECK 197352 UN CST 1597.52	ACCUM DEP 1597.52
	INVENTORY DATE 02/06/25	FUND TYPE G ACQUIRE 01/13/16 COST 1597.52	REM BOOK BASIS .00
	CONDITION STATUS	DPT 1100 INS CO	DEP BASIS 1597.52
	NEXT SCHEDULED MAINTENANCE	GRT INS VAL 0.00	LAST POSTING DATE 06/30/21
	COMMENTS: COMPUTER LAB	LEAD THE WAY GRANT	SALE AMOUNT .00
		BUD UNIT/ACCT # 650122300040000067340	RETIRED DATE
	INVOICE # 8062		

DISTRIBUTION INFORMATION

FUNCTION		ACTIVITY		DEP ORGN	ACCOUNT	PCT
2000	SUPPORT SERVICES	2200	SUPPORT SERVICES - INSTR STAFF	67340		1.00

REPORT TOTAL 1 RECORDS SELECTED

COST	1,597.52
INSURANCE VALUE	.00
SALVAGE VALUE	.00
ACCUMULATED DEPRECIATION	1,597.52
SALE AMOUNT	.00

DISPOSAL OF FIXED ASSETS

BTB 703

BUILDING: BHS **ROOM NUMBER:** Library

ASSET ID NUMBER: 0000003878

SERIAL NUMBER: C02DC2KCDRDL

ITEM DESCRIPTION: Laptop

CHECK NUMBER (if known): 176240 COST (if known): 1943.30

DATE OF PURCHASE (if known): 10/4/11

DISPOSAL DATE: 3/4/26

REASON FOR DISPOSAL: Check one

1) Discarded ✓ Reason: Broken beyond repair (old)
2) Destroyed _____ Reason: _____
3) Sold _____
4) Donated _____
5) Other (explain) _____

3/4/26 Lisa Bruno

Date Staff Signature

3/4/26 K. Bu

Date Supervisor Signature

Please complete, sign and return to BSD DAC office – Attn: Laura Palese

For DAC Office Use only:
Date entered:
Signature:

SELECTION CRITERIA: (((assets.loccode MATCHES "*703*")) AND (assets.retdate IS NULL))

SORTED BY: assets.tagno,assets.improvement_num

ASSET ID DESCRIPTIVE INFORMATION | ACQUISITION INFORMATION | DEPRECIATION INFORMATION

0000003842 BASSOON
-000 MFR FOX RENARD
MODEL 41
S/N 5529
INVENTORY DATE 03/09/25
CONDITION STATUS
NEXT SCHEDULED MAINTENANCE
COMMENTS: USED

INVOICE #

DISTRIBUTION INFORMATION
FUNCTION
1000 INSTRUCTION

FUNDING 7000 CAPITAL ASSET Y
CLS M VENDOR DANIEL A. BETHEL
CAT 18 PO V? UNITS 1
LOC 703-BAND CHECK 178923 UN CST 1200.00
FUND TYPE G ACQUIRE 03/27/12 COST 1200.00
DPT 1100 INS CO
GRT INS VAL 0.00

BUD UNIT/ACCT # 741011410040000067390

ACTIVITY | DEP ORGN ACCOUNT | PCT
1100 REGULAR PROGRAMS/ELEM-SEC 741011410040000067390 1.00

EST LIFE 10 DEP LIFE
DEP N POST DP N DEP METH
SALVAGE VALU .00
ACCUM DEP 1200.00
REM BOOK BASIS .00
DEP BASIS 1200.00
LAST POSTING DATE 06/30/22
SALE AMOUNT .00
RETIRED DATE

0000003878 LAPTOP Disposal of FA attached
-000 MFR APPLE
MODEL MAC BOOK PRO 15"
S/N C02GC2KCDRJL
INVENTORY DATE 04/21/24
CONDITION STATUS
NEXT SCHEDULED MAINTENANCE
COMMENTS: FOR MEDIA SPECIALIST

INVOICE # 9884177437

DISTRIBUTION INFORMATION
FUNCTION
1000 INSTRUCTION

FUNDING 2000 CAPITAL ASSET Y
CLS M VENDOR APPLE INC.
CAT 27 PO 49633 UNITS 1
LOC 703-LIB CHECK 176240 UN CST 1943.30
FUND TYPE G ACQUIRE 10/04/11 COST 1943.30
DPT 1100 INS CO
GRT INS VAL 0.00

BUD UNIT/ACCT # 200022220050000067340

ACTIVITY | DEP ORGN ACCOUNT | PCT
2200 SUPPORT SERVICES - INSTR STAFF 200022220050000067340 1.00

EST LIFE 5 DEP LIFE
DEP N POST DP N DEP METH
SALVAGE VALU .00
ACCUM DEP 1943.30
REM BOOK BASIS .00
DEP BASIS 1943.30
LAST POSTING DATE 06/30/17
SALE AMOUNT .00
RETIRED DATE

0000003886 VOLLEYBALL SET
-000 MFR BISON
MODEL VB10000
S/N
INVENTORY DATE 06/06/24
CONDITION STATUS
NEXT SCHEDULED MAINTENANCE
COMMENTS: 2 OF 2
HAS A CART
INVOICE # 1236

DISTRIBUTION INFORMATION
FUNCTION
1000 INSTRUCTION

FUNDING 7000 CAPITAL ASSET Y
CLS M VENDOR GAMEDAY SPORTS
CAT 04 PO 53961 UNITS 1
LOC 703-ATH CHECK 179848 UN CST 2889.43
FUND TYPE G ACQUIRE 05/16/12 COST 2889.43
DPT 1100 INS CO
GRT INS VAL 0.00
HAS WORDING "PIONEERS"

BUD UNIT/ACCT # 757711500051150067390

ACTIVITY | DEP ORGN ACCOUNT | PCT
1100 REGULAR PROGRAMS/ELEM-SEC 757711500051150067390 1.00

EST LIFE 10 DEP LIFE
DEP N POST DP N DEP METH
SALVAGE VALU .00
ACCUM DEP 2889.43
REM BOOK BASIS .00
DEP BASIS 2889.43
LAST POSTING DATE 06/30/22
SALE AMOUNT .00
RETIRED DATE

BHSC Mac 09
4093

DISPOSAL OF FIXED ASSETS

BUILDING: Batesville High School (703)

ROOM NUMBER: 541 (EAST) → # changed to 502 in '25-'26

ASSET ID NUMBER: 0000004093

SERIAL NUMBER: D25G50U7DHJT

ITEM DESCRIPTION: 21.5" Apple IMAC (EAST MAC 09)

CHECK NUMBER (if known): not shown. COST (if known): 1467.00

DATE OF PURCHASE (if known): 8-12-12 (Initial EAST Class setup)

DISPOSAL DATE: 2-23-26

REASON FOR DISPOSAL: Check one

1) Discarded X Reason: The computer will not turn on anymore.
2) Destroyed _____ Reason: _____
3) Sold _____
4) Donated _____
5) Other (explain) _____

2-23-26 Lori L. Campbell

Date Staff Signature

3-4-26 V. Bax

Date Supervisor Signature

Please complete, sign and return to BSD Central office – Attn: Laura Palese

For Central Office Use only:

BATESVILLE SCHOOL DISTRICT NO. 1
FIXED ASSETS LISTING

SELECTION CRITERIA: (((assets.loccode MATCHES "*703-541*")) AND (assets.retdate IS NULL))

SORTED BY: assets.tagno,assets.improvement_num

ASSET ID	DESCRIPTIVE INFORMATION	ACQUISITION INFORMATION	DEPRECIATION INFORMATION
0000004092	COMPUTER	FUNDING 6784 CAPITAL ASSET Y	EST LIFE 5 DEP LIFE
-000	MFR APPLE	CLS M VENDOR EAST, INC	DEP N POST DP N DEP METH
	MODEL IMAC 21.5"	CAT 27 PO UNITS 1	SALVAGE VALU .00
	S/N D25G50U6DHJT	LOC 703-541 CHECK UN CST 1467.00	ACCUM DEP 1467.00
	INVENTORY DATE 03/01/25	FUND TYPE G ACQUIRE 08/12/12 COST 1467.00	REM BOOK BASIS .00
	CONDITION STATUS	DPT 1100 INS CO	DEP BASIS 1467.00
	NEXT SCHEDULED MAINTENANCE	GRT INS VAL 0.00	LAST POSTING DATE 06/30/18
	COMMENTS: 1 OF 2	BUD UNIT/ACCT # 678422300050000067340	SALE AMOUNT .00
	INVOICE #		RETIRED DATE
	DISTRIBUTION INFORMATION		
	FUNCTION	ACTIVITY	DEP ORGN ACCOUNT PCT
	1000 INSTRUCTION	1100 REGULAR PROGRAMS/ELEM-SEC	678422300050000067340 1.00
0000004093	COMPUTER	FUNDING 6784 CAPITAL ASSET Y	EST LIFE 5 DEP LIFE
-000	MFR APPLE	CLS M VENDOR EAST, INC	DEP N POST DP N DEP METH
	MODEL IMAC 21.5"	CAT 27 PO UNITS 1	SALVAGE VALU .00
	S/N D25G50U7DHJT	LOC 703-541 CHECK UN CST 1467.00	ACCUM DEP 1467.00
	INVENTORY DATE 03/01/25	FUND TYPE G ACQUIRE 08/12/12 COST 1467.00	REM BOOK BASIS .00
	CONDITION STATUS	DPT 1100 INS CO	DEP BASIS 1467.00
	NEXT SCHEDULED MAINTENANCE	GRT INS VAL 0.00	LAST POSTING DATE 06/30/18
	COMMENTS: 2 OF 2	DONATION	SALE AMOUNT .00
	INVOICE #	BUD UNIT/ACCT # 678422300050000067340	RETIRED DATE
	DISTRIBUTION INFORMATION		
	FUNCTION	ACTIVITY	DEP ORGN ACCOUNT PCT
	1000 INSTRUCTION	1100 REGULAR PROGRAMS/ELEM-SEC	678422300050000067340 1.00
0000004141	COMPUTER	FUNDING 6784 CAPITAL ASSET Y	EST LIFE 5 DEP LIFE
-000	MFR APPLE	CLS M VENDOR APPLE STORE	DEP N POST DP N DEP METH
	MODEL 21.5 INCH IMAC	CAT 27 PO 15002569 UNITS 1	SALVAGE VALU .00
	S/N D25NK0B6F8J7	LOC 703-541 CHECK 191832 UN CST 1572.15	ACCUM DEP 1572.15
	INVENTORY DATE 02/27/25	FUND TYPE G ACQUIRE 11/10/14 COST 1572.15	REM BOOK BASIS .00
	CONDITION STATUS	DPT 1100 INS CO	DEP BASIS 1572.15
	NEXT SCHEDULED MAINTENANCE	GRT YES INS VAL 0.00	LAST POSTING DATE 06/30/20
	COMMENTS: EAST UPGRADE GRANT	MOVED PER L BRIGGS	SALE AMOUNT .00
	INVOICE #	BUD UNIT/ACCT # 678411300040000067340	RETIRED DATE
	DISTRIBUTION INFORMATION		
	FUNCTION	ACTIVITY	DEP ORGN ACCOUNT PCT
	1000 INSTRUCTION	1100 REGULAR PROGRAMS/ELEM-SEC	678411300040000067340 1.00

✓

has died. Will have removal paperwork attached

Dispose

Probably purchased @ BJHS since they would have been the only ones to qualify for the upgrade grant in 2014

DISPOSAL OF FIXED ASSETS

BUILDING: BHS EAST

ROOM NUMBER: 502 aka 541 703

ASSET ID NUMBER: 0000004141

SERIAL NUMBER: D25NK084F817

ITEM DESCRIPTION: Computer

CHECK NUMBER (if known): 191832 COST (if known): 1,572.15

DATE OF PURCHASE (if known): 11/10/14

DISPOSAL DATE: cannot find for 2 years

REASON FOR DISPOSAL: Check one

1) Discarded_____ Reason:_____
2) Destroyed_____ Reason:_____
3) Sold_____
4) Donated_____
5) Other (explain) ✓ item is 12 years old and probably discarded

3-4-2024 Laura M Palese

Date Staff Signature

X

Date Supervisor Signature

Please complete, sign and return to BSD DAC office – Attn: Laura Palese

For DAC Office Use only:
Date entered:
Signature:

SELECTION CRITERIA: (((assets.loccode MATCHES "*703-541*")) AND (assets.retdate IS NULL))

SORTED BY: assets.tagno,assets.improvement_num

ASSET ID	DESCRIPTIVE INFORMATION	ACQUISITION INFORMATION	DEPRECIATION INFORMATION
0000004092	COMPUTER	FUNDING 6784 CAPITAL ASSET Y	EST LIFE 5 DEP LIFE
-000	MFR APPLE	CLS M VENDOR EAST, INC	DEP N POST DP N DEP METH
	MODEL IMAC 21.5"	CAT 27 PO UNITS 1	SALVAGE VALU .00
	S/N D25G50U6DHJT	LOC 703-541 CHECK UN CST 1467.00	ACCUM DEP 1467.00
	INVENTORY DATE 03/01/25	FUND TYPE G ACQUIRE 08/12/12 COST 1467.00	REM BOOK BASIS .00
	CONDITION STATUS	DPT 1100 INS CO	DEP BASIS 1467.00
	NEXT SCHEDULED MAINTENANCE	GRT INS VAL 0.00	LAST POSTING DATE 06/30/18
	COMMENTS: 1 OF 2		SALE AMOUNT .00
		BUD UNIT/ACCT # 678422300050000067340	RETIRED DATE
	INVOICE #		
	DISTRIBUTION INFORMATION		
	FUNCTION	ACTIVITY	DEP ORGN ACCOUNT PCT
	1000 INSTRUCTION	1100 REGULAR PROGRAMS/ELEM-SEC	678422300050000067340 1.00
0000004093	COMPUTER	FUNDING 6784 CAPITAL ASSET Y	EST LIFE 5 DEP LIFE
-000	MFR APPLE	CLS M VENDOR EAST, INC	DEP N POST DP N DEP METH
	MODEL IMAC 21.5"	CAT 27 PO UNITS 1	SALVAGE VALU .00
	S/N D25G50U7DHJT	LOC 703-541 CHECK UN CST 1467.00	ACCUM DEP 1467.00
	INVENTORY DATE 03/01/25	FUND TYPE G ACQUIRE 08/12/12 COST 1467.00	REM BOOK BASIS .00
	CONDITION STATUS	DPT 1100 INS CO	DEP BASIS 1467.00
	NEXT SCHEDULED MAINTENANCE	GRT INS VAL 0.00	LAST POSTING DATE 06/30/18
	COMMENTS: 2 OF 2	DONATION	SALE AMOUNT .00
		BUD UNIT/ACCT # 678422300050000067340	RETIRED DATE
	INVOICE #		
	DISTRIBUTION INFORMATION		
	FUNCTION	ACTIVITY	DEP ORGN ACCOUNT PCT
	1000 INSTRUCTION	1100 REGULAR PROGRAMS/ELEM-SEC	678422300050000067340 1.00
0000004141	COMPUTER	FUNDING 6784 CAPITAL ASSET Y	EST LIFE 5 DEP LIFE
-000	MFR APPLE	CLS M VENDOR APPLE STORE	DEP N POST DP N DEP METH
	MODEL 21.5 INCH IMAC	CAT 27 PO 15002569 UNITS 1	SALVAGE VALU .00
	S/N D25NK0B6F8J7	LOC 703-541 CHECK 191832 UN CST 1572.15	ACCUM DEP 1572.15
	INVENTORY DATE 02/27/25	FUND TYPE G ACQUIRE 11/10/14 COST 1572.15	REM BOOK BASIS .00
	CONDITION STATUS	DPT 1100 INS CO	DEP BASIS 1572.15
	NEXT SCHEDULED MAINTENANCE	GRT YES INS VAL 0.00	LAST POSTING DATE 06/30/20
	COMMENTS: EAST UPGRADE GRANT	MOVED PER L BRIGGS	SALE AMOUNT .00
		BUD UNIT/ACCT # 678411300040000067340	RETIRED DATE
	INVOICE #		
	DISTRIBUTION INFORMATION		
	FUNCTION	ACTIVITY	DEP ORGN ACCOUNT PCT
	1000 INSTRUCTION	1100 REGULAR PROGRAMS/ELEM-SEC	678411300040000067340 1.00

✓

has died. Will have removal paperwork attached

✓ Yes

1. Dispose

need form

Probably purchased @ BJHS since they would have been the only ones to qualify for the upgrade grant in 2014

DISPOSAL OF FIXED ASSETS

BUILDING: BHS **ROOM NUMBER:** _____

ASSET ID NUMBER: 000000 4659

SERIAL NUMBER: 69316

ITEM DESCRIPTION: Charge Cart

CHECK NUMBER (if known): 208355 COST (if known): $2,356.20

DATE OF PURCHASE (if known): 6/4/18

DISPOSAL DATE: 2/27/26

REASON FOR DISPOSAL: Check one

1) Discarded ✓ Reason: No longer operational
2) Destroyed _____ Reason: _____
3) Sold _____
4) Donated _____
5) Other (explain) _____

2/27/26 Lisa Bruno

Date Staff Signature

3/4/26 V. Bu

Date Supervisor Signature

Please complete, sign and return to BSD DAC office – Attn: Laura Palese

For DAC Office Use only:
Date entered:
Signature:

SELECTION CRITERIA: (((assets.loccode MATCHES "*703*")) AND (assets.retdate IS NULL))

SORTED BY: assets.tagno,assets.improvement_num

ASSET ID DESCRIPTIVE INFORMATION — ACQUISITION INFORMATION — DEPRECIATION INFORMATION

0000004654 COMPUTER
-000 MFR APPLE
MODEL 21.5 INCH IMAC DESKTOP
S/N C02W43A3H7JY
INVENTORY DATE 04/01/25
CONDITION STATUS
NEXT SCHEDULED MAINTENANCE
COMMENTS:
INVOICE # W454239866

CLS M CAT 27 LOC 703-541 FUND TYPE G DPT 2200 GRT
FUNDING 6784 CAPITAL ASSET Y
VENDOR APPLE STORE
PO 18004504 UNITS 1
CHECK 208100 UN CST 1208.90
ACQUIRE 05/15/18 COST 1208.90
INS CO
INS VAL 0.00
BUD UNIT/ACCT # 67842230005000006734O

EST LIFE 5 DEP LIFE
DEP N POST DP N DEP METH
SALVAGE VALU .00
ACCUM DEP 1208.90
REM BOOK BASIS .00
DEP BASIS 1208.90
LAST POSTING DATE 06/30/23
SALE AMOUNT .00
RETIRED DATE

DISTRIBUTION INFORMATION

FUNCTION		ACTIVITY		DEP ORGN	ACCOUNT	PCT
2000	SUPPORT SERVICES	2200	SUPPORT SERVICES - INSTR STAFF			1.00

0000004655 SCREEN
-000 MFR DRAPER
MODEL PORTABLE PROJECTION FOLDING
S/N NONE
INVENTORY DATE 04/21/24
CONDITION STATUS
NEXT SCHEDULED MAINTENANCE
COMMENTS: SCREEN FOR OUTDOOR/GYM
LOCATION RM 103 CLOSET
INVOICE # 3631892-534488

CLS M CAT 03 LOC 703-PRIN FUND TYPE G DPT 2200 GRT
FUNDING 2281 CAPITAL ASSET Y
VENDOR WALMART.COM
PO 18004507 UNITS 1
CHECK 208100 UN CST 1980.78
ACQUIRE 05/15/18 COST 1980.78
INS CO
INS VAL 0.00
236 IN DIAGONAL
BUD UNIT/ACCT # 22812230005000006734O

EST LIFE 10 DEP LIFE 10
DEP Y POST DP N DEP METH SL
SALVAGE VALU .00
ACCUM DEP 1419.57
REM BOOK BASIS 561.21
DEP BASIS 1980.78
LAST POSTING DATE 06/30/25
SALE AMOUNT .00
RETIRED DATE

DISTRIBUTION INFORMATION

FUNCTION		ACTIVITY		DEP ORGN	ACCOUNT	PCT
2000	SUPPORT SERVICES	2200	SUPPORT SERVICES - INSTR STAFF			1.00

0000004659 CHARGE CART
-000 MFR EW CHROMECART
MODEL 30 USER
S/N 69316
INVENTORY DATE 04/21/24
CONDITION STATUS
NEXT SCHEDULED MAINTENANCE
COMMENTS: 30 REV
INVOICE # 18-00343910

Disp of FA Attached

CLS M CAT 16 LOC 703 FUND TYPE G DPT 2200 GRT
FUNDING 2281 CAPITAL ASSET Y
VENDOR HOWARD
PO 18004456 UNITS 1
CHECK 208355 UN CST 2356.20
ACQUIRE 06/04/18 COST 2356.20
INS CO
INS VAL 0.00
TECH ROOM
BUD UNIT/ACCT # 22811920003014006734O

EST LIFE 10 DEP LIFE 10
DEP Y POST DP N DEP METH SL
SALVAGE VALU .00
ACCUM DEP 1668.97
REM BOOK BASIS 687.23
DEP BASIS 2356.20
LAST POSTING DATE 06/30/25
SALE AMOUNT .00
RETIRED DATE

DISTRIBUTION INFORMATION

FUNCTION		ACTIVITY		DEP ORGN	ACCOUNT	PCT
2000	SUPPORT SERVICES	2200	SUPPORT SERVICES - INSTR STAFF			1.00

Disposal of Fixed Assets (0000004659) -

BHSE Mac04
4938

DISPOSAL OF FIXED ASSETS

BUILDING: Batesville High School (703)

ROOM NUMBER: 541 (EAST) → #changed to 502 in '25-'26

ASSET ID NUMBER: 0000004938

SERIAL NUMBER: C02YQ3GBJWDW

ITEM DESCRIPTION: 21.5" Apple iMac (EAST Mac 04)

CHECK NUMBER (if known): 216242 COST (if known): 1428.90

DATE OF PURCHASE (if known): 5-20-20

DISPOSAL DATE: 2-23-26

REASON FOR DISPOSAL: Check one

1) Discarded X Reason: The computer will not turn on anymore.
2) Destroyed _____ Reason: _____
3) Sold _____
4) Donated _____
5) Other (explain) _____

2-23-26 Lori L. Campbell

Date Staff Signature

3-4-26 V. Bar

Date Supervisor Signature

Please complete, sign and return to BSD Central office – Attn: Laura Palese

For Central Office Use only:

BATESVILLE SCHOOL DISTRICT NO. 1
FIXED ASSETS LISTING

SELECTION CRITERIA: (((assets.loccode MATCHES "*703-541*")) AND (assets.retdate IS NULL))

SORTED BY: assets.tagno,assets.improvement_num

ASSET ID DESCRIPTIVE INFORMATION | ACQUISITION INFORMATION | DEPRECIATION INFORMATION

0000004881 I PAD
-000 MFR APPLE
MODEL PRO 11 WIFI
S/N DMPZ4CNUKD6L
INVENTORY DATE 12/17/24
CONDITION STATUS
NEXT SCHEDULED MAINTENANCE
COMMENTS:

INVOICE # W521094740

CLS M CAT 27 LOC 703-541 FUND TYPE G DPT 2300 GRT
FUNDING 6501 CAPITAL ASSET Y
VENDOR MASTERCARD
PO 20001327 UNITS 1
CHECK 213649 UN CST 1033.56
ACQUIRE 09/11/19 COST 1033.56
INS CO
INS VAL 0.00

BUD UNIT/ACCT # 650123240000067340

EST LIFE 5 DEP LIFE 5
DEP N POST DP N DEP METH SL
SALVAGE VALU .00
ACCUM DEP 1033.56
REM BOOK BASIS .00
DEP BASIS 1033.56
LAST POSTING DATE 06/30/25
SALE AMOUNT .00
RETIRED DATE

DISTRIBUTION INFORMATION

FUNCTION		ACTIVITY		DEP ORGN	ACCOUNT	PCT
2000	SUPPORT SERVICES	2300	SUPPORT SERVICES - GEN ADMIN			1.00

0000004937 COMPUTER
-000 MFR APPLE
MODEL IMAC
S/N C02ZMORPJWDW
INVENTORY DATE 04/30/25
CONDITION STATUS
NEXT SCHEDULED MAINTENANCE
COMMENTS: 21.5

INVOICE # W952441052

CLS M CAT 27 LOC 703-541 FUND TYPE G DPT 2200 GRT
FUNDING 6784 CAPITAL ASSET Y
VENDOR SECURITY BANK CARD CENTER
PO 20002663 UNITS 1
CHECK 216242 UN CST 1428.90
ACQUIRE 05/20/20 COST 1428.90
INS CO
INS VAL 0.00

BUD UNIT/ACCT # 678422300050000067340

EST LIFE 8 DEP LIFE 8
DEP Y POST DP N DEP METH SL
SALVAGE VALU .00
ACCUM DEP 907.93
REM BOOK BASIS 520.97
DEP BASIS 1428.90
LAST POSTING DATE 06/30/25
SALE AMOUNT .00
RETIRED DATE

DISTRIBUTION INFORMATION

FUNCTION		ACTIVITY		DEP ORGN	ACCOUNT	PCT
2000	SUPPORT SERVICES	2200	SUPPORT SERVICES - INSTR STAFF			1.00

0000004938 COMPUTER
-000 MFR APPLE
MODEL IMAC
S/N C02YQ3GBJWDW
INVENTORY DATE 04/30/25
CONDITION STATUS
NEXT SCHEDULED MAINTENANCE
COMMENTS: 21.5

INVOICE # W952441052

CLS M CAT 27 LOC 703-541 FUND TYPE G DPT 2200 GRT
FUNDING 6784 CAPITAL ASSET Y
VENDOR SECURITY BANK CARD CENTER
PO 20004096 UNITS 1
CHECK 216242 UN CST 1428.90
ACQUIRE 05/20/20 COST 1428.90
INS CO
INS VAL 0.00

BUD UNIT/ACCT # 678422300050000067340

EST LIFE 8 DEP LIFE 8
DEP Y POST DP N DEP METH SL
SALVAGE VALU .00
ACCUM DEP 907.93
REM BOOK BASIS 520.97
DEP BASIS 1428.90
LAST POSTING DATE 06/30/25
SALE AMOUNT .00
RETIRED DATE

DISTRIBUTION INFORMATION

FUNCTION		ACTIVITY		DEP ORGN	ACCOUNT	PCT
2000	SUPPORT SERVICES	2200	SUPPORT SERVICES - INSTR STAFF			1.00

has died. Will have removal paperwork attached

DISPOSAL OF FIXED ASSETS FORM

Building and Room Number: DAC- SPED Room 244

ASSET ID NUMBER: 0000003139

SERIAL NUMBER: Monitor A10370

ITEM DESCRIPTION: Auto Focus Magnifier

CHECK NUMBER (if known): 147506 COST (if known): $2695.00

DATE OF PURCHASE (if known): 1/2/2007

DISPOSAL DATE: 1-13-2026

REASON FOR DISPOSAL:

1) Discarded_____ Reason:_____

2) Destroyed_____ Reason:_____

3) Sold_____

4) Donated_____

5) Other (explain) Obsolete

1/13/2026 Kayla Johnson

Date Staff Signature

1/13/2026 Kristi Cozad

Date Supervisor Signature

Please complete, sign and return to BSD DAC – Attn: Laura Palese

For DAC Use only:
Date entered:
Signature:

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
DATE: 12/22/2025
TIME: 10:36:36

BATESVILLE SCHOOL DISTRICT NO. 1
FIXED ASSETS LISTING

SELECTION CRITERIA: (((assets.loccode MATCHES "*008*")) AND (assets.retdate IS NULL))

SORTED BY: assets.tagno,assets.improvement_num

ASSET ID DESCRIPTIVE INFORMATION | ACQUISITION INFORMATION | DEPRECIATION INFORMATION

0000002994 POST HOLE DIGGER
-000 MFR DANUSER
MODEL 15003
S/N 79462
INVENTORY DATE 03/09/24
CONDITION STATUS
NEXT SCHEDULED MAINTENANCE
COMMENTS:

INVOICE # 9338

FUNDING 2000 CAPITAL ASSET Y
CLS M VENDOR WILLIAMS EQUIP
CAT 22 PO UNITS 1
LOC MAINT008 CHECK 142965 UN CST 2064.56
FUND TYPE G ACQUIRE 03/22/06 COST 2064.56
DPT 2600 INS CO
GRT INS VAL 0.00

BUD UNIT/ACCT # 2000262000000000

EST LIFE 15 DEP LIFE
DEP N POST DP N DEP METH
SALVAGE VALU .00
ACCUM DEP 2064.56
REM BOOK BASIS .00
DEP BASIS 2064.56
LAST POSTING DATE 06/30/14
SALE AMOUNT .00
RETIRED DATE

DISTRIBUTION INFORMATION
FUNCTION
2000 SUPPORT SERVICES

ACTIVITY
2600 OPER & MAIN OF PLANT SVC

DEP ORGN ACCOUNT PCT
200026200000000 67900 1.00

0000003139 AUTO FOCUS MAGNIFIER
-000 MFR
MODEL CLSC17
S/N MONITOR A10370
INVENTORY DATE 12/06/24
CONDITION STATUS
NEXT SCHEDULED MAINTENANCE
COMMENTS: CAMERA #139000CCTV
SPED 3RD RM STORAGE
INVOICE # 061213-5

FUNDING 6750 CAPITAL ASSET Y
CLS M VENDOR FTP ASSOCIATES
CAT 06 PO 28332 UNITS 1
LOC 008-C CHECK 147506 UN CST 2695.00
FUND TYPE G ACQUIRE 01/05/07 COST 2695.00
DPT 2200 INS CO
GRT INS VAL 0.00
WATER ST PINK ROOM
BUD UNIT/ACCT # 6750221100020000-67390

EST LIFE DEP LIFE
DEP N POST DP N DEP METH
SALVAGE VALU .00
ACCUM DEP 2695.00
REM BOOK BASIS .00
DEP BASIS 2695.00
LAST POSTING DATE 06/30/17
SALE AMOUNT .00
RETIRED DATE

DISTRIBUTION INFORMATION
FUNCTION
1000 INSTRUCTION

ACTIVITY
2200 SUPPORT SERVICES - INSTR STAFF

DEP ORGN ACCOUNT PCT
1.00

0000003323 REFRIGERATOR
-000 MFR SEARS
MODEL 25 CU. FT.
S/N SW5023768
INVENTORY DATE 02/20/25
CONDITION STATUS
NEXT SCHEDULED MAINTENANCE
COMMENTS: SUITE A KITCHEN

INVOICE # T240054

FUNDING 3001 CAPITAL ASSET Y
CLS M VENDOR SEARS
CAT 02 PO UNITS 1
LOC 008-13 CHECK 159521 UN CST 1621.34
FUND TYPE G ACQUIRE 01/22/09 COST 1621.34
DPT 2300 INS CO
GRT INS VAL 0.00

BUD UNIT/ACCT # 3002-2690-008-00000

EST LIFE 15 DEP LIFE
DEP N POST DP N DEP METH
SALVAGE VALU .00
ACCUM DEP 1621.34
REM BOOK BASIS .00
DEP BASIS 1621.34
LAST POSTING DATE 06/30/24
SALE AMOUNT .00
RETIRED DATE

DISTRIBUTION INFORMATION
FUNCTION
2000 SUPPORT SERVICES

ACTIVITY
2300 SUPPORT SERVICES - GEN ADMIN

DEP ORGN ACCOUNT PCT
300226900080000067390 1.00

DISPOSAL OF FIXED ASSETS

BUILDING: 008 DAC

ROOM NUMBER: _____

ASSET ID NUMBER: 0000005281

SERIAL NUMBER: N/A

ITEM DESCRIPTION: Filing Cabinet

CHECK NUMBER (if known): 229370 COST (if known): $1312.51

DATE OF PURCHASE (if known): 6/2022

DISPOSAL DATE: 6/2024

REASON FOR DISPOSAL: Check one

1) Discarded ✓ Reason: Broken during move
2) Destroyed . Reason: _____
3) Sold _____
4) Donated _____
5) Other (explain) _____

6-1-2024 Laura M Palese

Date Staff Signature

2/04/24

Date Supervisor Signature

Please complete, sign and return to BSD DAC office – Attn: Laura Palese

For DAC Office Use only:

BATESVILLE SCHOOL DISTRICT NO. 1
FIXED ASSETS LISTING

SELECTION CRITERIA: (((assets.loccode MATCHES "*008*")) AND (assets.retdate IS NULL))

SORTED BY: assets.tagno,assets.improvement_num

ASSET ID	DESCRIPTIVE INFORMATION		ACQUISITION INFORMATION			DEPRECIATION INFORMATION	
0000005278	SIGN		FUNDING 7000	CAPITAL ASSET Y		EST LIFE 10	DEP LIFE 10
-000	MFR CUPPLES	CLS M	VENDOR CITIZENS BANK			DEP Y POST DP N	DEP METH SL
	MODEL ELECTRONIC MESSAGE CENTER	CAT 06	PO	UNITS 1		SALVAGE VALU	.00
	S/N NONE	LOC 008 DAC	CHECK NONE	UN CST 63162.57		ACCUM DEP	20001.49
	INVENTORY DATE 12/15/23	FUND TYPE G	ACQUIRE 05/05/22	COST 63162.57		REM BOOK BASIS	43161.08
	CONDITION STATUS	DPT 2500	INS CO			DEP BASIS	63162.57
	NEXT SCHEDULED MAINTENANCE	GRT	INS VAL	0.00		LAST POSTING DATE	06/30/25
	COMMENTS: SIGN ON MYERS AND SOUTHER		BUD UNIT/ACCT #			SALE AMOUNT	.00
						RETIRED DATE	
	INVOICE # 37716						
	DISTRIBUTION INFORMATION						
	FUNCTION		ACTIVITY		DEP ORGN	ACCOUNT	PCT
	2000 SUPPORT SERVICES		2000 SUPPORT SERVICES				1.00
0000005281	FILE CABINET		FUNDING XXXXXXXX	CAPITAL ASSET Y		EST LIFE 5	DEP LIFE 5
-000	MFR NX-1 BRIGADE	CLS M	VENDOR QUILL CORP			DEP Y POST DP N	DEP METH SL
	MODEL 600 STORAGE	CAT 14	PO 22004021	UNITS 1		SALVAGE VALU	.00
	S/N	LOC 008 DAC	CHECK 229370	UN CST 1312.51		ACCUM DEP	809.38
	INVENTORY DATE 12/15/24	FUND TYPE G	ACQUIRE 06/06/22	COST 1312.51		REM BOOK BASIS	503.13
	CONDITION STATUS	DPT 2200	INS CO			DEP BASIS	1312.51
	NEXT SCHEDULED MAINTENANCE	GRT	INS VAL	0.00		LAST POSTING DATE	06/30/25
	COMMENTS: MCCORMICK		BUD UNIT/ACCT # 22232213000000000 67360			SALE AMOUNT	.00
						RETIRED DATE	
	INVOICE #						
	DISTRIBUTION INFORMATION						
	FUNCTION		ACTIVITY		DEP ORGN	ACCOUNT	PCT
	2000 SUPPORT SERVICES		2200 SUPPORT SERVICES - INSTR STAFF				1.00
0000005282	TELEVISION		FUNDING XXXXXXXX	CAPITAL ASSET Y		EST LIFE 5	DEP LIFE 5
-000	MFR PHILLIPS	CLS M	VENDOR QUILL CORP			DEP Y POST DP N	DEP METH SL
	MODEL 75 PRO	CAT 06	PO 22003967	UNITS 1		SALVAGE VALU	.00
	S/N	LOC 008-TECH	CHECK 229534	UN CST 2197.80		ACCUM DEP	1318.68
	INVENTORY DATE 01/14/25	FUND TYPE G	ACQUIRE 06/17/22	COST 2197.80		REM BOOK BASIS	879.12
	CONDITION STATUS	DPT 2200	INS CO			DEP BASIS	2197.80
	NEXT SCHEDULED MAINTENANCE	GRT	INS VAL	0.00		LAST POSTING DATE	06/30/25
	COMMENTS: TECH		BUD UNIT/ACCT # 22232213000000000 67360			SALE AMOUNT	.00
						RETIRED DATE	
	INVOICE # 04-2896127						
	DISTRIBUTION INFORMATION						
	FUNCTION		ACTIVITY		DEP ORGN	ACCOUNT	PCT
	2000 SUPPORT SERVICES		2200 SUPPORT SERVICES - INSTR STAFF				1.00

DISPOSAL OF FIXED ASSETS

BUILDING: 008 DAC

ROOM NUMBER: McCormick

ASSET NUMBER: 000000 44916 ID

SERIAL NUMBER: HWPLYF2

ITEM DESCRIPTION: Dell Computer

CHECK NUMBER (if known): 203703 COST (if known): 1235 72

DATE OF PURCHASE (if known): 5/31/2017

DISPOSAL DATE: 4-1-2026

REASON FOR DISPOSAL: Check one

1) Discarded ✓ Reason: Not used Turned in to Tech
2) Destroyed _____ Reason: _____
3) Sold _____
4) Donated _____
5) Other (explain) _____

4-1-2026 Laura Palese

Date Staff Signature

02/04/26

Date Supervisor Signature

Please complete, sign and return to BSD DAC office – Attn: Laura Palese

For DAC Office Use only:

SELECTION CRITERIA: (((assets.loccode MATCHES "*008*")) AND (assets.retdate IS NULL))

SORTED BY: assets.tagno,assets.improvement_num

ASSET ID	DESCRIPTIVE INFORMATION	ACQUISITION INFORMATION	DEPRECIATION INFORMATION
0000004496	COMPUTER	FUNDING 2000 CAPITAL ASSET Y	EST LIFE 5 DEP LIFE
-000	MFR DELL	CLS M VENDOR WRS	DEP N POST DP N DEP METH
	MODEL LATITUDE 5480	CAT 27 PO 17004590 UNITS 1	SALVAGE VALU .00
	S/N HWPLYF2	LOC 008 DAC CHECK 203703 UN CST 1235.72	ACCUM DEP 1235.72
	INVENTORY DATE 01/17/25	FUND TYPE G ACQUIRE 05/31/17 COST 1235.72	REM BOOK BASIS .00
	CONDITION STATUS	DPT 2500 INS CO	DEP BASIS 1235.72
	NEXT SCHEDULED MAINTENANCE	GRT INS VAL 0.00	LAST POSTING DATE 06/30/22
	COMMENTS: ~~WANG~~		SALE AMOUNT .00
		BUD UNIT/ACCT # 200025800000000067340	RETIRED DATE
	INVOICE # 12229		
	DISTRIBUTION INFORMATION		
	FUNCTION	ACTIVITY DEP ORGN ACCOUNT PCT	
	2000 SUPPORT SERVICES	2500 SUPPORT SERVICES - BUSINESS	1.00
0000004517	LAPTOP	FUNDING 2000 CAPITAL ASSET Y	EST LIFE 5 DEP LIFE
-000	MFR DELL	CLS M VENDOR WRS	DEP N POST DP N DEP METH
	MODEL DELL	CAT 03 PO 18000468 UNITS 1	SALVAGE VALU .00
	S/N 6NSVKJ2	LOC 008-TECH CHECK 204639 UN CST 1058.79	ACCUM DEP 1058.79
	INVENTORY DATE 01/17/25	FUND TYPE G ACQUIRE 08/17/17 COST 1058.79	REM BOOK BASIS .00
	CONDITION STATUS	DPT 2200 INS CO	DEP BASIS 1058.79
	NEXT SCHEDULED MAINTENANCE	GRT INS VAL 0.00	LAST POSTING DATE 06/30/23
	COMMENTS: TECH		SALE AMOUNT .00
		BUD UNIT/ACCT # 200022970050000067340	RETIRED DATE
	INVOICE # 13290		
	DISTRIBUTION INFORMATION		
	FUNCTION	ACTIVITY DEP ORGN ACCOUNT PCT	
	2000 SUPPORT SERVICES	2200 SUPPORT SERVICES - INSTR STAFF	1.00
0000004540	CHARGE CART	FUNDING 2000 CAPITAL ASSET Y	EST LIFE 10 DEP LIFE 10
-000	MFR EARTHWALK	CLS M VENDOR HOWARD TECHNOLOGY	DEP Y POST DP N DEP METH SL
	MODEL EW 30.0	CAT 03 PO 18002005 UNITS 1	SALVAGE VALU .00
	S/N 76793	LOC 008-TECH CHECK 206043 UN CST 2462.98	ACCUM DEP 1867.77
	INVENTORY DATE 04/05/25	FUND TYPE G ACQUIRE 12/05/17 COST 2462.98	REM BOOK BASIS 595.21
	CONDITION STATUS	DPT 1100 INS CO	DEP BASIS 2462.98
	NEXT SCHEDULED MAINTENANCE	GRT INS VAL 0.00	LAST POSTING DATE 06/30/25
	COMMENTS: 702		SALE AMOUNT .00
		BUD UNIT/ACCT # 200011200030000067340	RETIRED DATE
	INVOICE # 17-00804758		
	DISTRIBUTION INFORMATION		
	FUNCTION	ACTIVITY DEP ORGN ACCOUNT PCT	
	1000 INSTRUCTION	1100 REGULAR PROGRAMS/ELEM-SEC	1.00

DISPOSAL OF FIXED ASSETS

BUILDING: TRANSPORTATION DEPT.

ROOM NUMBER: _____

ASSET ID NUMBER: 0000003017-000

SERIAL NUMBER: MODLEL K800

ITEM DESCRIPTION: FUEL TANK/PUMP

CHECK NUMBER (if known): 139667 COST (if known): 5552.30

DATE OF PURCHASE (if known): 09/12/05

DISPOSAL DATE: 7/2025

REASON FOR DISPOSAL: Check one

1) Discarded X Reason: NEW TANK AND PUMP
2) Destroyed _____ Reason: _____
3) Sold _____
4) Donated _____
5) Other (explain) _____

01/06/26 BOBBY BURBA

Date Staff Signature

1-8-26

Date Supervisor Signature

Please complete, sign and return to BSD Central office – Attn: Laura Palese

For Central Office Use only:

SELECTION CRITERIA: (((assets.loccode MATCHES "*TRANSP*")) AND (assets.retdate IS NULL))

SORTED BY: assets.tagno,assets.improvement_num

ASSET ID DESCRIPTIVE INFORMATION — ACQUISITION INFORMATION — DEPRECIATION INFORMATION

0000002486 2003 BLUEBIRD BUS #29
-000 MFR BLUEBIRD
MODEL 2003
S/N 1GBL7T1C12J518378
INVENTORY DATE 03/15/24
CONDITION STATUS
NEXT SCHEDULED MAINTENANCE
COMMENTS: SPECIAL ED BUS
INVOICE #

FUNDING 6700 CAPITAL ASSET Y
CLS M VENDOR
CAT 25 PO UNITS 1
LOC TRANSP CHECK UN CST 57770.00
FUND TYPE G ACQUIRE 09/23/02 COST 57770.00
DPT 2700 INS CO
GRT INS VAL 0.00
20 PASSENGER
BUD UNIT/ACCT #

EST LIFE DEP LIFE
DEP N POST DP N DEP METH
SALVAGE VALU .00
ACCUM DEP 57770.00
REM BOOK BASIS .00
DEP BASIS 57770.00
LAST POSTING DATE 06/30/11
SALE AMOUNT .00
RETIRED DATE

DISTRIBUTION INFORMATION

FUNCTION		ACTIVITY		DEP ORGN	ACCOUNT	PCT
5000	OTHER USES	2700	STUDENT TRANSPORTATION SVC	67002700	0000000067900	1.00

0000002771 HEATER
-000 MFR DAYTON
MODEL INFRARED
S/N 040614 000010A
INVENTORY DATE 01/26/25
CONDITION STATUS
NEXT SCHEDULED MAINTENANCE
COMMENTS: LOC SHOP / INFRARED
7 TOTAL
INVOICE # 2907

FUNDING 2000 CAPITAL ASSET Y
CLS M VENDOR GRAINGER
CAT 22 PO RICHARD UNITS 1
LOC TRANSP CHECK 134748 UN CST 1620.17
FUND TYPE G ACQUIRE 12/03/04 COST 1620.17
DPT 2600 INS CO
GRT INS VAL 0.00
MOUNTED ON CEILING
BUD UNIT/ACCT #

EST LIFE DEP LIFE
DEP N POST DP N DEP METH
SALVAGE VALU .00
ACCUM DEP 1620.17
REM BOOK BASIS .00
DEP BASIS 1620.17
LAST POSTING DATE 06/30/20
SALE AMOUNT .00
RETIRED DATE

DISTRIBUTION INFORMATION

FUNCTION		ACTIVITY		DEP ORGN	ACCOUNT	PCT
2000	SUPPORT SERVICES	2600	OPER & MAIN OF PLANT SVC	20002620	0000000067900	1.00

0000003017 FUEL TANK/PUMP
-000 MFR PETRO VEND
MODEL K800
S/N NONE
INVENTORY DATE 03/15/25
CONDITION STATUS
NEXT SCHEDULED MAINTENANCE
COMMENTS: TANK IS UNDERGROUND
INVOICE # Q0509-8050-A

FUNDING 3001 CAPITAL ASSET Y
CLS M VENDOR SOUTHERN
CAT 22 PO UNITS 1
LOC TRANSP CHECK 139667 UN CST 5552.30
FUND TYPE G ACQUIRE 09/12/05 COST 5552.30
DPT 2700 INS CO
GRT INS VAL 0.00
BUD UNIT/ACCT #

EST LIFE DEP LIFE 20
DEP Y POST DP N DEP METH SL
SALVAGE VALU .00
ACCUM DEP 5506.13
REM BOOK BASIS 46.17
DEP BASIS 5552.30
LAST POSTING DATE 06/30/25
SALE AMOUNT .00
RETIRED DATE

DISTRIBUTION INFORMATION

FUNCTION		ACTIVITY		DEP ORGN	ACCOUNT	PCT
2000	SUPPORT SERVICES	2700	STUDENT TRANSPORTATION SVC	30012620	0000000067900	1.00

DISPOSAL OF FIXED ASSETS

BUILDING: TRANSPORTATION

ROOM NUMBER: _____

ASSET ID NUMBER: 0000003050-000

SERIAL NUMBER: MODLE JIN-EQ

ITEM DESCRIPTION: TANK UNDER GROUND

CHECK NUMBER (if known): 144316 COST (if known): 46438.64

DATE OF PURCHASE (if known): 06/26/2006

DISPOSAL DATE: 07/2025

REASON FOR DISPOSAL: Check one

1) Discarded X Reason: NEW TANK AND PUMP
2) Destroyed _____ Reason: _____
3) Sold _____
4) Donated _____
5) Other (explain) _____

01/06/2025 — Date

BOBBY BURBA — Staff Signature

1-8-26 — Date

Kyle — Supervisor Signature

Please complete, sign and return to BSD Central office – Attn: Laura Palese

For Central Office Use only:

SELECTION CRITERIA: (((assets.loccode MATCHES "*TRANSP*")) AND (assets.retdate IS NULL))

SORTED BY: assets.tagno,assets.improvement_num

ASSET ID DESCRIPTIVE INFORMATION — ACQUISITION INFORMATION — DEPRECIATION INFORMATION

0000003050 FUEL TANK
-000 MFR THE SOUTHERN CO
MODEL JIN-EQ
S/N NONE
INVENTORY DATE 03/15/24
CONDITION STATUS
NEXT SCHEDULED MAINTENANCE
COMMENTS: 12,000 ACT100 U/G TANK
INVOICE # 6002331

CLS M | CAT 22 | LOC TRANSP | FUND TYPE G | DPT 4300 | GRT
FUNDING 3000 CAPITAL ASSET Y
VENDOR THE SOUTHERN CO-5272
PO UNITS 1
CHECK 144316 UN CST 46438.64
ACQUIRE 06/23/06 COST 46438.64
INS CO
INS VAL 0.00
TANK IS UNDERGROUND
BUD UNIT/ACCT # 300043000000000067900

EST LIFE DEP LIFE 20
DEP Y POST DP N DEP METH SL
SALVAGE VALU .00
ACCUM DEP 44116.67
REM BOOK BASIS 2321.97
DEP BASIS 46438.64
LAST POSTING DATE 06/30/25
SALE AMOUNT .00
RETIRED DATE

DISTRIBUTION INFORMATION

FUNCTION		ACTIVITY		DEP ORGN	ACCOUNT	PCT
4000	FACILITIES ACQ/CONSTRUCTION	4300	ARCHITECTURE/ENGINEERING			1.00

0000003264 1992 INT'L TRUCK #89
-000 MFR INTERNATIONAL
MODEL 1992
S/N 1HTSCPEM5NH432101
INVENTORY DATE 01/26/25
CONDITION STATUS
NEXT SCHEDULED MAINTENANCE
COMMENTS: DONATED 11/2005 2TON
INVOICE #

CLS M | CAT 25 | LOC TRANSP | FUND TYPE G | DPT 2600 | GRT DONATION
FUNDING 7000 CAPITAL ASSET Y
VENDOR CITIZENS BANK
PO DONATION UNITS 1
CHECK DONATION UN CST 5000.00
ACQUIRE 11/28/05 COST 5000.00
INS CO
INS VAL 0.00
ATTACHED WITH #2348 HOIST
BUD UNIT/ACCT #

EST LIFE 10 DEP LIFE
DEP N POST DP N DEP METH
SALVAGE VALU .00
ACCUM DEP 5000.00
REM BOOK BASIS .00
DEP BASIS 5000.00
LAST POSTING DATE 06/30/16
SALE AMOUNT .00
RETIRED DATE

DISTRIBUTION INFORMATION

FUNCTION		ACTIVITY		DEP ORGN	ACCOUNT	PCT
2000	SUPPORT SERVICES	2600	OPER & MAIN OF PLANT SVC	200026200000000067320		1.00

0000003266 2002 THOMAS BUS #32
-000 MFR THOMAS
MODEL 2002
S/N 1T88U3B1721107556
INVENTORY DATE 01/15/25
CONDITION STATUS
NEXT SCHEDULED MAINTENANCE
COMMENTS: BUS #32 MOBILE ZLIBRARY
INVOICE #

CLS M | CAT 25 | LOC TRANSP | FUND TYPE G | DPT 2700 | GRT
FUNDING 5000 CAPITAL ASSET Y
VENDOR NATIONAL BUS SALES
PO 17212 UNITS 1
CHECK 123544 UN CST 54150.00
ACQUIRE 08/08/03 COST 54150.00
INS CO
INS VAL 0.00
BUD UNIT/ACCT # 500027200000000067320

EST LIFE 10 DEP LIFE
DEP N POST DP N DEP METH
SALVAGE VALU .00
ACCUM DEP 54150.00
REM BOOK BASIS .00
DEP BASIS 54150.00
LAST POSTING DATE 06/30/14
SALE AMOUNT .00
RETIRED DATE

DISTRIBUTION INFORMATION

FUNCTION		ACTIVITY		DEP ORGN	ACCOUNT	PCT
2000	SUPPORT SERVICES	2700	STUDENT TRANSPORTATION SVC	500027200000000067320		1.00

DISPOSAL OF FIXED ASSETS

BUILDING: TRANSPORTATION

ROOM NUMBER: _____

ASSET ID NUMBER: 0000004751-000

SERIAL NUMBER: 181058hd0312

ITEM DESCRIPTION: CAMERA PRO VISION

CHECK NUMBER (if known): 210180 COST (if known): 2115.53

DATE OF PURCHASE (if known): 11/2/2018

DISPOSAL DATE: 11/25

REASON FOR DISPOSAL: Check one

1) Discarded x Reason: QUIT WORKING
2) Destroyed _____ Reason: _____
3) Sold _____
4) Donated _____
5) Other (explain) _____

1/8/2025 — Date

BOBBY BURBA — Staff Signature

1-8-26 — Date

Supervisor Signature

Please complete, sign and return to BSD Central office – Attn: Laura Palese

For Central Office Use only:

BATESVILLE SCHOOL DISTRICT NO. 1
FIXED ASSETS LISTING

SELECTION CRITERIA: (((assets.loccode MATCHES "*TRANSP*")) AND (assets.retdate IS NULL))

SORTED BY: assets.tagno,assets.improvement_num

ASSET ID	DESCRIPTIVE INFORMATION	ACQUISITION INFORMATION	DEPRECIATION INFORMATION
0000004751	CAMERA	FUNDING 3000 CAPITAL ASSET Y	EST LIFE 8 DEP LIFE 8
-000	MFR PRO VISION	CLS M VENDOR PROVISION INC	DEP Y POST DP N DEP METH SL
	MODEL 1080P	CAT 06 PO 19002396 UNITS 1	SALVAGE VALU .00
	S/N 181058HD0312	LOC TRANSP CHECK 210180 UN CST 2115.53	ACCUM DEP 1762.93
	INVENTORY DATE 01/26/25	FUND TYPE G ACQUIRE 11/02/18 COST 2115.53	REM BOOK BASIS 352.60
	CONDITION STATUS	DPT 2700 INS CO	DEP BASIS 2115.53
	NEXT SCHEDULED MAINTENANCE	GRT INS VAL 0.00	LAST POSTING DATE 06/30/25
	COMMENTS: SHOP	BUD UNIT/ACCT # 3000276000000000 66100	SALE AMOUNT .00
	INVOICE # 6179		RETIRED DATE

DISTRIBUTION INFORMATION

FUNCTION		ACTIVITY		DEP ORGN	ACCOUNT	PCT
2000	SUPPORT SERVICES	2700	STUDENT TRANSPORTATION SVC			1.00

ASSET ID	DESCRIPTIVE INFORMATION	ACQUISITION INFORMATION	DEPRECIATION INFORMATION
0000004752	CAMERA	FUNDING 3000 CAPITAL ASSET Y	EST LIFE 8 DEP LIFE 8
-000	MFR PRO VISION	CLS M VENDOR PROVISION INC	DEP Y POST DP N DEP METH SL
	MODEL 1080P	CAT 06 PO 19002396 UNITS 1	SALVAGE VALU .00
	S/N 181058HD0331	LOC TRANSP CHECK 210180 UN CST 2115.53	ACCUM DEP 1762.93
	INVENTORY DATE 01/26/25	FUND TYPE G ACQUIRE 11/02/18 COST 2115.53	REM BOOK BASIS 352.60
	CONDITION STATUS	DPT 2700 INS CO	DEP BASIS 2115.53
	NEXT SCHEDULED MAINTENANCE	GRT INS VAL 0.00	LAST POSTING DATE 06/30/25
	COMMENTS: ATTACHED TO BUS #76	256 GB SYSTEM	SALE AMOUNT .00
	INVOICE # 6179	BUD UNIT/ACCT # 3000276000000000 66100	RETIRED DATE

DISTRIBUTION INFORMATION

FUNCTION		ACTIVITY		DEP ORGN	ACCOUNT	PCT
2000	SUPPORT SERVICES	2700	STUDENT TRANSPORTATION SVC			1.00

ASSET ID	DESCRIPTIVE INFORMATION	ACQUISITION INFORMATION	DEPRECIATION INFORMATION
0000004753	CAMERA	FUNDING 3000 CAPITAL ASSET Y	EST LIFE 8 DEP LIFE 8
-000	MFR PRO VISION	CLS M VENDOR PROVISION INC	DEP Y POST DP N DEP METH SL
	MODEL 1080P	CAT 06 PO 19002396 UNITS 1	SALVAGE VALU .00
	S/N 181058HD0348	LOC TRANSP CHECK 210180 UN CST 2115.53	ACCUM DEP 1762.93
	INVENTORY DATE 03/12/24	FUND TYPE G ACQUIRE 11/02/18 COST 2115.53	REM BOOK BASIS 352.60
	CONDITION STATUS	DPT 2700 INS CO	DEP BASIS 2115.53
	NEXT SCHEDULED MAINTENANCE	GRT INS VAL 0.00	LAST POSTING DATE 06/30/25
	COMMENTS: SHOP	BUD UNIT/ACCT # 3000276000000000 66100	SALE AMOUNT .00
	INVOICE # 6179		RETIRED DATE

DISTRIBUTION INFORMATION

FUNCTION		ACTIVITY		DEP ORGN	ACCOUNT	PCT
2000	SUPPORT SERVICES	2700	STUDENT TRANSPORTATION SVC			1.00

DISPOSAL OF FIXED ASSETS

BUILDING: TRANSPORTATION

ROOM NUMBER: _____

ASSET ID NUMBER: 000000-4760-000

SERIAL NUMBER: 181058HD0298

ITEM DESCRIPTION: CAMERA PRO VISION

CHECK NUMBER (if known): 210180 COST (if known): 2115.53

DATE OF PURCHASE (if known): 11/2/2018

DISPOSAL DATE: 11/25

REASON FOR DISPOSAL: Check one

1) Discarded X Reason: quit working
2) Destroyed _____ Reason: _____
3) Sold _____
4) Donated _____
5) Other (explain) _____

1/8/2026 — Date

BOBBY BURBA — Staff Signature

1-8-26 — Date

Supervisor Signature

Please complete, sign and return to BSD Central office – Attn: Laura Palese

For Central Office Use only:

DISPOSAL OF FIXED ASSETS

BUILDING: TRANSPORTATION

ROOM NUMBER: _____

ASSET NUMBER: 000000-4761 ID NUMBER:

SERIAL 181058HD0298

ITEM DESCRIPTION: ~~CAMERA PRO LINK~~

CHECK NUMBER (if known): 210180 COST (if known): 21115.53

DATE OF PURCHASE (if known): 11/02/2018

DISPOSAL DATE: 11-2025

REASON FOR DISPOSAL: Check one

1) Discarded X Reason: QUIT WORKING
2) Destroyed _____ Reason: _____
3) Sold _____
4) Donated _____
5) Other (explain) _____

1/8/2026 — Date

BOBBY BURBA — Staff Signature

1-8-26 — Date

Supervisor Signature

Please complete, sign and return to BSD Central office – Attn: Laura Palese

For Central Office Use only:

SELECTION CRITERIA: (((assets.loccode MATCHES "*TRANSP*")) AND (assets.retdate IS NULL))

SORTED BY: assets.tagno,assets.improvement_num

ASSET ID	DESCRIPTIVE INFORMATION	ACQUISITION INFORMATION	DEPRECIATION INFORMATION
0000004760	CAMERA	FUNDING 3000 CAPITAL ASSET Y	EST LIFE 8 DEP LIFE 8
-000	MFR PRO VISION	CLS M VENDOR PROVISION INC	DEP Y POST DP N DEP METH SL
	MODEL 1080P	CAT 06 PO 19002396 UNITS 1	SALVAGE VALU .00
	S/N 181058HD0298	LOC TRANSP CHECK 210180 UN CST 2115.53	ACCUM DEP 1762.93
	INVENTORY DATE 03/15/25	FUND TYPE G ACQUIRE 11/02/18 COST 2115.53	REM BOOK BASIS 352.60
	CONDITION STATUS	DPT 2700 INS CO	DEP BASIS 2115.53
	NEXT SCHEDULED MAINTENANCE	GRT INS VAL 0.00	LAST POSTING DATE 06/30/25
	COMMENTS: SHOP	256 GB SYSTEM	SALE AMOUNT .00
		BUD UNIT/ACCT # 3000276000000000 66100	RETIRED DATE
	INVOICE # 6179		
	DISTRIBUTION INFORMATION		
	FUNCTION	ACTIVITY DEP ORGN ACCOUNT PCT	
	2000 SUPPORT SERVICES	2700 STUDENT TRANSPORTATION SVC 1.00	
0000004761	CAMERA	FUNDING 3000 CAPITAL ASSET Y	EST LIFE 8 DEP LIFE 8
-000	MFR PRO VISION	CLS M VENDOR PROVISION INC	DEP Y POST DP N DEP METH SL
	MODEL 1080P	CAT 06 PO 19002396 UNITS 1	SALVAGE VALU .00
	S/N 181058HD0298	LOC TRANSP CHECK 210180 UN CST 2115.53	ACCUM DEP 1762.93
	INVENTORY DATE 01/26/25	FUND TYPE G ACQUIRE 11/02/18 COST 2115.53	REM BOOK BASIS 352.60
	CONDITION STATUS	DPT 2700 INS CO	DEP BASIS 2115.53
	NEXT SCHEDULED MAINTENANCE	GRT INS VAL 0.00	LAST POSTING DATE 06/30/25
	COMMENTS: ATTACHED TO BUS #[illegible]	256 GB SYSTEM	SALE AMOUNT .00
		BUD UNIT/ACCT # 3000276000000000 66100	RETIRED DATE
	INVOICE # 6179		
	DISTRIBUTION INFORMATION		
	FUNCTION	ACTIVITY DEP ORGN ACCOUNT PCT	
	2000 SUPPORT SERVICES	2700 STUDENT TRANSPORTATION SVC 1.00	
0000004762	CAMERA	FUNDING 3000 CAPITAL ASSET Y	EST LIFE 8 DEP LIFE 8
-000	MFR PRO VISION	CLS M VENDOR PROVISION INC	DEP Y POST DP N DEP METH SL
	MODEL 1080P	CAT 06 PO 19002396 UNITS 1	SALVAGE VALU .00
	S/N 181058HD0304	LOC TRANSP CHECK 210180 UN CST 2115.53	ACCUM DEP 1762.93
	INVENTORY DATE 03/15/24	FUND TYPE G ACQUIRE 11/02/18 COST 2115.53	REM BOOK BASIS 352.60
	CONDITION STATUS	DPT 2700 INS CO	DEP BASIS 2115.53
	NEXT SCHEDULED MAINTENANCE	GRT INS VAL 0.00	LAST POSTING DATE 06/30/25
	COMMENTS:	256 GB SYSTEM	SALE AMOUNT .00
		BUD UNIT/ACCT # 3000276000000000 66100	RETIRED DATE
	INVOICE # 6179		
	DISTRIBUTION INFORMATION		
	FUNCTION	ACTIVITY DEP ORGN ACCOUNT PCT	
	2000 SUPPORT SERVICES	2700 STUDENT TRANSPORTATION SVC 1.00	

Batesville Preschool

Mindy Shaw
Batesville Preschool Director
May 18, 2026

Batesville Preschool

- Launchpad Data 25/26
- Curriculum and Assessment Changes
- Students Learning and Growing

Pre-K RISE: Launchpad Data 25/26

BOY	Instructional Vocabulary	Phonological / Phonemic Awareness	Concepts of Print	Uppercase	Lowercase	Letter Sounds
Number of Students Assessed in District/Agency	125	125	125	125	125	125
Total Points for ALL Assessed Students	702	326	299	906	540	78
AND						
Average Score	5.6	2.6	2.3	7.2	4.3	6.2

EOY	Instructional Vocabulary	Phonological / Phonemic Awareness	Concepts of Print	Uppercase	Lowercase	Letter Sounds
Number of Students Assessed in District/Agency	114	114	114	114	114	114
Total Points for ALL Assessed Students	1010	1140	424	1536	1229	841
AND						
Average Score	8.8	10	3.7	13.4	10.7	7.3

CLASS: Assessment Pilot

- Comprehensive and Intensive Process
- Measures Interactions Between Children and Teachers
- Receiving $3,000 for maintaining CLASS Reliability on National Testing

CHAMPION

Questions?

Batesville Pioneers

District Student Performance Report

May 18, 2026

Prelim. ATLAS Summative Performance Grades 3-5

ATLAS Summative ELA

Grades Tested: **3, 4, 5**

Tests Taken: **613** Date Last Taken: **05/05/2026**

Percent	**27%**	**34%**	**24%**	**15%**
Count	164	210	149	90

ATLAS Summative Mathematics

Grades Tested: **3, 4, 5**

Tests Taken: **620** Date Last Taken: **05/08/2026**

Percent	**23%**	**26%**	**28%**	**23%**
Count	141	164	173	142

ATLAS Summative Science

Grades Tested: **3, 4, 5**

Tests Taken: **620** Date Last Taken: **05/11/2026**

Percent	**25%**	**31%**	**23%**	**21%**
Count	154	191	144	131

Prelim. ATLAS Summative Comparison Grades 3-5

	Student Performance ATLAS ELA - Grades 3, 4, & 5			
	L1	L2	L3	L4
2025	32.00%	34.00%	22.00%	12.00%
2026	27.00%	34.00%	24.00%	15.00%

	Student Performance ATLAS Math - Grades 3, 4, & 5			
	L1	L2	L3	L4
2025	30.00%	27.00%	26.00%	16.00%
2026	23.00%	26.00%	28.00%	23.00%

	Student Performance ATLAS Science - Grades 3, 4, & 5			
	L1	L2	L3	L4
2025	32.00%	30.00%	23.00%	14.00%
2026	25.00%	31.00%	23.00%	21.00%

Prelim. ATLAS Summative Performance Grades 6-8

ATLAS Summative ELA

Grades Tested: **6, 7, 8**

Tests Taken: **648** Date Last Taken: **05/05/2026**

Percent	**26%**	**37%**	**28%**	**9%**
Count	168	238	183	59

ATLAS Summative Mathematics

Grades Tested: **6, 7, 8**

Tests Taken: **605** Date Last Taken: **05/07/2026**

Percent	**25%**	**35%**	**26%**	**15%**
Count	152	210	155	88

ATLAS Summative Science

Grades Tested: **6, 7, 8**

Tests Taken: **648** Date Last Taken: **05/06/2026**

Percent	**21%**	**32%**	**28%**	**19%**
Count	139	207	179	123

Prelim. ATLAS Summative Comparison Grades 6-8

	Student Performance ATLAS ELA - Grades 6, 7, & 8			
	L1	L2	L3	L4
2025	27.00%	41.00%	23.00%	8.00%
2026	26.00%	37.00%	28.00%	9.00%

	Student Performance ATLAS Math - Grades 6, 7, & 8			
	L1	L2	L3	L4
2025	30.00%	34.00%	22.00%	14.00%
2026	25.00%	35.00%	26.00%	15.00%

	Student Performance ATLAS Science - Grades 6, 7, & 8			
	L1	L2	L3	L4
2025	28.00%	35.00%	24.00%	13.00%
2026	21.00%	32.00%	28.00%	19.00%

Prelim. ATLAS Summative Performance Grades 9-10

ATLAS Summative ELA

Grades Tested: **9, 10**

Tests Taken: **459** Date Last Taken: **05/12/2026**

Percent	**25%**	**40%**	**25%**	**10%**
Count	114	184	117	44

ATLAS Summative Mathematics

Grades Tested: **ALG**

Tests Taken: **228** Date Last Taken: **05/11/2026**

Percent	**32%**	**29%**	**20%**	**19%**
Count	74	65	46	43

ATLAS Summative Science

Grades Tested: **BIO**

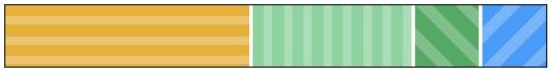
Tests Taken: **232** Date Last Taken: **05/04/2026**

Percent	**25%**	**34%**	**24%**	**17%**
Count	58	78	56	40

ATLAS Summative Mathematics

Grades Tested: **GEO**

Tests Taken: **237** Date Last Taken: **05/06/2026**



Percent	**46%**	**30%**	**12%**	**12%**
Count	109	70	29	29

Prelim. ATLAS Summative Comparison Grades 9-10, EOC

	Student Performance ATLAS ELA - Grades 9 & 10			
	L1	L2	L3	L4
2025	30.00%	42.00%	22.00%	6.00%
2026	25.00%	40.00%	25.00%	10.00%

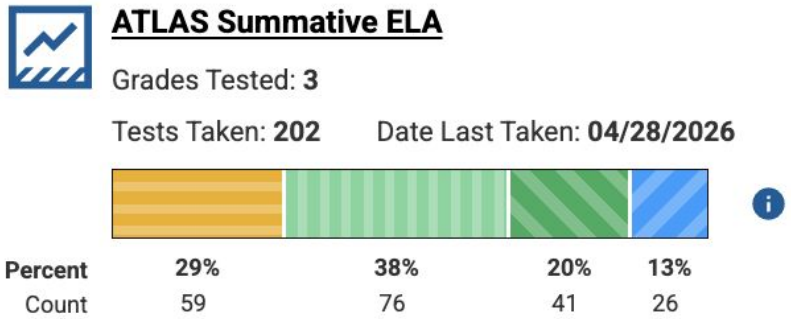
	Student Performance ATLAS Math - Alg I			
	L1	L2	L3	L4
2025	40.00%	25.00%	25.00%	11.00%
2026	32.00%	29.00%	20.00%	19.00%

	Student Performance ATLAS Science - Bio			
	L1	L2	L3	L4
2025	28.00%	38.00%	22.00%	12.00%
2026	25.00%	34.00%	24.00%	17.00%

	Student Performance ATLAS Math - Geo			
	L1	L2	L3	L4
2025	54.00%	23.00%	12.00%	12.00%
2026	46.00%	30.00%	12.00%	12.00%

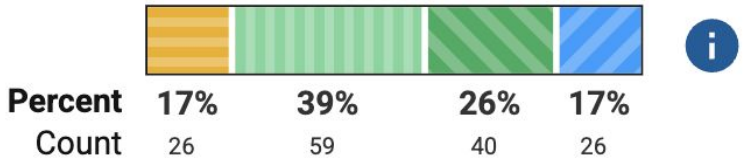
Progress Toward Reading Proficiency

- Good-cause exemptions
- Summer literacy tutoring

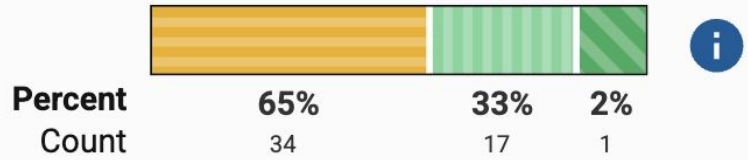


Progress Toward Reading Proficiency by EL Status

Non-English Learner
n=151



English Learner
n=52



Questions?

Lyon COLLEGE
Center for Transformative Teaching and Leadership

MEMORANDUM OF UNDERSTANDING

UNDERGRADUATE EDUCATOR PREPARATION PROGRAMS

The parties to this agreement, Lyon College and Batesville School District acting by and through the President of LYON COLLEGE, Batesville, Arkansas agree to the following conditions of mutual service:

1. GOAL

The goal of this partnership is to jointly provide authentic and meaningful field experience opportunities for pre-service teachers ranging from early classroom observations to a full-year teaching residency under a qualified mentor teacher.

2. IMPLEMENTATION

The implementation of an educator preparation field experience program will be a cooperative endeavor between the school district and Lyon College.

a. The field experience program will be constructed with the following definitions:
   i. **Observation program**: This includes experiences wherein a Lyon student is assigned to a school district classroom periodically to conduct focused observations related to Lyon College education coursework. Lyon students involved in the observation program are referred to as **observers.**
   ii. **Practicum program**: This includes experiences wherein a Lyon College student is assigned to participate actively with individuals, small groups and whole classes for two-three hours a week for a full semester under the supervision of a mentor teacher. Lyon students involved in the practicum program are referred to as **practicum students**.
   iii. **Residency Program**: This includes experiences wherein a Lyon College teacher candidate is assigned to a school district classroom for a student teaching experience across two semesters. Candidates in this program are referred to as **residents**. The onsite school district teacher(s) supervising the residents are referred to as **mentor teachers**. The college employees evaluating the student are referred to as **residency supervisors**.

3. MENTOR TEACHER SELECTION CRITERIA

In accordance with selection criteria adopted by the Arkansas Department of Education for the purpose of ensuring that mentor teachers assigned to residents have the requisite knowledge and experience, mentor teachers assigned to residents within the residence program must meet the following criteria:

a. Minimum of three (3) years of teaching experience
b. Standard Arkansas teaching license in the appropriate content area and grade level
c. Documented training in a DESE-approved coaching model
d. Evidence of an effective or higher evaluation in the last three years
e. Master/Lead designation preferred

f. Excludes practicing administrators
g. Mentors may not supervise more than two residents in any semester

4. General Provisions:

a. Placement of residents, practicum students, and observers will be determined by a representative of the Lyon College teacher education program and a district administrator or designee.
b. The mentor teacher(s) of residents and practicum students should be trained in the domains and criteria of the state's Teacher Excellence and Support System (TESS), must be deemed proficient by the district administrator or designee, and must have a record demonstrating positive student impact in the relevant subject area(s) and licensure level(s).
c. The mentor teacher shall not be assigned to support more than two residents concurrently.
d. The mentor teacher(s) of residents and practicum students will assign work, observe, supervise, keep records, and make necessary reports to the College.
e. Residency and practicum experiences will be supervised by Lyon College Teacher Education faculty or professional staff. The Residency Supervisor will evaluate resident performance a minimum of three (3) times during each semester. For practicum students, a Residency Supervisor will evaluate performance a minimum of two (2) times per semester.
f. Mentor teachers of residents will receive a copy of the Residency Handbook at the beginning of the placement.
g. The Residency Supervisor will confer with mentor teachers and residents during an orientation meeting.
h. The residency normally begins the first day that teachers report for duty in the new semester and ends on the last official day of class at Lyon College in that semester. Residents follow the school district's calendar throughout their experience.
i. Each student intern will operate at all times under the supervision of certified personnel of the particular school's faculty.
j. The mentor teacher will be asked to provide the College with a written evaluation of the performance of the student intern. The Residency Supervisor will be responsible for assigning the final grade for the internship experience.
k. Lyon College residents are expected to comply with all of the rules and regulations of the school district while serving in that district. The school district will provide each resident access to a copy of the applicable rules and regulations.
l. Residents who perform unsatisfactorily or are inappropriately assigned may have their placements discontinued or be transferred from the initial internship assignment upon recommendation of the school district administration and/or the Director of the Center for Transformative Teaching and Leadership at Lyon College.
m. The district will support the program's efforts to collect data on candidate and graduate performance, as appropriate and reasonable, for the purpose of maintaining state approval and Higher Learning Commission accreditation.

5. Specific Provisions:

a. It is further agreed that this shall be a continuing agreement not requiring annual renewal, but subject to cancellation on three months' notice given in writing by either party. Non-assignment of residents for a given semester or semesters is not to be interpreted as cancellation.

Signed:

3/9/2026	
Date	Executive Vice President and Provost, Lyon College
3/9/2026	
Date	Director, Center for Transformative Teaching & Leadership
Date	President, Board of Education
Date	Superintendent

Lyon COLLEGE
Center for Transformative Teaching and Leadership

MEMORANDUM OF UNDERSTANDING

MASTER OF ARTS IN TEACHING

The parties to this agreement, Lyon College and Batesville School District acting by and through the President of LYON COLLEGE, Batesville, Arkansas agree to the following conditions of mutual service:

1. GOAL

The goal of this partnership is to jointly provide authentic and meaningful field experience opportunities for pre-service teachers ranging from early classroom observations for a full-year teaching residency under a qualified mentor teacher.

2. IMPLEMENTATION

The implementation of an educator preparation field experience program will be a cooperative endeavor between the school district and Lyon College.

The residency program allows Lyon College teacher candidates to obtain a year-long field experience. Candidates in this program are referred to as **residents**. The onsite school district teacher(s) supervising the residents are referred to as **mentor teachers**. The college employees evaluating the student are referred to as **residency supervisors**. The residency will be constructed in one of two ways:

Pathway 1: Alternative Internship

In Pathway 1, teacher candidates may complete the internship requirement by teaching full-time in the subject area and grade level(s) for which they are seeking licensure. In order to follow this pathway, candidates must be eligible for and obtain a provisional teaching license from the Division of Elementary and Secondary Education, and then must be employed as teacher of record in an appropriate classroom. Candidates will be awarded 6 credit hours in each of two semesters for their full-time work in the classroom. Course assignments will be embedded in the field experience.

Pathway 2: Traditional Internship

In Pathway 2, teacher candidates who are not employed on a provisional license will be placed in a two-semester, half-day internship where they will complete the field experience requirements for the degree in conjunction with their coursework. Candidates will be awarded 6 credit hours in each of the two semesters, and course assignments will be embedded in the field experience.

3. MENTOR TEACHER SELECTION CRITERIA

In accordance with selection criteria adopted by the Arkansas Department of Education for the purpose of ensuring that mentor teachers assigned to residents have the requisite knowledge and

experience, mentor teachers assigned to residents within the residence program must meet the following criteria:

a. Minimum of three (3) years of teaching experience
b. Standard Arkansas teaching license in the appropriate content area and grade level
c. Documented training in a DESE-approved coaching model
d. Evidence of an effective or higher evaluation in the last three years
e. Master/Lead designation preferred
f. Excludes practicing administrators
g. Mentor teachers may not supervise more than two residents in any semester

4. General Provisions:

a. Placement of residents will be determined by a representative of the Lyon College teacher education program and a district administrator or designee.
b. The mentor teacher should be trained in the domains and criteria of the state's Teacher Excellence and Support System (TESS), must be deemed proficient by the district administrator or designee, and must have a record demonstrating positive student impact in the relevant subject area(s) and licensure level(s).
c. The mentor teacher shall not be assigned to support more than two residents concurrently.
d. The mentor teacher will assign work, observe, supervise, keep records, and make necessary reports to the College.
e. Residency experiences will be supervised by Lyon College Teacher Education faculty or professional staff. The Residency Supervisor will evaluate resident performance a minimum of three (3) times during each semester and will conduct walkthroughs as needed.
f. Mentor teachers will receive a copy of the Residency Handbook.
g. The Residency Supervisor will confer with mentor teachers and residents during an orientation meeting.
h. Residents are required to complete a minimum of 270 hours in semester one and 360 hours in semester two. Residents follow the school district's calendar throughout their experience.
i. Each resident in Pathway 2 will operate at all times under the supervision of certified personnel of the particular school's faculty.
j. The mentor teacher will provide a written evaluation of the resident's performance. The Residency Supervisor will be responsible for assigning the final grade for the residency experience.
k. Residents are expected to comply with all rules and regulations of the school district. The school district will provide access to a copy of the applicable rules and regulations.
l. Residents in Pathway 2 who perform unsatisfactorily or are inappropriately assigned may have their placements discontinued or be transferred from the initial internship assignment upon recommendation of the school district administration and/or the Director of the Center for Transformative Teaching and Leadership at Lyon College.
m. The district will support the program's efforts to collect data on candidate and graduate performance, as appropriate and reasonable, for the purpose of maintaining state approval and Higher Learning Commission accreditation.

5. Specific Provisions:

a. It is further agreed that this shall be a continuing agreement not requiring annual renewal, but subject to cancellation on three months' notice given in writing by either party. Non-assignment of residents for a given semester or semesters is not to be interpreted as cancellation.

Signed:

3/9/2026	
Date	Executive Vice President and Provost, Lyon College
3/9/2026	
Date	Director, Center for Transformative Teaching & Leadership
Date	President, Board of Education
Date	Superintendent

Batesville School District
STUDENTS FIRST

BOARD OF EDUCATION AGENDA ABSTRACT

Abstracts serve to provide background information regarding agenda items.

ACTION

Title: **Gizmos Renewal and Expansion**

DATE: **May 18, 2026**

RESPONSIBLE ADMINISTRATOR: **Rachel Horn, Director of Curriculum and Instruction**

BACKGROUND/CONSIDERATIONS:

The Batesville School District is committed to ensuring that all students have an excellent learning experience. Students' conceptual understanding is enhanced when students engage in real-world representations of scientific concepts. Gizmos from Explore Learning are interactive math and science labs and simulations for grades 3-12. Gizmos help students develop critical thinking and problem-solving skills by allowing them to visualize complex ideas, manipulate variables, and analyze data in real-time.

Although some Batesville campuses have utilized Gizmos in the past, all K-12 buildings have identified Gizmos as a supplemental resource needed to deepen and extend student learning. This tool will be renewed for existing schools and expanded to remaining schools from restricted funds to support and increase student achievement.

RECOMMENDATION:

The administration recommends that the Batesville School Board of Directors authorize the Batesville administration to renew and expand access to Gizmos from Explore Learning.

If the board agrees, the motion would read: ***move to renew and expand access to Gizmos from Explore Learning.***

ExploreLearning® | Learning A-Z™

For: Batesville School District
Presented to: Rachel Horn, Curriculum Director
By: Heather Kearney
Proposal Expiration: July 31, 2026

Quantity	Unit	Product	Months	Total
4	Bundle	Bundle: Science4Us + Elem + Secondary Gizmos 1-subject, district-wide license – Batesville Jr. High, Eagle Mountain Elem, Sulphur Rock Elem, and White River Academy	12	$9,412.20
1	Bundle	Bundle: S4U + Elem + Secondary Gizmos 1-subject, district-wide + Reflex – West Elementary	12	$5,261.85
1	Session	Included onsite training (up to 6 hours per day) for up to 25 participants.	12	Included
2	Webinars	Included webinar training for up to 40 participants.	12	Included
1	Credit	Eagle Mountain Elem School Gizmos + S4U (5 months credit due back)	6	-$1,247.92

Subtotal:	$14,444.42
Credit:	($1,247.92)
Total:	**$13,196.50**

RECEIVE AN ADDITIONAL 5% OFF YOUR MULTI-YEAR PURCHASE		
MULTIYEAR TERM	**PROMOTIONAL PRICE**	**SAVINGS OF**
5 YEARS =	**$61,749.90**	$10,472.20
3 YEARS =	**$37,049.94**	$6,283.32
2 YEARS =	**$26,072.18**	$2,816.66

This proposal presented on April 15, 2026 is made on behalf of LAZEL, Inc. (FEIN 27-1609020). As provided in the Company customer notice, attached and incorporated herein, as of October 15, 2025, ExploreLearning® and LearningA-Z® products and services are offered and available from its parent company, LAZEL, Inc., and provisioned and supported under the Company's integrated operational model.

Prices contained herein do not include applicable state and local sales taxes. Sales tax may be adjusted at the time of invoicing.

Unless otherwise agreed by Company and customer, the subscription licenses and/or services purchased pursuant to the order agreement will begin on or about the start date as set forth in the proposal and continue in effect for the period set forth in the proposal. Unless otherwise set forth in the proposal or agreed to by Company and customer, all subscription licenses under the order shall have the same start and end dates, all subscription products and services are deemed delivered upon provisioning of subscription license availability, and all subscription licenses and associated services must be used within the subscription period; unused subscription licenses or services are not eligible for refund, credit, or prorating. On-site training may be fulfilled with a virtual training equivalency, as needed.

Acceptance

All subscriptions, products, and/or services are offered subject to the Company's standard license and terms of use, privacy, and other policies for the Company's solution(s), available at https://apps.explorelearning.com/account/el/terms (the "License Terms"), as supplemented by the terms of this proposal. By placing an order, customer confirms its acceptance of the License Terms, as well as the fees in this proposal, which together with the awarded proposal and/or any other associated agreement entered into by Company and customer regarding the subscriptions, products and services under this proposal, constitute the entire agreement between customer and Company regarding such subscriptions, products, and services (the "Agreement"). Customer and Company agree that the terms and conditions of this Agreement supersede any additional or inconsistent terms or provisions in any customer drafted purchase order, which shall be of no effect, or any communications, whether written or oral, between customer and Company relating to the subject matter hereof. In the event of any conflict, the terms of this Agreement shall govern.

Please review our License Terms carefully before activating your account.

Thank you for your business!

Next Steps

PLEASE NOTE THE QUOTE NUMBER (#Q-406591) MUST APPEAR ON PURCHASE ORDER(S) IN ORDER TO PROCESS.

If applicable, please include your certificate of tax-exempt status with your purchase order. Purchase Orders may be sent to ExploreLearning Orders via one of the following methods:

Email to: sales@explorelearning.com, please CC heather.kearney@explorelearning.com to streamline processing
Fax to: 434-220-1484
Mail to: PO Box 844615, Boston, MA 02284-4615

You may also contact Heather Kearney at 866-882-4141, ext. 306 or heather.kearney@explorelearning.com for more information on any aspect of this proposal (#Q-406591).

Dear Valued Customer,

We are excited to share an important update regarding the operational integration of two of our businesses, ExploreLearning, LLC ("ExploreLearning") and Learning A-Z, LLC ("Learning A-Z"), which are affiliated companies under the common control of our parent company, LAZEL, Inc.

ExploreLearning and Learning A-Z are trusted leaders in K-12 educational technology. As of October 15, 2025, we will integrate the business operations of ExploreLearning and Learning A-Z under their existing parent company, LAZEL, Inc. By uniting these two businesses, we can deliver a broader, more impactful suite of solutions focused on making teaching easier, learning more fun, and outcomes stronger in the subjects that matter most.

For more detail and to access the press release, please click here.

What This Integration Means for You

As a prospective customer, you now have access to the combined expertise and resources of both ExploreLearning and Learning A-Z. Our authorized team members from both companies work together to support the full range of products and services we offer. This integration allows us to provide you with comprehensive educational technology solutions backed by the knowledge and experience of both organizations.

Your data will be managed by authorized and trained personnel from both companies, as well as by trusted third-party service providers who support our operations. All data handling follows applicable data privacy laws and our internal policies to ensure your information remains protected.

Agreement to Terms

By choosing to move forward with a relationship with ExploreLearning, Learning A-Z, or both, you acknowledge and agree to the integrated operational model under LAZEL, Inc. described above. This includes the shared support infrastructure, data management practices, and future purchasing processes.

Looking Ahead

Beginning in January 2026, you will be able to access the product and service offerings of both ExploreLearning and Learning A-Z through a dedicated account representative who can help you explore our comprehensive suite of educational solutions.

We are committed to making your experience with our integrated platform as seamless as possible and will continue to prioritize your educational needs throughout your journey with us.

Thank you for considering ExploreLearning and Learning A-Z as part of your educational journey.

ExploreLearning® | Learning A-Z™

To ensure the effective implementation of ExploreLearning® and Learning A-Z® products in your school or district, please provide us with the following:

CONTACT

Who is the primary contact to coordinate professional development for your school or district? Please provide the following for that contact:

Name: _____

Title: _____

Email: _____

Phone: _____

WORKSHOP DETAILS

Provide us some details for your workshop(s):

# of Teachers: _____

# of Teachers who are new to the product: _____

# of Teachers who are experienced with the product: _____

TECHNOLOGY

Please provide a description of the types of technology your teachers and students will be using to implement the ExploreLearning / LearningA-Z products:

Additional Notes

Your implementation manager will be in touch with your PD contact via email to schedule your professional development workshop(s). We look forward to working with your teachers!

Professional development workshops are only scheduled for dates after the start of your subscription.

Batesville School District
STUDENTS FIRST

BOARD OF EDUCATION AGENDA ABSTRACT

Abstracts serve to provide background information regarding agenda items.

ACTION

Title:	**myON and Accelerated Reader Renewal**
DATE:	**May 18, 2026**
RESPONSIBLE ADMINISTRATOR:	**Rachel Horn, Director of Curriculum and Instruction**

BACKGROUND/CONSIDERATIONS:

The Batesville School District is committed to ensuring that all students have an excellent learning experience. In daily leadership and instruction, Batesville teachers and administrators recognize students' need for additional support to read on grade level. Through the district's strategic planning process, support for multilingual students has been elevated as an essential and urgent focus. These areas of critical growth can be supported through the Renaissance tools myON and Accelerated Reader.

myON supports both target areas by helping students build literacy skills—particularly background knowledge and language comprehension. It includes embedded reading supports, including a *multilingual dictionary*, with tools that support reading, writing, and language comprehension skills aligned with the Science of Reading. myON matches PK–12 students' interests and reading levels by offering access to thousands of fiction and nonfiction books and news articles in *English, Spanish, and more*. Accelerated Reader (AR) provides additional layers of support, while teachers gain actionable insights to guide instruction and monitor growth. AR motivates K–12 readers, supports core instruction, and helps build literacy skills identified by the Science of Reading research.

Batesville elementary teachers, leaders, and library media specialists can leverage these tools to improve students' reading, language, and comprehension skills. These tools will be renewed for all elementary schools from restricted funds to support and increase student achievement. Because this will be a districtwide purchase, myON can be made available for the whole community at no additional charge.

RECOMMENDATION:

The administration recommends that the Batesville School Board of Directors authorize the Batesville administration to renew myON and Accelerated Reader.

If the board agrees, the motion would read: ***move to renew myON and Accelerated Reader.***

Renaissance
2911 Peach Street, Wisconsin Rapids, WI 54494-1905
PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-365665 v5

Batesville AR School District - 215615

Primary Contact
Rachel Horn
Email - rhorn@gobsd1.org
490 E. College Ave, Suite 256
Batesville, AR 72501-3455

Billing Account
Batesville AR School District – 215615
Email - kmelton@gobsd1.org,arobertson@gobsd1.org
490 E. College Ave, Suite 256
Batesville, AR 72501-3455

Quote Summary

School Count: 4

Renaissance Products & Services Total	$31,913.00
Estimated Sales Tax	$0.00
Shipping Cost	$0.00
Grand Total	**USD $31,913.00**

This quote includes: myON, Accelerated Reader and Services.

By signing below, Customer:

- Acknowledges that the Person signing this Quote is authorized to do so on behalf of Customer.
- Agrees Customer's access to and use of the Products and Services referenced in the Quote (and any other quote issued to Customer during the Subscription Period) are subject to compliance with the Renaissance Terms of Service and License located at https://doc.renlearn.com/KMNet/R62416.pdf, incorporated herein by reference.
- Acknowledges and agrees that the applicable Data Protection Addendum and Privacy Notices located at https://docs.renaissance.com/R62068 are incorporated into this Agreement. Additional information about Renaissance's privacy and security is available at https://www.renaissance.com/privacy/.

To accept this offer and place an order, please sign and return this Quote.

Requested Invoice Date: 01-Sep-2026

Renaissance will issue an invoice for this Quote on the Requested Invoice Date indicated above. If Customer requires a purchase order, Customer agrees to provide the purchase order to Renaissance prior to the Requested Invoice Date. Customer agreed to pay the invoice within 30 days after the Requested Invoice Date.

Customer indicates that no Purchase Order is required, and that Billing Account information is correct.

Renaissance Learning, Inc.	Batesville AR School District
Ted Wolf	By:
Name: Ted Wolf	Name:
Title: Chief Financial Officer	Title:
Date: 05-May-2026	Date:

Please e-sign OR print, sign, and return this Quote to your Account Representative Debra Simpson at debra.simpson@renaissance.com. For any changes or additional information, please reach out by email or phone at (870) 489-1798. Thank you.

Renaissance
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PO Box 8036, Wisconsin Rapids, WI 54495
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All quotes and orders are subject to availability of merchandise. This Quote is valid for 60 days from the date under Renaissance's signature. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ('TPT'). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

Renaissance
2911 Peach Street, Wisconsin Rapids, WI 54494-1905
PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
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Quote
Q-365665 v5

Quote Details

Batesville AR School District - myON Early Literacy School – 13219307

Products & Services	Quantity	Unit Price	Total
Bundle			
Quote Year 1 01-Sep-2026 – 31-Aug-2027			
myON Early Literacy Shared Login (includes 60 minute virtual PD)	1	$0.00	$0.00
		Quote Year 1 Subtotal	**$0.00**
		Batesville AR School District - myON Early Literacy School Total	**$0.00**

Eagle Mountain Magnet School – 215617

Products & Services	Quantity	Unit Price	Total
Bundle			
Quote Year 1 01-Sep-2026 – 31-Aug-2027			
myON Student Subscription	513	$16.71	$8,572.23
		Quote Year 1 Subtotal	**$8,572.23**
Accelerated Reader			
Quote Year 1 01-Sep-2026 – 31-Aug-2027			
Accelerated Reader Subscription	513	$8.09	$4,150.17
		Quote Year 1 Subtotal	**$4,150.17**
		Eagle Mountain Magnet School Total	**$12,722.40**

Sulphur Rock School – 703857

Products & Services	Quantity	Unit Price	Total
Bundle			
Quote Year 1 01-Sep-2026 – 31-Aug-2027			
myON Student Subscription	227	$16.71	$3,793.17
		Quote Year 1 Subtotal	**$3,793.17**
Accelerated Reader			
Quote Year 1 01-Sep-2026 – 31-Aug-2027			
Accelerated Reader Subscription	227	$8.09	$1,836.43
		Quote Year 1 Subtotal	**$1,836.43**
Platform			
Quote Year 1 01-Sep-2026 – 31-Aug-2027			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**
		Sulphur Rock School Total	**$6,379.60**

West Elementary School – 215623

Renaissance
2911 Peach Street, Wisconsin Rapids, WI 54494-1905
PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-365665 v5

Products & Services	Quantity	Unit Price	Total
Bundle			
Quote Year 1 01-Oct-2026 – 31-Aug-2027			
myON Student Subscription	575	$14.86	$8,544.50
		Quote Year 1 Subtotal	**$8,544.50**
Accelerated Reader			
Quote Year 1 01-Oct-2026 – 31-Aug-2027			
Accelerated Reader Subscription	575	$7.42	$4,266.50
		Quote Year 1 Subtotal	**$4,266.50**
		West Elementary School Total	**$12,811.00**

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Batesville School District
STUDENTS FIRST

BOARD OF EDUCATION AGENDA ABSTRACT

Abstracts serve to provide background information regarding agenda items.

ACTION

Title: **BSD Career and Technical Education Plan**

DATE: **May 18, 2026**

RESPONSIBLE ADMINISTRATOR: **Rachel Horn, Director of Curriculum and Instruction**

BACKGROUND/CONSIDERATIONS:

The Batesville School District is committed to providing all students with an excellent learning experience, which requires strategic planning, intentional resource management, and collaborative partnerships. In October 2025, the Batesville School District Board of Directors approved N2 Learning as a qualified third party to evaluate the Career and Technical Education (CTE) program and facilitate the development and implementation of a CTE Plan.

The CTE evaluation process consisted of a series of sessions in which information was gathered, analyzed, and synthesized. Since December 2025, N2 Learning has partnered with the Batesville School District to host 10 days of planning and development. The collaborative teams involved in this process included students, teachers, administrators, staff, parents, and community members. The Batesville School District's CTE Plan includes these key outcomes:

- Profile of a Pioneer
- Early Dispositions and Durable Skills
- CTE Success Statement
- Developmentally Aligned PK-12 System
    - PK-5: Career Awareness & Exposure
    - Grades 6-8: Career Exploration & Reflection
    - Grades 9-12: Investigation & Preparation
- Establishment of a CTE Advisory Board

N2 Learning will continue to provide implementation support throughout the 2026-2027 school year.

RECOMMENDATION:

The administration recommends that the Batesville School Board of Directors approve the Batesville School District's Career and Technical Education Plan.

If the board agrees, the motion would read: ***move to approve the Batesville School District's Career and Technical Education Plan as presented.***

Batesville School District

STUDENTS FIRST

COMPREHENSIVE PK–12
CAREER AND TECHNICAL EDUCATION PLAN

Submitted to

Batesville School District

Prepared by

N2 Learning
8000 Research Forest Drive
Suite 115 PMB 37
The Woodlands, Tx 77382

Inspiring Leaders to Transform the Future

BATESVILLE SCHOOL DISTRICT
COMPREHENSIVE PK–12 CAREER AND TECHNICAL EDUCATION (CTE) PLAN

EXECUTIVE SUMMARY

The Batesville School District has engaged in a comprehensive, collaborative planning process to design a highly relevant PreK–12 Career and Technical Education (CTE) system that prepares all students for success in Enrollment, Enlistment, and Employment (the 3 E's).

At the center of this work is a shared belief that career readiness is not an event, but a developmental process that occurs across all levels of development within schools.

This work engaged multiple committees and resulted in a coherent, developmentally aligned system focused on:

- Elementary career awareness and exposure
- Junior high career exploration and reflection
- High school investigation and preparation

Key Outcomes of the Planning Process

1. **Profile of a Pioneer –** A committee consisting of students, teachers, administrators, parents and community members developed the **Profile of a Pioneer**, which articulates a clear vision and defines the desired outcomes for all graduates. The profile serves as the **north star** for all instructional and CTE programming, ensuring alignment across grade levels.
2. **Early Dispositions and Durable Skills** – The elementary and junior high committees created Elementary Early Dispositions and Junior High Durable Skills that are aligned to the Profile of a Pioneer, creating a clear progression across grade levels. The dispositions developed in elementary school lay the foundation for the durable skills students apply in junior high, which in turn build toward the capabilities defined in the Profile. This reflects the district's commitment to intentionally developing the learner from the earliest years, not simply defining success at graduation.
3. **A Unified CTE Success Statement** - The committees defined a clear purpose for its CTE program that emphasizes exposure to pathways, strong community connections and real-world, meaningful experiences.
4. **A Developmentally Aligned PK-12 System**
    - **Elementary School (PK–5): Awareness & Exposure**
      The elementary program focuses on building the foundation for future readiness through
        - The Batesville Elementary 8 Early Dispositions
        - Career awareness and exposure through integrated learning experiences
        - Opportunities for students to begin understanding who they are and what is possible

    - **Junior High (6–8): Exploration & Reflection**
      The junior high program builds on this foundation through

    - Junior High Career Exploration Experiences
    - The 10 Batesville Junior High Durable Skills
    - Opportunities for students to recognize their own strengths and interests

- **High School (9–12): Investigation & Preparation**
  At the high school level, students engage in
    - Focused CTE pathways aligned to workforce needs
    - Best Practices for CTE
    - Opportunities to earn credentials and build professional networks

4. Establishment of a CTE Advisory Board - A key structural recommendation is the creation of a CTE Advisory Board including representatives from Business and industry, higher education, workforce development, CTE teachers and administrators. The primary roles of the Advisory Board will be to

- Strengthen alignment between education and workforce needs
- Provide ongoing feedback on programs and student experiences
- Expand partnerships and opportunities for students

Key Recommendations

1. Implement a Coherent PK–12 Career Development System

- Adopt and implement the aligned framework:
    - Elementary: Awareness & Exposure
    - Junior High: Exploration & Reflection
    - High School: Investigation & Preparation
- Ensure that each level builds intentionally on the previous one.

2. Prioritize Career Experiences at Elementary and Junior High

- Shift from isolated activities to a system of meaningful, connected experiences, including:
    - Classroom-integrated learning
    - Real-world problem solving
    - Career-connected projects
    - Community and workforce engagement

3. Integrate Elementary Early Dispositions and Junior High Durable Skills into Core Instruction

- Ensure students understand how the knowledge and skills they develop in school are used in real careers and real-world problem solving
- Prepare students to explore their future with confidence and curiosity

4. Implement Career Pathways to Prepare Students for Local and State-wide Demand Occupations

- Continue, strengthen, enhance current recommended pathways
- Consider phasing out recommended pathways
- Add new identified pathways over time

5. **Implement Best Practices in all CTE Programs**
    - Ensure best practices are implemented in all CTE courses to
        - Assist students in planning and successful execution of their college and career goals through investigation, preparation and participation
        - Provide rigorous and innovative industry related experiences
        - Ensure students are prepared to earn industry recognized credentials

6. **Launch and Sustain the CTE Advisory Board**
    - Establish the Board as a strategic partner to:
        - Ensure students are learning the most current industry standard skills
        - Maintain program relevance
        - Expand student preparation for college and employment in their field
        - Strengthen community and workforce connections

7. **Develop and Support Educator Capacity**
    - Provide professional learning to help educators:
        - Understand and develop early dispositions and durable skills
        - Design integrated, career-connected instruction
        - Facilitate inquiry, reflection, and real-world application
        - Enhance and strengthen current pathways
        - Create new pathways

8. **Ensure Equity of Access for All Students**
    - Guarantee that every student
        - Experiences meaningful career exposure
        - Engages in high-quality, hands-on learning
        - Has access to pathways aligned with their interests and strengths

9. **Monitor, Refine, and Scale the Work**
    - Develop systems to
        - Evaluate program effectiveness
        - Gather feedback from students, teachers, and industry
        - Continuously refine and improve experiences

Conclusion

The Batesville School District has created a **cohesive, forward-thinking vision** for career readiness that begins in elementary school and extends through graduation. By aligning learner outcomes, instructional practices, and real-world experiences, the district is positioned to ensure that all students graduate with the skills, knowledge, and sense of purpose needed to successfully pursue Enrollment, Enlistment, and Employment.

This work represents not just a redesign of CTE programs, but a transformation of how students experience learning—preparing them to **own their future and contribute meaningfully to their community and beyond**.

Batesville School District

PROFILE OF A PIONEER

I own my future.
I think and decide wisely.
I rise to challenge.
I build connections.
I use my gifts to serve others.

Pioneer Capabilities	In Action
Own Their Future	explore passions • set goals • advocate for their ideas • reflect on their learning and growth • manage their time, tasks and responsibilities
Think and Decide Wisely	analyze evidence • think critically • use digital tools responsibly and effectively • take creative risks
Rise to Challenge	show grit in pursuit of purpose • seek feedback • solve problems and develop solutions • follow through • adapt to new challenges and changing situations
Build Connections	communicate effectively with purpose and courage • collaborate with others • honor diverse perspectives • demonstrate professionalism, integrity, and responsibility
Use Their Gifts to Serve Others	lead in service of others • act with empathy • contribute to their community

The Batesville Promise

Batesville Schools are the heartbeat of this community. We are not just teaching for today; we are helping students discover the passion that will carry them on their pathway through tomorrow. We believe every learner should discover what inspires them and develop the skills to shape their future. When students understand who they are and what they care about, they become an unstoppable force for good. We promise to help each student find their fire to lead their future.

BATESVILLE SCHOOL DISTRICT
CAREER AND TECHNICAL EDUCATION PLANNING

PROPOSED CTE SUCCESS STATEMENT

The Batesville School District CTE Program will be recognized for providing students a focused path and durable skills leading to Enrollment, Enlistment and Employment (the 3 E's) through:

- Exposure to a variety of pathways
- Purposeful campus and community engagement
- Experiences that lead to a lasting connection and resource network

BATESVILLE SCHOOL DISTRICT
CAREER AND TECHNICAL EDUCATION PLANNING

Recommended
BATESVILLE ELEMENTARY 8 EARLY DISPOSITIONS

COLLABORATION - Works with others, shares ideas, and listens

Students work together respectfully, share their thinking, and listen to the ideas of others. They learn that working as a team helps everyone do better and solve problems more effectively.

CONFIDENCE - Believes "I can do this" or "I can learn this"

Students believe in themselves as learners. They are willing to try new things, share their ideas, and take on challenges because they trust that they can grow and improve.

COURAGE - Tries new things and takes positive risks, even when it feels uncomfortable

Students are willing to step outside their comfort zone. They speak up, try something new, or keep going even when they are unsure or afraid of making mistakes.

CURIOSITY - Shows interest in how things work and asks questions

Students wonder, ask questions, and explore ideas. They think beyond what is given, imagine possibilities, and notice problems they want to understand or solve.

EMPATHY - Understands and respects others' feelings and perspectives

Students show kindness and care for others. They try to understand how someone else feels and respond in thoughtful and respectful ways.

OWNERSHIP - Takes responsibility for their learning and actions

Students take pride in their work and follow through on tasks. They begin work without needing to be told, stay focused, and understand that their effort and choices matter.

PERSISTENCE - Keeps trying when work is challenging

Students don't give up easily. They try again, use different strategies, and take on new or difficult tasks with a willingness to keep working until they improve.

RESPECT - Treats others, materials, and the learning environment with care

Students show respect through their words and actions. They value others' ideas, take care of materials, and contribute to a positive and safe learning environment.

BATESVILLE SCHOOL DISTRICT
CAREER AND TECHNICAL EDUCATION PLANNING

PROPOSED
ELEMENTARY CAREER AWARENESS
AND EXPOSURE EXPERIENCES

Reflection and Connection Activities

- **"What Am I Good At" Portfolios – PreK-5th students**
  - Students will maintain a career awareness portfolio throughout their elementary years to reflect on what they learned, what interested them and what connects to themselves

Classroom Embedded Experiences

- **Exploration Labs – K-5th students**
  - The classroom environment is physically set up to match a career or work place, designed to turn learning into an immersive, "magical" experience that instantly grabs students' attention, making them eager to learn and more likely to remember the information.
  - Students feel the "magic" and want to come to school to see what happens next.
- **Community Engagement**
  - **Guest Speakers and Virtual Tours**
    - Students become aware of a variety of careers, and the tools of the career, when adults from a variety of careers come and share their career in interactive settings
    - Students participate in virtual tours exposing them to additional careers
  - **Community Walks – PreK-5th students ***
    - Visit local businesses and historical sites; observe and ask questions

      *For campuses not in walking distance of locations to visit, bus transportation might be needed

Exposure to the World of Work

- **Intentional Aligned Across-District Trips:**
  - Field trips should be intentionally aligned to grade-level curriculum and learning standards, while also helping students discover how their learning connects to the real world.
  - These experiences should spark curiosity by exposing students to a variety of careers, allowing them to see how knowledge and skills are applied beyond the classroom and begin to imagine their own future possibilities.

BATESVILLE SCHOOL DISTRICT
CAREER AND TECHNICAL EDUCATION PLANNING

The 10 Batesville Junior High Durable Skills

Skill	Description	In School
Critical Thinking	Analyzing information, evaluating evidence, and making sound decisions.	inquiry, comparing ideas, debate, solving complex problems.
Creativity	Generating new ideas, designing solutions, thinking beyond obvious answers, and approaching challenges in new ways.	project design, innovation challenges, design thinking.
Problem Solving	Identify challenges, analyze information, and execute solutions	Project based learning, solve real world problems with multiple paths and/or solutions, troubleshooting exercises
Communication	Clearly expressing ideas, listening actively to others, and writing and sharing information effectively.	presentations, discussions, explaining thinking, collaborative writing
Collaboration	Working productively with others toward shared goals, sharing responsibility, resolving conflicts	team projects, peer feedback, cooperative team problem-solving.
Emotional Intelligence	Recognizing and understanding the emotions of self and others, self-awareness, self-regulation, empathy, encouraging others, and helping others succeed	Community service, class presentations group or individual, projects that have a target audience, leading group work, mentoring peers
Adaptability	Adjusting to change, learning new skills, and staying flexible and effective in new situations	revising work, learning new tools, trying new approaches, responding to feedback.
Self-management	Taking responsibility, starting and completing tasks independently, and showing motivation.	self-directed learning, pursuing projects, leadership roles, time-management
Professionalism	Being dependable, responsible, having integrity, prepared, respectful, and persistent; helping organize work, taking initiative, guiding teams	meeting deadlines, taking ownership of work, completing quality work, accountability.
Digital literacy	Communicating effectively online (email, shared docs, etc.) and practicing digital tasks and safety	Online research, knowing trustworthy sources, using technology tools to complete projects

BATESVILLE SCHOOL DISTRICT
JUNIOR HIGH
EXPERIENCES TO HELP STUDENTS EXPLORE CAREERS
RECOMMENDATIONS

6th Grade

- **Interest Inventory (Advisory)**
  - Students analyze their strengths and preferences
- **CTE Electives through the Rotating Block**
  - Connecting experiences to academics and their future through career cluster units and guest speaker series
- **Career Journaling (Advisory)**
  - Students reflect on experiences and possible futures

7th grade

- **Career Exploration Day (Social Studies classes)**
  - Invite professionals representing a large variety of careers, including but not limited to the CTE pathways at the high school, to host high interest, interactive, hands-on activities that will engage students about their work
- **"Future Me" Research and Presentations (English classes)**
  - Students present possible careers they might pursue through choice presentations
    - Digital
    - Video
    - Speech/dress-up
    - Poster
    - Paper
- **Career Journaling (continued)**
  - Students reflect on experiences and possible futures

8th grade

- **Pathway Fair (Social Studies classes)**
  - Invite professionals and high school CTE teachers and students representing the CTE pathways at the high school, to host high interest, interactive, hands-on activities that will engage students about the specifc pathways
- **Debates: "Why this career is right for me and why it's valuable to society" (CTE classes and/or ELA classes)**
  - Students engage in
    - critical thinking, justification, analysis
    - High engagement
    - Public speaking
- **Budget and Financial Literacy Simulations (Math classes)**
  - Students learn about earnings, expenses and lifestyle choices
- **Career Journaling (continued)**
  - Students reflect on experiences and possible futures

BATESVILLE SCHOOL DISTRICT

CTE PROPOSED CLUSTERS AND PATHWAYS
RECOMMENDATIONS FROM THE
CAREER AND TECHNICAL EDUCATION PLANNING COMMITTEE
February 17, 2026

CONTINUE AND STRENGTHEN	
CLUSTER	**PATHWAY**
Agriculture	Ag Power, Structure and Technical Systems
	Animal Systems
	Plant Systems
Healthcare and Human Services	Healthcare Services
	Sports Medicine
Hospitality, Events and Tourism	Culinary Arts and Restaurant Management
Public Service and Safety	Arkansas Military Service and Security
Arts, Entertainment and Design	Media Creation
CONTINUE AND ENHANCE	
Education	Pre-Education
	Early Childhood
ADD OVER TIME	
Construction	Mechanical Electrical and Plumbing Systems
Financial Services	Banking and Finance
Healthcare and Human Services	Nursing Services (CNA)
Digital Technology	Software Development – add in 2027-2028 school year (transition from Information Technology and Security- see below)
PHASE OUT	
Digital Technology	Information Technology and Security**–** offer through 2026-2027 school year (transition to Software Development – see above)
MORE INFO NEEDED	
Supply Chain and Transportation	Aviation – pathway being updated at the state level

BATESVILLE SCHOOL DISTRICT
CAREER AND TECHNICAL EDUCATION PLANNING

NOTES
from January 13 and 14, 2026

12 Best Practices for CTE Programs
(from "ACTE Quality CTE Program of Study Framework")

Best Practice	Big Ideas	Why this matters for students	What this requires from schools
1. LEGISLATION & POLICIES	○ ensuring CTE programs are supported by clear, aligned policies that remove barriers and promote quality and consistency ○ solves the problem of fragmented or outdated rules that limit student access or program effectiveness.	○ Strong policies make it easier for students to access high-quality pathways, earn credit, and move seamlessly into college or careers. ○ Clear policy alignment supports rigor and credential attainment without unnecessary obstacles.	*Alignment between district policies, state requirements, and program design *Regular review of policies that affect scheduling, credit, graduation, and credentials *Advocacy for policies that expand access and flexibility
2. PARTNERSHIPS	○ high-quality CTE is built with business, industry, postsecondary, and community partners. ○ addresses the disconnect between education and workforce realities.	○ Partnerships ensure learning is relevant, current, and connected to real opportunities. ○ Students gain exposure, work-based learning, and access to industry-recognized credentials.	*Active advisory committees with real influence *Ongoing employer engagement beyond guest speakers *Shared responsibility for student learning and credentialing
3. **PROFESSIONAL DEVELOPMENT**	○ CTE educators need continuous learning to stay current in both instruction and industry. ○ solves the problem of outdated skills and isolated teaching.	○ Well-prepared teachers deliver more rigorous, relevant instruction ○ Better prepared teachers better prepare students for credentials and careers.	○ Industry-based PD opportunities ○ Time and support for collaboration across academic and CTE staff

			○ Investment in instructional coaching and credential-aligned training
4. **ACCOUNTABILITY & EVALUATION**	○ Programs must be evaluated using meaningful data to drive improvement, not just compliance ○ addresses the lack of clarity about what's working and why.	○ Students benefit when programs are continuously improved based on outcomes like completion, credentials, placement, and persistence.	○ Clear metrics tied to student outcomes ○ Use of labor market and credential data ○ Regular program review cycles
5. **COLLEGE & CAREER READINESS STANDARDS**	○ CTE programs should intentionally integrate academic, technical, and employability standards ○ the false divide between "college prep" and "career prep"	○ Students experience higher rigor and coherence, ○ Prepares them for postsecondary education, training, or employment.	○ Alignment of academic and technical standards ○ Collaboration between CTE and core content teachers ○ Instruction that emphasizes transferable skills
6. **COURSE SEQUENCES**	○ Programs of study must be structured, non-duplicative, and intentionally sequenced ○ addresses confusion and incoherence in student course-taking.	○ Clear sequences help students progress toward mastery and credentials without wasted time or missed opportunities.	○ Clearly mapped pathways from entry to advanced courses ○ Scheduling that supports pathway completion ○ Transparent communication with students and families
7. **CREDIT TRANSFER & ARTICULATION**	○ Students should earn credit that counts beyond high school ○ tackles the problem of learning that does not transfer or hold value after graduation.	○ Dual credit, articulated credit, and credential alignment reduce time and cost to completion ○ increases motivation and postsecondary success.	○ Formal agreements with postsecondary institutions ○ Alignment of curriculum and assessments ○ Advising systems that explain credit options clearly
8. **GUIDANCE & ADVISEMENT**	○ Students need ongoing, informed guidance to navigate pathways and make intentional choices.	○ Strong advising increases access, persistence, and alignment between interests, pathways, and outcomes.	○ Advisors and counselors trained in CTE pathways ○ Early and continuous career exploration

	○ Addresses uneven access to advising and unclear decision-making.		○ Tools to help students and families understand options
9. **TEACHING & LEARNING STRATEGIES**	○ CTE instruction should be engaging, applied, and aligned to real-world expectations ○ solves disengagement and shallow learning.	○ Students develop deeper understanding and problem-solving skills ○ Students gain readiness for technical assessments and credentials.	○ Project-based and work-based learning ○ Integration of academic and technical content ○ Instruction aligned to industry standards
10. **TECHNICAL SKILLS ASSESSMENTS**	○ Assessment should validate what students know and can do ○ addresses the lack of meaningful measures of technical skill.	○ Industry-aligned assessments and credentials provide tangible value and signal readiness to employers and postsecondary institutions.	○ Selection of industry-recognized assessments ○ Instruction aligned to credential requirements ○ Support for students to prepare for and earn credentials
11. **ACCESS & EQUITY**	○ All students should have access to high-quality CTE pathways, regardless of background ○ confronts systemic barriers and inequities.	○ Equitable access expands opportunity, increases participation, and improves outcomes for historically underserved students.	○ Data monitoring by student group ○ Removal of unnecessary prerequisites and barriers ○ Intentional outreach and support structures ○
12. **FACILITIES & EQUIPMENT**	○ Learning environments should reflect current industry standards ○ solves the problem of outdated or inadequate resources.	○ Students gain hands-on experience with tools and technology they will encounter in the workplace or postsecondary training. ○	○ Investment in modern equipment and facilities ○ Industry input on tools and technology ○ Long-term planning for upgrades and sustainability

BATESVILLE SCHOOL DISTRICT

CTE ADVISORY BOARD
DETAILED RECOMMENDATIONS

February 12, 2026

PURPOSE AND ALIGNMENT

The Batesville CTE Advisory Board should be established to support the district in achieving its CTE Success Statement:

> *The Batesville School District CTE Program will be recognized for providing students a focused path and durable skills leading to Enrollment, Enlistment, and Employment (the 3 E's) through:*
>
> - *Exposure to a variety of pathways*
> - *Purposeful campus and community engagement*
> - *Experiences that lead to a lasting connection and resource network*

The Advisory Board serves as a strategic partner in ensuring that CTE programming remains relevant, forward-thinking, and aligned with workforce and postsecondary expectations. Its work is grounded in strengthening opportunities for students while building meaningful connections between schools, industry, and the community.

YEAR ONE PRIORITIES

During its inaugural year, the Advisory Board will focus on establishing a strong foundation for long-term success:

- Formation of the Board
- Establishing purpose, structure, and expectations
- Developing into an effective and efficient advisory body

This initial phase is critical to ensuring clarity of roles and creating systems that support sustained impact.

PRIMARY PURPOSE OF THE ADVISORY BOARD

The Board exists to play a vital advisory and support role for the district. Its primary functions include:

- Advise district leadership on CTE programming

- Support initiatives that enhance student outcomes
- Assist in connecting resources and opportunities
- Advocate for strong and relevant CTE programs
- Strengthen alignment between programs and workforce needs
- Identify and reinforce the relevance of programs to the 3 E's

AREAS OF INFLUENCE

While the Board does not govern district decisions, it plays a significant role in shaping and informing key areas:

- Partnerships with business, industry, and community organizations
- Equipment recommendations and resource alignment
- Curriculum and course relevance
- Awareness and exposure opportunities for students
- Expansion of student experiences (internships, job shadowing, etc.)

OUT OF SCOPE

To maintain clarity and effectiveness, the Board will **not** be responsible for:

- Making final programmatic or district decisions
- Changing state or district standards
- Determining which courses are taught

MEMBERSHIP DESIGN

The Advisory Board is intentionally structured to ensure broad representation and diverse perspectives:

- **Campus and Central Administration**
  - At least one campus administrator
  - At least one central office administrator
- **Teachers**
  - 1–2 representatives from each BHS cluster
  - One per pathway, when possible
- **Workforce Representatives**
  - At least 15 members
  - 1–2 representatives connected to each cluster
  - One per pathway, when possible
- **Higher Education**
  - 1–2 representatives
- **Workforce Development Organizations**
  - 1–2 representatives (e.g., Chamber of Commerce, 100 Families)

This structure ensures alignment between education, workforce needs, and postsecondary pathways.

TERM LENGTH AND ROTATION

To maintain continuity while introducing fresh perspectives:

- Members serve rotational **three-year terms**
- Approximately **one-third of the membership rotates annually**
- In the first year, members will draw for one-, two-, or three-year terms
- New members will be appointed as terms expire

CHAIR OF THE BOARD

The Board Chair plays a key leadership role and will:

- Not be a district employee *
- Possess business/industry experience
- Be committed to serving a full term
- Conduct meetings
- Serve as spokesperson for the Board

*A district representative may serve as co-chair to support logistics and coordination.

MEETING FREQUENCY

- Quarterly meetings
- Additional meetings may be called as needed

Regular engagement ensures ongoing alignment with district goals and workforce trends.

FOCUS AREAS AND ANNUAL CYCLE

- **Each Meeting Will Address:**

  - Student experiences
  - Awareness opportunities
  - Workforce needs and trends
  - Advocacy efforts
  - Certifications and skill requirements

ANNUAL ENGAGEMENT ACTIVITIES

Board members will actively engage with campuses by:

- Visiting classrooms to:
    - Observe instruction
    - Provide feedback and insight
    - Review and judge student work
    - Build relationships with teachers and students
- Conducting mock interviews
- Presenting to classes
- Supporting career awareness efforts

PROGRAM REVIEW AND EVALUATION

The Board will annually review program effectiveness, including:

- Pathway offerings
    - Are they relevant and aligned with workforce needs?
- Student experiences
    - Are they meaningful and appropriate?
- Credentials and certifications
    - Are students earning industry-recognized credentials?
- Student work quality
    - Does it meet industry standards?
- Professional development needs for teachers
- Equipment and material needs

At the final meeting of the year, workforce representatives will provide a **cumulative report** summarizing trends, needs, and recommendations.

BENEFITS OF THE ADVISORY BOARD

For Students

- Clearer understanding of career pathways
- Stronger connection between school and postsecondary opportunities
- Increased access to:
    - Hands-on learning experiences
    - Mock interviews
    - Internships and job shadowing
- Expanded professional networks
- Smoother transitions into Enrollment, Enlistment, or Employment

For Teachers

- Access to a strong support network and resource pool
- Increased alignment with industry standards

- Ongoing feedback from workforce professionals
- Opportunities to integrate real-world applications into instruction
- Access to industry-relevant equipment and expertise

For Workforce Representatives and Local Industry

- Opportunity to shape and influence future talent
- Increased visibility and community presence
- Direct access to emerging workforce pipelines
- Platform to advocate for industry needs
- Opportunity to pilot and test new ideas with students

CONCLUSION

The Batesville CTE Advisory Board represents a strategic investment in the future of students and the local community. By fostering strong partnerships between education and industry, the Board will help ensure that CTE programs are relevant, rigorous, and responsive—ultimately preparing students for success in the 3 E's: Enrollment, Enlistment, and Employment.

Batesville School District
STUDENTS FIRST

BOARD OF EDUCATION AGENDA ABSTRACT

Abstracts serve to provide background information regarding agenda items.

ACTION

Title: **BSD Professional Development Plan 2026-2027**

DATE: **May 18, 2026**

RESPONSIBLE ADMINISTRATOR: **Rachel Horn, Director of Curriculum and Instruction**

BACKGROUND/CONSIDERATIONS:

The Batesville School District is committed to ensuring that all teachers have access to the knowledge, skills, and support necessary to help students meet rigorous academic standards. Through the district's strategic planning process, teachers consistently expressed the need for professional learning that extends beyond isolated, one-day sessions and instead provides sustained, job-embedded support throughout the school year.

In response, the district has partnered with select vendors to design and deliver a comprehensive professional development plan that includes intentional, targeted, and connected learning experiences with ongoing implementation support. While board approval is required only for the specific expenditures listed below, the complete BSD Professional Development Plan for 2026–2027 is provided for additional context and alignment to district priorities.

- engage2learn: Multilingual Learner Support - $30,300 (restricted PD funds)
- Bailey Education Group: Master Professional Educator Designation Cohort - $22,500 (restricted PD funds)

Careful consideration has been given to ensuring teachers have access to meaningful learning experiences and ongoing support while respecting their time and professional responsibilities.

RECOMMENDATION:

The administration recommends that the Batesville School Board of Directors authorize the Batesville School District Administration to contract with engage2learn and Bailey Education Group to provide professional learning.

If the board agrees, the motion would read: ***move to approve engage2learn and Bailey Education Group as vendors to provide training for the Batesville School District.***

Batesville School District

STUDENTS FIRST

Professional Development Plan

2026-2027

Vendor	Purpose	Audience & Description	Cost

engage2Learn	Multilingual Learner Support	*District Leaders*
		• 1 Hour Virtual: Kick-off meeting
		• 1 Hour Virtual (bi-weekly): Standing support meetings
		• Feedback on professional learning agendas
		
		Principals & Teacher Leaders
		• 1 Day Onsite: Leadership retreat
		• 1 Day Onsite: Development of success criteria and look-for documents for multi-lingual learner support strategies
		• 4 Days Onsite: Collaborative walkthroughs with feedback calibration
		  ○ 2 days in fall
		  ○ 2 days in spring
		
		Note: Teacher leaders will provide training to all teachers districtwide in the 26-27 back-to-school PD sessions.
			$30,300
			
			Restricted PD Funds

DESE & TNTP	Effective Use of District-Approved High-Quality Instructional Materials (HQIM) - ELA	*District Team (Director of Curriculum & Instruction, Building Leaders, Teacher Leaders)* • 3 Days In-Person • Quarterly Implementation Meetings • Learning Walks	Hotel and travel costs only Restricted PD Funds
Amplify Science	Effective Use of District-Approved High-Quality Instructional	*3-8 Science Teachers* • 1 half-day onsite: Program overview • 2 half-days onsite: Strengthen	$9,600 Restricted PD Funds

Batesville School District
STUDENTS FIRST

Vendor	Purpose	Audience & Description	Cost
	Materials (HQIM) - Science	sessions	
Curriculum Associates: i-Ready	Effective Use of District-Approved High-Quality Instructional Materials (HQIM) - Math	*K-2, 3-8 Math Teachers* • Data analysis • Core instruction & intervention	Included in the i-Ready Curriculum Proposal
Bailey Education Group	Master Professional Educator Designation Cohort	*Master Professional Educator Candidates* • 10 teachers (with a priority on K-4 ELA)	$22,500 Restricted PD Funds
N2 Learning	Implementation of the CTE Plan & Support for Effective Advising	*PK-12 Teachers, Building Leaders, and District Leaders* • Ongoing coaching and facilitation to staff • Support for creating structures and tools for ongoing monitoring and continuous improvement	$24,000 + travel expenses (previously board-approved as part of the two-year plan) Restricted Federal Funds

Professional Development + Observation/ Feedback Calibration

Support Option: $30,300

Leadership Retreat
- 1 day onsite

Competency Design Day
- 1 day onsite

Observation/ Feedback Calibration
- 4 days onsite
  - 2 Fall
  - 2 Spring

GroweLab
- District-wide GroweLab licenses

All Options include:

Project Planning:
- **Kick-Off meeting** (virtual | 1 hour)
- **Standing Meetings** (virtual | 1 hour bi-weekly)
- Feedback on the Professional Learning agenda

Goal 2: We will ensure multilingual learners thrive.

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Potential Schedule

Day 1:

- **8:15-10:15: Eagle Mountain Elementary Calibration Walks**
  - 25 minute Classroom Visits with district and campus leaders
  - Look-for and feedback calibration following each classroom visit
  - Debrief: identify strengths, opportunities for growth, and create action plans
- **10:30-12:30: Sulphur Rock Elementary Calibration Walks**
  - 25 minute Classroom Visits with district and campus leaders
  - Look-for and feedback calibration following each classroom visit
  - Debrief over lunch: identify strengths, opportunities for growth, and create action plans
- **12:45-2:45: West Elementary**
  - 25 minute Classroom Visits with district and campus leaders
  - Look-for and feedback calibration following each classroom visit
  - Debrief: identify strengths, opportunities for growth, and create action plans

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Potential Schedule

Day 2:

- **8:15-10:15: Batesville JH Charter**
  - 25 minute Classroom Visits with district and campus leaders
  - Look-for and feedback calibration following each classroom visit
  - Debrief: identify strengths, opportunities for growth, and create action plans
- **10:30-12:30: Batesville HS Charter**
  - 25 minute Classroom Visits with district and campus leaders
  - Look-for and feedback calibration following each classroom visit
  - Debrief over lunch: identify strengths, opportunities for growth, and create action plans
- **12:45-2:45: Admin Debrief**
  - Debrief: identify strengths, opportunities for growth, and create action plans

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BAILEY
EDUCATION GROUP, LLC

Date: 5/13/2026
Proposal#: 2687

Providing you with a Proposal from Bailey Education Group -

Company Name	Sales Contact	School
Batesville School District AR	Sarah Inman	

Service	Number of Days	Rate	Amount
Master Educator Pathway	10	$2,250.00	$22,500.00

Total $22,500.00

Note: For revisions contact sinman@baileyarch.com

To approve, please sign and send an email to procurement@baileyarch.com.

.....
client signature

BOARD OF EDUCATION AGENDA ABSTRACT

Abstracts serve to provide background information regarding agenda items.

ACTION

Title:	**i-Ready Curriculum Renewal**
DATE:	**May 18, 2026**
RESPONSIBLE ADMINISTRATOR:	**Rachel Horn, Director of Curriculum and Instruction**

BACKGROUND/CONSIDERATIONS:
The Batesville School District is committed to providing all students with an excellent learning experience, including mastering grade-level skills and concepts. One component of the district's curricular approach includes the use of high-quality instructional materials (HQIM).

Curriculum Associates i-Ready Classroom has been reviewed by EdReports and is considered HQIM. EdReports is an independent non-profit that conducts curriculum reviews as a means to equip teachers with excellent materials nationwide. The 26-27 school year represents the third year that the i-Ready math curriculum has been used by the Batesville elementary schools. The junior high piloted i-Ready math in 25-26, and 26-27 will be the first year of full implementation at that building. The i-Ready renewal will support teachers in ensuring students experience the highest quality learning.

The Batesville i-Ready renewal includes:

- Elementaries
  - Math content: $42,763.50
  - Math assessment & personalized learning: $35,872.00
  - Professional learning (required with purchase[1]): $21,600.00
- Junior High
  - Math content, assessment & personalized learning: $35,553.00
  - Acceleration add-ons[2]: $729.30
  - Professional Learning: $9,600
- Elementaries and Junior High
  - Reading assessment & personalized learning: $49,685.00

RECOMMENDATION:
The administration recommends that the Batesville School Board of Directors authorize the Batesville administration to renew the i-Ready curriculum.

If the board agrees, the motion would read: ***move to approve the renewal of i-Ready for the Batesville School District.***

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[1] See the Special Notes on each quote.
[2] These add-ons are for accelerated courses which address standards across multiple grades.

Curriculum Associates

Prepared For:
Rachel Horn
Batesville SD
955 Water St,
Batesville, AR 72501

3/11/2026

Dear Rachel Horn,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2026-2027 Quote ID: 446874.2 Quote Valid through: 12/31/2026

Product	List Price	Net Price
i-Ready Classroom	$66,510.00	$42,763.50
i-Ready	$37,760.00	$35,872.00
Professional Learning	$21,600.00	$21,600.00
i-Ready Partners Services	$6,000.00	$0.00
	List Total:	$131,870.00
	Savings:	$31,634.50
	Shipping/Tax/Other:	$8,346.61
	Total:	**$108,582.11**

Thank you again for your interest in Curriculum Associates.

Sincerely

Harry Dickens
(903) 556-5354
hdickens@cainc.com

i-Ready Partners Services Includes:

- *Initial Implementation Services: Provisioning, Initial Rostering, Hosting, Technology Assessment*
- *Implementation Management: Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management*
- *Staff Development Consultation and Resources: Consultative services to help you plan and make the most of Professional Learning sessions, and i-Ready Central Self-Service Resources*
- *Technical Support: Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support*

Please submit this quote with your purchase order

Curriculum Associates®

Quote ID: 446874.2 **Date:** 3/11/2026 **Quote Valid through:** 12/31/2026

Prepared For:
Rachel Horn
Batesville SD
955 Water St,
Batesville, AR 72501
rhorn@gobsd1.org

Your Representative:
Harry Dickens
(903) 556-5354
hdickens@cainc.com

Eagle Mountain ES 600 Eagle Mountain Blvd, Batesville, AR 72501

Total Building Enrollment: 600, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$0.00	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 26-27	Multiple	38559.0	3	$2,400.00	$2,400.00	$7,200.00
i-Ready Classroom 2024 Mathematics Fluency and Skills Practice Book Grade K (2024) 1 Year	K	34909.0	79	$6.00	$5.10	$402.90
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Grade K 1 Year	K	35274.0	79	$33.00	$28.05	$2,215.95
i-Ready Classroom 2024 Mathematics Fluency and Skills Practice Book Grade 1 (2024) 1 Year	1	34910.0	75	$6.00	$5.10	$382.50
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Grade 1 1 Year	1	35275.0	75	$33.00	$28.05	$2,103.75
i-Ready Classroom 2024 Mathematics Fluency and Skills Practice Book Grade 2 (2024) 1 Year	2	34911.0	93	$6.00	$5.10	$474.30
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Grade 2 1 Year	2	35276.0	93	$33.00	$28.05	$2,608.65
i-Ready Classroom 2024 Mathematics Fluency and Skills Practice Book Grade 3 (2024) 1 Year	3	34912.0	75	$6.00	$5.10	$382.50
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Grade 3 1 Year	3	35277.0	75	$33.00	$28.05	$2,103.75
i-Ready Classroom 2024 Mathematics Fluency and Skills Practice Book Grade 4 (2024) 1 Year	4	34913.0	103	$6.00	$5.10	$525.30
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Grade 4 1 Year	4	35278.0	103	$33.00	$28.05	$2,889.15
i-Ready Classroom 2024 Mathematics Fluency and Skills Practice Book Grade 5 (2024) 1 Year	5	34914.0	67	$6.00	$5.10	$341.70
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Grade 5 1 Year	5	35279.0	67	$33.00	$28.05	$1,879.35
i-Ready Assessment and Personalized Instruction Math Site License 501-800 Students 1 Year	K-8	14944.0	1	$14,540.00	$13,813.00	$13,813.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 1 Year	K-8	35585.0	24	$300.00	$0.00	$0.00
i-Ready Partners Core Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27034.0	1	$2,000.00	$0.00	$0.00
					Subtotal:	$37,322.80
					Shipping:	$1,467.88
					Tax:	$1,777.80
					School Subtotal:	$40,568.48

Sulphur Rock Magnet School 480 N Main St, Sulphur Rock, AR 72579

Total Building Enrollment: 276, Grade Range: K - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$0.00	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 26-27	Multiple	38559.0	3	$2,400.00	$2,400.00	$7,200.00
i-Ready Classroom 2024 Mathematics Fluency and Skills Practice Book Grade K (2024) 1 Year	K	34909.0	32	$6.00	$5.10	$163.20
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Grade K 1 Year	K	35274.0	32	$33.00	$28.05	$897.60
i-Ready Classroom 2024 Mathematics Fluency and Skills Practice Book Grade 1 (2024) 1 Year	1	34910.0	36	$6.00	$5.10	$183.60
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Grade 1 1 Year	1	35275.0	36	$33.00	$28.05	$1,009.80
i-Ready Classroom 2024 Mathematics Fluency and Skills Practice Book Grade 2 (2024) 1 Year	2	34911.0	49	$6.00	$5.10	$249.90
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Grade 2 1 Year	2	35276.0	49	$33.00	$28.05	$1,374.45
i-Ready Classroom 2024 Mathematics Fluency and Skills Practice Book Grade 3 (2024) 1 Year	3	34912.0	36	$6.00	$5.10	$183.60
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Grade 3 1 Year	3	35277.0	36	$33.00	$28.05	$1,009.80
i-Ready Classroom 2024 Mathematics Fluency and Skills Practice Book Grade 4 (2024) 1 Year	4	34913.0	38	$6.00	$5.10	$193.80
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Grade 4 1 Year	4	35278.0	38	$33.00	$28.05	$1,065.90
i-Ready Classroom 2024 Mathematics Fluency and Skills Practice Book Grade 5 (2024) 1 Year	5	34914.0	35	$6.00	$5.10	$178.50
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Grade 5 1 Year	5	35279.0	35	$33.00	$28.05	$981.75
i-Ready Assessment and Personalized Instruction Math Site License 201-350 Students 1 Year	K-8	14942.0	1	$8,680.00	$8,246.00	$8,246.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 1 Year	K-8	35585.0	9	$300.00	$0.00	$0.00
i-Ready Partners Core Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27034.0	1	$2,000.00	$0.00	$0.00
					Subtotal:	$22,937.90
					Shipping:	$674.25
					Tax:	$653.28
					School Subtotal:	$24,265.43

West Magnet ES 850 N Hill St, Batesville, AR 72501

Total Building Enrollment: 600, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$0.00	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 26-27	Multiple	38559.0	3	$2,400.00	$2,400.00	$7,200.00
i-Ready Classroom 2024 Mathematics Fluency and Skills Practice Book Grade K (2024) 1 Year	K	34909.0	100	$6.00	$5.10	$510.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Grade K 1 Year	K	35274.0	100	$33.00	$28.05	$2,805.00
i-Ready Classroom 2024 Mathematics Fluency and Skills Practice Book Grade 1 (2024) 1 Year	1	34910.0	89	$6.00	$5.10	$453.90
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Grade 1 1 Year	1	35275.0	89	$33.00	$28.05	$2,496.45
i-Ready Classroom 2024 Mathematics Fluency and Skills Practice Book Grade 2 (2024) 1 Year	2	34911.0	99	$6.00	$5.10	$504.90
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Grade 2 1 Year	2	35276.0	99	$33.00	$28.05	$2,776.95
i-Ready Classroom 2024 Mathematics Fluency and Skills Practice Book Grade 3 (2024) 1 Year	3	34912.0	98	$6.00	$5.10	$499.80
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Grade 3 1 Year	3	35277.0	98	$33.00	$28.05	$2,748.90
i-Ready Classroom 2024 Mathematics Fluency and Skills Practice Book Grade 4 (2024) 1 Year	4	34913.0	93	$6.00	$5.10	$474.30
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Grade 4 1 Year	4	35278.0	93	$33.00	$28.05	$2,608.65
i-Ready Classroom 2024 Mathematics Fluency and Skills Practice Book Grade 5 (2024) 1 Year	5	34914.0	93	$6.00	$5.10	$474.30
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Grade 5 1 Year	5	35279.0	93	$33.00	$28.05	$2,608.65
i-Ready Assessment and Personalized Instruction Math Site License 501-800 Students 1 Year	K-8	14944.0	1	$14,540.00	$13,813.00	$13,813.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 1 Year	K-8	35585.0	21	$300.00	$0.00	$0.00
i-Ready Partners Core Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27034.0	1	$2,000.00	$0.00	$0.00
					Subtotal:	$39,974.80
					Shipping:	$1,706.57
					Tax:	$2,066.83
					School Subtotal:	$43,748.20

Total	
List Total:	$131,870.00
Savings:	$31,634.50
Merchandise Total:	$100,235.50
Voucher/Credit:	$0.00
Estimated Tax:	$4,497.91
Estimated Shipping:	$3,848.70
Total:	**$108,582.11**

Special Notes

Math teacher digital access gratis at up to 1:25 ratio (addt'l access paid).
All i-Ready purchases require PL.
5% discount applied to i-Ready based on scope of quote.

F.O.B.: N. Billerica, MA 01862
Shipping: Shipping based on MDSE total
Terms: Net 30 days, pending credit approval
Fed. ID: #26-3954988

Please submit this quote with your purchase order

Y3

Delivery Information

Please fill out the following information to help us arrange the delivery of your materials and exceed your expectations. Thank you for your order!

Your order may ship palletized by common carrier based on the weight of the order.

1. Delivery Location

Please indicate where the delivery should be made.

Individual Schools as Shown on Quote

Central Location (Warehouse/District Office)

Name

Address

City State Zip

2. Delivery Contact

Please provide the name and phone number of the individual who will serve as the point of contact for delivery. Delivery contact is required. If shipping to individual schools sites, a contact information form is available for ease of sharing information.

Name Phone Number

3. Requested Delivery Window

Please provide a date range of at least seven to 10 business days when you would like your materials delivered.

through

Start of Date Range End of Date Range

Please note any summer hours or upcoming vacations during the requested delivery window:

Need Help Placing an Order?

Contact: orders@cainc.com or 1 (800) 225-0248

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Curriculum Associates

Submitting Your Order

Placing an order is easy! Simply refer to the guide below when preparing your Purchase Order.

Submit Your Purchase Order and Corresponding Quote To: orders@cainc.com
Need Help Placing an Order? Contact: **orders@cainc.com** or **1 (800) 225-0248**

1. Purchase Order Number and Date

2. Bill-To or Invoice-To Name and Address

3. Ship-To Name and Address

4. Items and Quantities
Does your quote include a "for budgeting" note? Ensure all items and quantities are final.

5. Subtotals for Merchandise, Freight, Tax, and the Purchase Order Grand Total
A current tax-exempt certificate must be on file to honor exemption status.

1 Purchase Order

Pleasant Meadows
Regional School District

Purchase Order: 312773
Date: 7/1/2025

2 Bill To:
Pleasant Meadows School District
ATTN: Accounts Payable
47 Whipple Rd
Pleasant Meadows, MA 01234
(978) 123-4567
Vendor Name: Curriculum Associates

3 Ship To:
Pleasant Meadows School District
ATTN: Adam Smith, Warehouse Mgr
47 Whipple Rd
Pleasant Meadows, MA 01234
(978) 123-4567

4

Product	Quantity	Unit Price	Extended Amount
23456.0 Reading Student Book G2	75	$15.00	$1,125.0
23456.9 Reading Teacher Book G2	3	$30.00	$90.00
23457.0 Math Student Book G2	75	$15.00	$1,125.00
23457.9 Math Teacher Book G2	3	$30.00	$90.00
12345.0 Digital School License	1	$7,000.00	$7,000.00

5

Subtotal	$9,430.00
Freight	$267.30
Tax	$0.00
Total	$9,697.30

Notes:
6 Reference Quote # 12456.1
Pack materials by school site. Deliver between 7/14/25–7/25/25. **7**
8 Warehouse open Monday–Thursday 8 a.m.–3 p.m. in July.

9 *Sarah Johnson*
Purchasing Manager

6. Quote Number
Quote total and Purchase Order total must match.

7. Delivery Window
Must be at least seven to 10 days

8. Delivery Instructions
For example, please indicate weekdays and times the location is open for deliveries.

9. Signature of Authorized Official
If required by your administration

Note: We are unable to accept requisitions or signed quotes.

White-Glove Delivery:
Available upon request for $500 per shipment location, subject to our carrier partner's availability. Please notify us of this request prior to submitting your Purchase Order so we can include the service on your quote properly.

Please Consider Processing and Transit Times as You Are Preparing to Place Your Order
Orders lighter than 500 pounds are shipped via UPS. Orders heavier than 500 pounds are shipped via freight carrier. Reference the maps on the following page for our estimated transit times.

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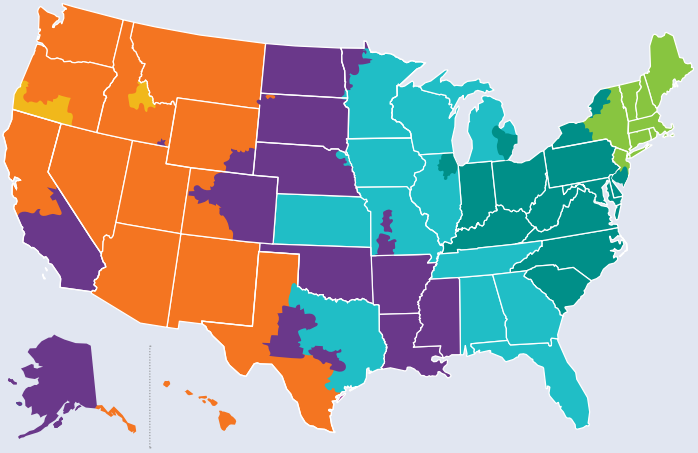
Estimated Transit Times

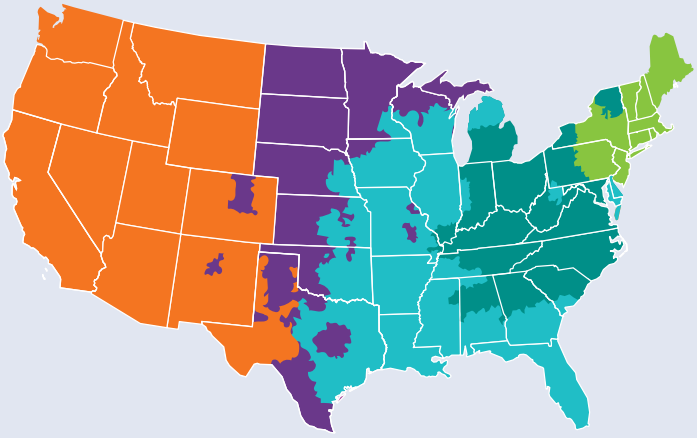
Please factor in the following lead times when arranging for delivery of our printed materials.

Shipping varies by location and shipping method from our warehouse in Littleton, MA. Locations considered to be remote, including locations within contiguous and non-contiguous states, may require additional transit days and special carrier services. See the maps below for further explanation.



Orders Lighter Than 500 Pounds:
Generally ship via UPS*

- 1 Day
- 2 Days
- 3 Days
- 4 Days
- 5 Days
- 6 Days



Orders Heavier Than 500 Pounds:
Generally ship via freight carrier

- 1 Day
- 2 Days
- 3 Days
- 4 Days
- 5+ Days

*The threshold for UPS orders may be raised during peak season (i.e., June–September). Please note that UPS deliveries may arrive over several days.

Additional Tips for Successful Delivery:

- Indicate on your Purchase Order if you would like to ship to a central location, such as a district warehouse, or to individual schools.
- Select a delivery window when someone will be at the delivery location to accept the order. **Notify others, such as front office or custodial staff, about the delivery.**

Need Help Placing an Order?
Contact: orders@cainc.com or 1 (800) 225-0248

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Curriculum Associates®

Information on Professional Learning Sessions

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. In the event of a (i) government-declared public health emergency or (ii) weather event, that materially impacts in-person instruction, sessions may transition to a virtual format. Curriculum Associates' policy is to only provide PL sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot safely reach a session site, or if adequate health safety measures cannot be put in place.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice.

Any questions regarding scheduling in-person or virtual training sessions should be directed to pdoperations@cainc.com.

i-Ready Partners

Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.
- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.
- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.
- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.
- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.

Account Management

Professional Development

Educational Consultants

Achievement Analytics

Technical Support

Your *i-Ready Partners* Team

Dedicated to helping you implement *i-Ready* programs and achieve your district goals

Curriculum Associates

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Curriculum Associates®

Placing an Order

Email: Orders@cainc.com

Submit PO by Mail:
ATTN: CUSTOMER SERVICE DEPT.
Curriculum Associates LLC
153 Rangeway Rd
North Billerica, MA 01862-2013

Submit Order by Check:
Curriculum Associates, LLC
PO Box 936600
Atlanta, GA 31193-6600

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1- 800-225-0248) and reference quote number for questions.
Please attach quote to all signed purchase orders.
If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
$74.99 or less	Max charge of $12.75
$75.00 to $999.99	12% of order
$1,000 to $4,999.99	10% of order

Order Amount	Freight Amount
$5,000.00 to $99,999.99	9% of order
$100,000 and more	8% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is **500lbs**.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- White Glove Delivery Service $1000/delivery/site

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change $500/shipment location
- Freight Storage $1000/shipment location
- Freight Carrier Redelivery $350/pallet

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.

Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under $50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1- 800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support. Customer's professional learning sessions will expire two years following the date of your purchase order or the implementation year noted on your quote, whichever comes first and are subject to the Professional Learning Terms of Service, which can be found at curriculumassociates.com/support/privacy-and-policies. To the extent that any of the terms herein come into conflict with CA's existing contractual obligations and legal liabilities, the parties agree to enter into good faith negotiations to re-negotiate the terms herein.

Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund for unused services within 90 days of license start date. For Professional Learning services, you may request a refund for unused services within 90 days of purchase date. After 90 days, your non-print products and Professional Learning purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1 -800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready ® student and teacher sets, i-Ready Classroom® student and teacher sets, and Magnetic Foundation and Literacy classroom kits.

Curriculum Associates

Prepared For:
Rachel Horn
Batesville SD
955 Water St,
Batesville, AR 72501

4/8/2026

Dear Rachel Horn,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2025-2026 Quote ID: 417319.3 Quote Valid through: 12/31/2026

Product	List Price	Net Price
i-Ready Classroom + i-Ready	$61,656.49	$35,553.00
i-Ready Classroom	$7,898.00	$729.30
Ready	$133.00	$0.00
Professional Learning	$14,600.00	$9,600.00
i-Ready Partners Services	$2,000.00	$0.00
	List Total:	$86,287.49
	Savings:	$40,405.19
	Shipping/Tax/Other:	$4,412.11
	Total:	**$50,294.41**

Thank you again for your interest in Curriculum Associates.

Sincerely

Harry Dickens
(903) 556-5354
hdickens@cainc.com

i-Ready Partners Services Includes:

- *Initial Implementation Services: Provisioning, Initial Rostering, Hosting, Technology Assessment*
- *Implementation Management: Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management*
- *Staff Development Consultation and Resources: Consultative services to help you plan and make the most of Professional Learning sessions, and i-Ready Central Self-Service Resources*
- *Technical Support: Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support*

Please submit this quote with your purchase order

Curriculum Associates®

Quote ID: 417319.3 **Date:** 4/8/2026 **Quote Valid through:** 12/31/2026

Prepared For:
Rachel Horn
Batesville SD
955 Water St,
Batesville, AR 72501
rhorn@gobsd1.org

Your Representative:
Harry Dickens
(903) 556-5354
hdickens@cainc.com

Batesville JHS Charter 2 Pioneer Dr, Batesville, AR 72501

Total Building Enrollment: 742, Grade Range: 6 - 8

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$0.00	$0.00	$0.00
Professional Learning Interactive Community Session Site License AY 26-27	Multiple	47165.0	1	$5,000.00	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 25-26	Multiple	38558.0	4	$2,400.00	$2,400.00	$9,600.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 6 1 Year	6	35701.0	3	$440.00	$0.00	$0.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Package + i-Ready Personalized Instruction Grade 6 1 Year	6	35460.0	196	$90.21	$52.00	$10,192.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 7 1 Year	7	35702.0	8	$440.00	$0.00	$0.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Acceleration Add-On Volume 1 Grade 7 1 Year	7	38488.0	1	$70.00	$59.50	$59.50
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Package + i-Ready Personalized Instruction Grade 7 1 Year	7	35461.0	252	$90.21	$52.00	$13,104.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Acceleration Add-On Volume 1 Grade 7 1 Year	7	38483.0	52	$4.00	$3.40	$176.80
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 8 1 Year	8	35703.0	4	$440.00	$0.00	$0.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Acceleration Add-On Volume 1 and 2 Grade 8 1 Year	8	38493.0	1	$140.00	$119.00	$119.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Package + i-Ready Personalized Instruction Grade 8 1 Year	8	35462.0	196	$90.21	$52.00	$10,192.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Acceleration Add-On Volume 1 and 2 Grade 8 1 Year	8	38487.0	55	$8.00	$6.80	$374.00
i-Ready Classroom 2026 Common Core Mathematics Algebra 1 Teacher Guide with Digital Access Grade 8 1 Year	8	41013.0	1	$440.00	$0.00	$0.00
i-Ready Classroom 2026 Mathematics Algebra 1 Student Worktext with Digital Access Grade 8 Package + i-Ready Personalized Instruction (K-8) 1 Year	8	41011.0	35	$101.75	$59.00	$2,065.00
i-Ready Partners Core Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27034.0	1	$2,000.00	$0.00	$0.00
Mathematics Discourse Cards - English	Multiple	23544.0	19	$7.00	$0.00	$0.00
					Subtotal:	$45,882.30
					Shipping:	$2,005.42
					Tax:	$2,406.69
					School Subtotal:	$50,294.41

Total	
List Total:	$86,287.49
Savings:	$40,405.19
Merchandise Total:	$45,882.30
Voucher/Credit:	$0.00
Estimated Tax:	$2,406.69
Estimated Shipping:	$2,005.42
Total:	**$50,294.41**

Special Notes

Math teacher materials gratis at up to 1:25 ratio (addt'l access paid).
All i-Ready purchases require professional learning.

F.O.B.: N. Billerica, MA 01862
Shipping: Shipping based on MDSE total
Terms: Net 30 days, pending credit approval
Fed. ID: #26-3954988

Please submit this quote with your purchase order

Y1

Delivery Information

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Your order may ship palletized by common carrier based on the weight of the order.

1. Delivery Location

Please indicate where the delivery should be made.

Individual Schools as Shown on Quote

Central Location (Warehouse/District Office)

Name

Address

City State Zip

2. Delivery Contact

Please provide the name and phone number of the individual who will serve as the point of contact for delivery. Delivery contact is required. If shipping to individual schools sites, a contact information form is available for ease of sharing information.

Name Phone Number

3. Requested Delivery Window

Please provide a date range of at least seven to 10 business days when you would like your materials delivered.

through

Start of Date Range End of Date Range

Please note any summer hours or upcoming vacations during the requested delivery window:

Need Help Placing an Order?
Contact: orders@cainc.com or 1 (800) 225-0248

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Curriculum Associates

Submitting Your Order

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Need Help Placing an Order? Contact: **orders@cainc.com** or **1 (800) 225-0248**

1. Purchase Order Number and Date

2. Bill-To or Invoice-To Name and Address

3. Ship-To Name and Address

4. Items and Quantities
Does your quote include a "for budgeting" note? Ensure all items and quantities are final.

5. Subtotals for Merchandise, Freight, Tax, and the Purchase Order Grand Total
A current tax-exempt certificate must be on file to honor exemption status.

1 **Purchase Order**

Pleasant Meadows
Regional School District

Purchase Order: 312773
Date: 7/1/2025

2 **Bill To:**
Pleasant Meadows School District
ATTN: Accounts Payable
47 Whipple Rd
Pleasant Meadows, MA 01234
(978) 123-4567
Vendor Name: Curriculum Associates

3 **Ship To:**
Pleasant Meadows School District
ATTN: Adam Smith, Warehouse Mgr
47 Whipple Rd
Pleasant Meadows, MA 01234
(978) 123-4567

4

Product	Quantity	Unit Price	Extended Amount
23456.0 Reading Student Book G2	75	$15.00	$1,125.0
23456.9 Reading Teacher Book G2	3	$30.00	$90.00
23457.0 Math Student Book G2	75	$15.00	$1,125.00
23457.9 Math Teacher Book G2	3	$30.00	$90.00
12345.0 Digital School License	1	$7,000.00	$7,000.00

5

Subtotal	$9,430.00
Freight	$267.30
Tax	$0.00
Total	$9,697.30

Notes:
6 Reference Quote # 12456.1
Pack materials by school site. Deliver between 7/14/25–7/25/25. 7
8 Warehouse open Monday–Thursday 8 a.m.–3 p.m. in July.

9 *Sarah Johnson*
Purchasing Manager

6. Quote Number
Quote total and Purchase Order total must match.

7. Delivery Window
Must be at least seven to 10 days

8. Delivery Instructions
For example, please indicate weekdays and times the location is open for deliveries.

9. Signature of Authorized Official
If required by your administration

Note: We are unable to accept requisitions or signed quotes.

White-Glove Delivery:
Available upon request for $500 per shipment location, subject to our carrier partner's availability. Please notify us of this request prior to submitting your Purchase Order so we can include the service on your quote properly.

Please Consider Processing and Transit Times as You Are Preparing to Place Your Order
Orders lighter than 500 pounds are shipped via UPS. Orders heavier than 500 pounds are shipped via freight carrier. Reference the maps on the following page for our estimated transit times.

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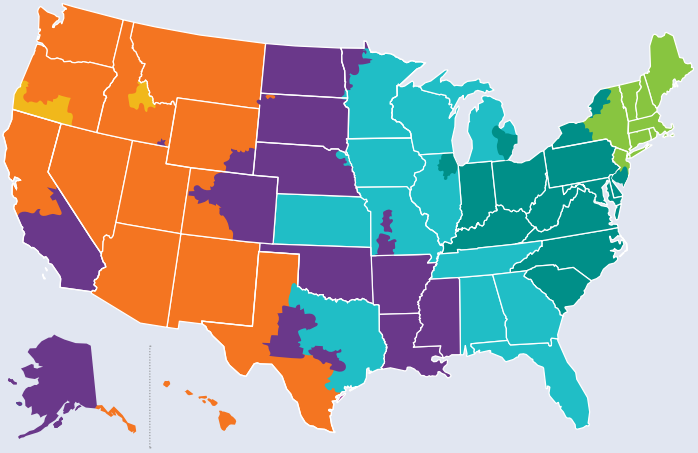
Estimated Transit Times

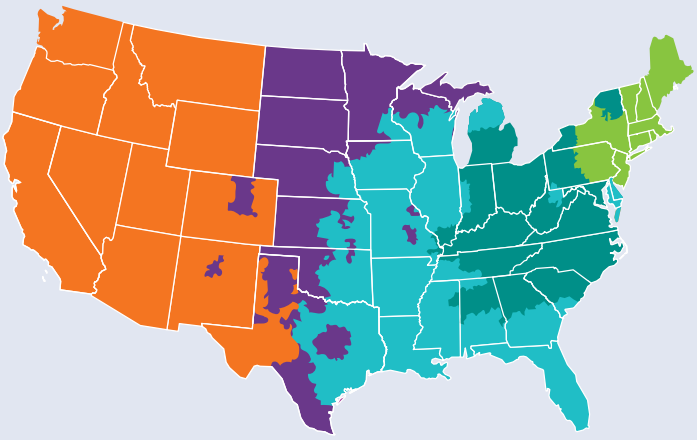
Please factor in the following lead times when arranging for delivery of our printed materials.

Shipping varies by location and shipping method from our warehouse in Littleton, MA. Locations considered to be remote, including locations within contiguous and non-contiguous states, may require additional transit days and special carrier services. See the maps below for further explanation.



Orders Lighter Than 500 Pounds:
Generally ship via UPS*

- 1 Day
- 2 Days
- 3 Days
- 4 Days
- 5 Days
- 6 Days



Orders Heavier Than 500 Pounds:
Generally ship via freight carrier

- 1 Day
- 2 Days
- 3 Days
- 4 Days
- 5+ Days

*The threshold for UPS orders may be raised during peak season (i.e., June–September). Please note that UPS deliveries may arrive over several days.

Additional Tips for Successful Delivery:

- Indicate on your Purchase Order if you would like to ship to a central location, such as a district warehouse, or to individual schools.
- Select a delivery window when someone will be at the delivery location to accept the order. **Notify others, such as front office or custodial staff, about the delivery.**

Need Help Placing an Order?
Contact: orders@cainc.com or 1 (800) 225-0248

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Curriculum Associates®

Information on Professional Learning Sessions

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. In the event of a (i) government-declared public health emergency or (ii) weather event, that materially impacts in-person instruction, sessions may transition to a virtual format. Curriculum Associates' policy is to only provide PL sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot safely reach a session site, or if adequate health safety measures cannot be put in place.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice.

Any questions regarding scheduling in-person or virtual training sessions should be directed to pdoperations@cainc.com.

i-Ready Partners

Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.
- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.
- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.
- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.
- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.

Account Management

Professional Development

Educational Consultants

Achievement Analytics

Technical Support

Your *i-Ready Partners* Team

Dedicated to helping you implement *i-Ready* programs and achieve your district goals

Curriculum Associates

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Curriculum Associates®

Placing an Order

Email: Orders@cainc.com

Submit PO by Mail:
ATTN: CUSTOMER SERVICE DEPT.
Curriculum Associates LLC
153 Rangeway Rd
North Billerica, MA 01862-2013

Submit Order by Check:
Curriculum Associates, LLC
PO Box 936600
Atlanta, GA 31193-6600

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1- 800-225-0248) and reference quote number for questions.
Please attach quote to all signed purchase orders.
If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
$74.99 or less	Max charge of $12.75
$75.00 to $999.99	12% of order
$1,000 to $4,999.99	10% of order

Order Amount	Freight Amount
$5,000.00 to $99,999.99	9% of order
$100,000 and more	8% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is **500lbs**.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- White Glove Delivery Service $1000/delivery/site

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change $500/shipment location
- Freight Storage $1000/shipment location
- Freight Carrier Redelivery $350/pallet

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.

Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under $50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1- 800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support. Customer's professional learning sessions will expire two years following the date of your purchase order or the implementation year noted on your quote, whichever comes first and are subject to the Professional Learning Terms of Service, which can be found at curriculumassociates.com/support/privacy-and-policies. To the extent that any of the terms herein come into conflict with CA's existing contractual obligations and legal liabilities, the parties agree to enter into good faith negotiations to re-negotiate the terms herein.

Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund for unused services within 90 days of license start date. For Professional Learning services, you may request a refund for unused services within 90 days of purchase date. After 90 days, your non-print products and Professional Learning purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1 -800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready ® student and teacher sets, i-Ready Classroom® student and teacher sets, and Magnetic Foundation and Literacy classroom kits.

Curriculum Associates

Prepared For:
Rachel Horn
Batesville SD
955 Water St,
Batesville, AR 72501

4/24/2026

Dear Rachel Horn,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2025-2026 Quote ID: 442293.4 Quote Valid through: 12/31/2026

Product	List Price	Net Price
i-Ready	$52,300.00	$49,685.00
Professional Learning	$500.00	$0.00
i-Ready Partners Services	$8,000.00	$0.00
	List Total:	$60,800.00
	Savings:	$11,115.00
	Shipping/Tax/Other:	$0.00
	Total:	**$49,685.00**

Thank you again for your interest in Curriculum Associates.

Sincerely

Harry Dickens
(903) 556-5354
hdickens@cainc.com

i-Ready Partners Services Includes:

- *Initial Implementation Services: Provisioning, Initial Rostering, Hosting, Technology Assessment*
- *Implementation Management: Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management*
- *Staff Development Consultation and Resources: Consultative services to help you plan and make the most of Professional Learning sessions, and i-Ready Central Self-Service Resources*
- *Technical Support: Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support*

Please submit this quote with your purchase order

Curriculum Associates

Quote ID: 442293.4 **Date: 4/24/2026** **Quote Valid through: 12/31/2026**

Prepared For:
Rachel Horn
Batesville SD
955 Water St,
Batesville, AR 72501
rhorn@gobsd1.org

Your Representative:
Harry Dickens
(903) 556-5354
hdickens@cainc.com

Batesville JHS Charter 2 Pioneer Dr, Batesville, AR 72501

Total Building Enrollment: 694, Grade Range: 6 - 8

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$500.00	$0.00	$0.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
i-Ready Assessment and Personalized Instruction Reading Site License 501-800 Students 1 Year	K-8	14974.0	1	$14,540.00	$13,813.00	$13,813.00
					Subtotal:	$13,813.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$13,813.00

Eagle Mountain ES 600 Eagle Mountain Blvd, Batesville, AR 72501

Total Building Enrollment: 600, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$0.00	$0.00	$0.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
i-Ready Assessment and Personalized Instruction Reading Site License 501-800 Students 1 Year	K-8	14974.0	1	$14,540.00	$13,813.00	$13,813.00
					Subtotal:	$13,813.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$13,813.00

Sulphur Rock Magnet School 480 N Main St, Sulphur Rock, AR 72579

Total Building Enrollment: 276, Grade Range: K - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$0.00	$0.00	$0.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
i-Ready Assessment and Personalized Instruction Reading Site License 201-350 Students 1 Year	K-8	14972.0	1	$8,680.00	$8,246.00	$8,246.00
					Subtotal:	$8,246.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$8,246.00

West Magnet ES 850 N Hill St, Batesville, AR 72501

Total Building Enrollment: 600, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$0.00	$0.00	$0.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
i-Ready Assessment and Personalized Instruction Reading Site License 501-800 Students 1 Year	K-8	14974.0	1	$14,540.00	$13,813.00	$13,813.00
					Subtotal:	$13,813.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$13,813.00

Total	
List Total:	$60,800.00
Savings:	$11,115.00
Merchandise Total:	$49,685.00
Voucher/Credit:	$0.00
Estimated Tax:	$0.00
Estimated Shipping:	$0.00
Total:	**$49,685.00**

Special Notes

5% discount applied to i-Ready based on scope of quote.
All i-Ready purchases require professional learning.
Interactive Community Session Site License (unlimited registrations) available at no cost with site-based PL purchase for AY 26-27 launch.

F.O.B.: N. Billerica, MA 01862
Shipping: Shipping based on MDSE total
Terms: Net 30 days, pending credit approval
Fed. ID: #26-3954988

Please submit this quote with your purchase order

Y4

Submitting Your Order

Placing an order is easy! Simply refer to the guide below when preparing your Purchase Order.

Submit Your Purchase Order and Corresponding Quote To: orders@cainc.com
Need Help Placing an Order? Contact: **orders@cainc.com** or **1 (800) 225-0248**

1. Purchase Order Number and Date

2. Bill-To or Invoice-To Name and Address

3. Ship-To Name and Address

4. Items and Quantities
Does your quote include a "for budgeting" note? Ensure all items and quantities are final.

5. Subtotals for Merchandise, Freight, Tax, and the Purchase Order Grand Total
A current tax-exempt certificate must be on file to honor exemption status.

1 **Purchase Order**

Pleasant Meadows
Regional School District

Purchase Order: 312773
Date: 7/1/2025

2 **Bill To:**
Pleasant Meadows School District
ATTN: Accounts Payable
47 Whipple Rd
Pleasant Meadows, MA 01234
(978) 123-4567
Vendor Name: Curriculum Associates

3 **Ship To:**
Pleasant Meadows School District
ATTN: Adam Smith, Warehouse Mgr
47 Whipple Rd
Pleasant Meadows, MA 01234
(978) 123-4567

4

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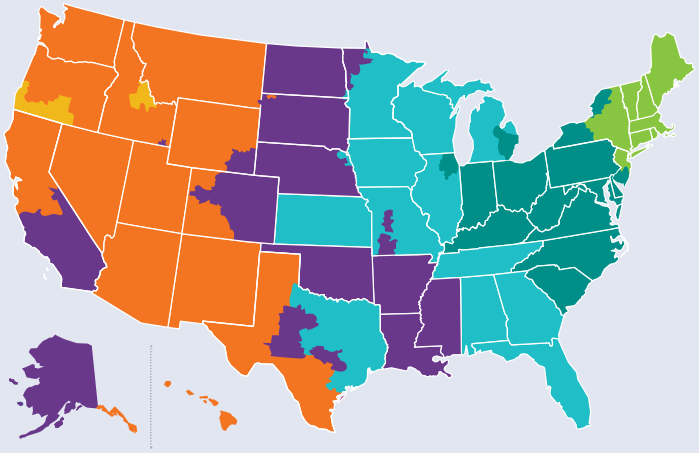

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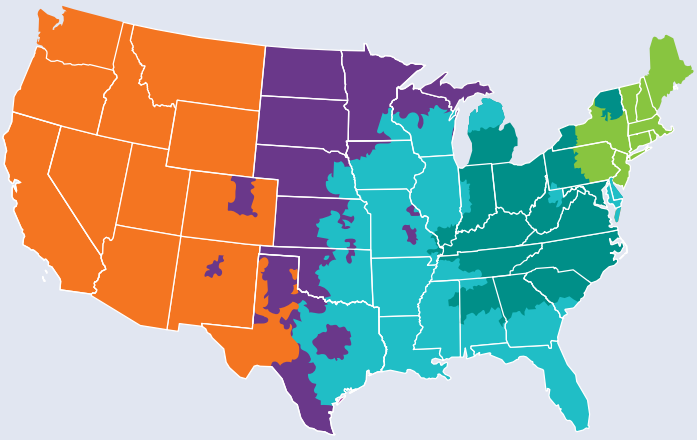
- 6 Days



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Professional Development

Educational Consultants

Achievement Analytics

Technical Support

Your *i-Ready Partners* Team

Dedicated to helping you implement *i-Ready* programs and achieve your district goals

Curriculum Associates

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Curriculum Associates®

Placing an Order

Email: Orders@cainc.com

Submit PO by Mail:
ATTN: CUSTOMER SERVICE DEPT.
Curriculum Associates LLC
153 Rangeway Rd
North Billerica, MA 01862-2013

Submit Order by Check:
Curriculum Associates, LLC
PO Box 936600
Atlanta, GA 31193-6600

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1- 800-225-0248) and reference quote number for questions.
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Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under $50,000.

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Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support. Customer's professional learning sessions will expire two years following the date of your purchase order or the implementation year noted on your quote, whichever comes first and are subject to the Professional Learning Terms of Service, which can be found at curriculumassociates.com/support/privacy-and-policies. To the extent that any of the terms herein come into conflict with CA's existing contractual obligations and legal liabilities, the parties agree to enter into good faith negotiations to re-negotiate the terms herein.

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~~Independent Learning~~

~~Students may be assigned to no more than one (1) class period per semester for an Independent Learning period that the student shall be required to attend and participate in for the full period. Such Independent Learning periods are to be used for the purposes of self-study or for organized tutoring which is to take place in the school building.~~

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The student's illness or when attendance could jeopardize the health of other students. A maximum of five (5) ~~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]

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When a student has 5 (five) 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, email, or ParentSquare message. ~~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.~~

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BHSC IS A CLOSED CAMPUS. Seniors ~~and Juniors~~ may take advantage of open campus lunch. **Open campus lunch may be lost as a result of misbehavior, low grades or failure to follow attendance policy.** Students in grades ~~9-10~~ 9-11 must stay in the BHS Cafeteria until released, unless they are attending a club meeting.

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~~Late Arrival / Early Release~~

~~Students requesting Late Arrival/ Early Release must meet the following minimum Requirements:~~

~~11th grade students~~
~~● Late arrival OR Early Release (1 period)~~
~~● 2.5 Cumulative GPA~~
~~● 19 on ACT or equivalent and on level or ready on ATLAS assessments~~
~~● No F's on Transcript (that have not been recovered)~~
~~● Must have met attendance policy requirements for previous years~~

~~● Complete request form before the first day of school~~
~~● Enroll in a minimum of 6 academic courses each semester~~
~~● All fees and fines must be cleared~~

~~12th grade students~~
~~● Late arrival AND/OR Early Release (1 or 2 Periods)~~
~~● 2.0 Cumulative GPA~~
~~● 19 on ACT or equivalent, and on level or ready on ATLAS assessments~~
~~● No F's on Transcript (that have not been recovered)~~
~~● Must have met attendance policy requirements for previous years~~
~~● Complete request form before the first day of school~~
~~● Enroll in a minimum of 5 academic courses each semester~~
~~● All fees and fines must be cleared~~

~~Administration may also consider other factors~~

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SUMMATIVE ASSESSMENTS FOR GRADES 9–12:

The faculty of Batesville High School Charter views cumulative assessment of knowledge and understanding to be a key component in a student's educational experience. No matter what path a graduate of BHSC takes, he/she will be faced with the responsibility of showing acquisition of cumulative knowledge and understanding gained during his/her course of study or training. The ACT, SAT, ATLAS, Advanced Placement Exams, certification exams in trades such as welding, plumbing, and cosmetology, and final exams in college courses are all assessments that our graduates will be facing at some point in their lives. Because of this, we feel that cumulative assessment is critical for all students of BHSC to learn to prepare for while in high school.

At the end of each semester, teachers will decide what that cumulative assessment best looks like for their individual classes. That assessment may be in the form of an exam, a project, or a portfolio showcasing the knowledge and understanding of content from the individual courses. Students must submit these cumulative assessments in order to receive the semester credit in each class.

These cumulative assessments:
● will be due the last three days of a semester in both the fall and spring semesters based on a schedule set by the Principal's office.
● ~~will be taken by every student enrolled in classes at BHSC (no exemptions). If a student does not submit the assessment, he/she will not be given credit for the class.~~
● should show a student's cumulative acquisition of taught skills and understanding of skills throughout the entire semester.
● will count for 20% of a student's semester grade in each class.

Calculation of Semester Grade:
1st 9 Weeks Grade: 40%
2nd 9 Weeks Grade: 40%
Cumulative Assessment: 20%

Semester / Cumulative Exam Exemption – ATLAS Achievement and Growth

To recognize and reward academic achievement and student growth, students may qualify for exemption from selected semester exams based on performance on the Arkansas Teaching, Learning, and Assessment System (ATLAS) Summative Assessment.

Eligibility Criteria

Students may earn an exemption from a semester exam in the corresponding content area if they meet one of the following criteria on the most recent ATLAS Summative Assessment:

1. **Proficiency Achievement**
    - The student earns a performance level of:
        - **Level 3 – Ready**, or
        - **Level 4 – Exceeds Ready**
2. **Demonstrated Academic Growth**
    - The student shows measurable growth in score from the previous year's ATLAS Summative Assessment in the same subject area.

Exemption Guidelines

- Exam exemptions apply only to courses aligned with the ATLAS-tested subject areas.
- Students qualifying for an exemption may choose to:
    - Exempt the semester exam and retain their current course grade, or
    - Take the semester exam to attempt to improve their semester average.
- Final determination of eligibility will be made by school administration.

2026-2027 BJHS Handbook Changes

- The format has been changed and all documents have been placed into links.
    - *All documents are linked. We plan to paste in “frequently viewed material” under the links that are needed. This is to keep the handbook from being 130 pages to scroll. Those will be prepared during the 2nd read and approval, but will not include any proposed changes, only changes to the format and presentation of the handbook.
- 4.7 ABSENCES - Changed wording to clarify that absences are by class period and not a full day
- 4.17 Student Discipline- Changed wording because parents don’t have to physically complete a form. They can sign online.
- APPAREL POLICY- Added multiple head coverings that aren’t permitted in the building. Added spikes as a prohibited item
- SECTION 4: DISCIPLINARY ACTIONS- (listed in the main handbook, not within a policy) Added wording that all disciplinary actions range from a minimum of a reprimand to a maximum of expulsion unless otherwise stated.
- SCHOOL BUS DISCIPLINE- Removed the step progression of discipline and stated that all offenses will have an action of a minimum reprimand and maximum expulsion. This included adding that a bus suspension can be given with a school disciplinary action.
- BATESVILLE JUNIOR HIGH SCHOOL LIBRARY- Removed policies that are no longer in place.
- STUDENT I.D. BADGES- Changed wording that students may receive an office referral instead of lunch detention for repeated offenses of failing to wear an ID badge.
- ALTERNATIVE EDUCATION ADMISSION AND EXIT POLICIES- Forms need updated by WRA

Changes to Preschool Handbook 26/27

Page 1 Merged Preschool Handbook with Infant/Toddler Handbook

Page 4 New:
During an active tornado warning the building will be closed until the warning is over or until we receive notice of being clear from the Superintendent. Once the school has entered lock down procedures we cannot release students until the warning is over. Parents are welcome to come and shelter in place until the warning is lifted.

Page 5 New:
In the event of inclement weather or unscheduled closure employees bills will be prorated/adjusted by payroll deduction in June.

Replaced/Changed Wording:
Brightwheel payment system with InTouch payment system

Page 6 New:

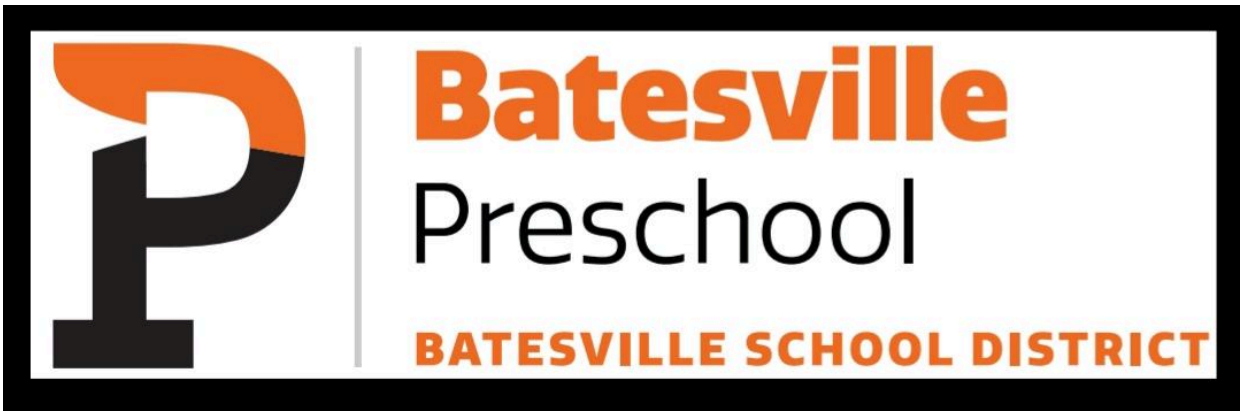
Termination of Care by the Parent

The family has the right to remove their child from the program at any time. However, notice must be given to the director 2 weeks in advance to avoid further fees or charges. All payments should be up to date. Advance payments will not be refunded without proper 2 week notification.

Income Tax Statement Requests (48-Hour Notice Required)

Parents/guardians who request an income tax statement (child care payment record) must provide at least **48 hours' notice**. This allows adequate time for our office to accurately prepare the documentation. Requests may be submitted in the office. Statements will be provided within two business days of the request. Please note that requests made during peak times (such as January–April tax season) may require additional processing time.

Page 16 New:
Intruder/lockdown and earthquake drills are conducted once a year.



Preschool/ Infant/Toddler Student Handbook

2026-2027

BATESVILLE SCHOOL DISTRICT

Mission: Empowering Today's Students for Tomorrow's Challenges
Vision: Every Student Growing Every Day
Board Approved:

Batesville Preschool
General Information

OUR PHILOSOPHY

Mission: Empowering Today's Students for Tomorrow's Challenges
Vision: Every Student Growing Every Day

Batesville Preschool has received State Quality Approval accreditation for several years. This means we have exceeded the Minimum Licensing Requirements for child care centers mandated by the State Licensing entity. We are a Better Beginnings Level 3 facility. Batesville Preschool follows all Batesville School District Board Policies and Procedures.

All children will be treated with the love and respect they deserve. They will be provided with a safe, warm, creative environment that will stimulate their interest in learning, promoting their development. The curriculum will include mathematics, science, literacy, music, outdoor gross motor play, art, as well as quiet time.

UNITS OF STUDY

We use Core Knowledge Curriculum for ages 4 – 5 years and Adventures in Learning for our toddler through 3 year old classrooms. Children are screened at the beginning of the year to determine their present level of functioning and build from there. We will introduce many different units during the year: Community Helpers, Weather, Shapes, Colors, Alphabet, Numbers, Seasons, and many others. Your child will be introduced to colors, letters, shapes and other cognitive information at a developmentally appropriate time in a comfortable learning environment. Some content your child will be learning depending on their age is listed below:

The Core Knowledge Sequence curriculum is used in the preschool program. This curriculum includes:

<u>BASIC KNOWLEDGE</u>
Days of the Week
Body Parts
The Weather
Good Nutrition
Left/Right Recognition
Sequence
Address and Phone Number
Getting Acquainted with the Alphabet
Counting
Knowledge and Use of 5 Senses

<u>PHYSICAL DEVELOPMENT</u>
Jumping, Hopping, Skipping
Ring Toss
Throwing and Catching a Ball
Balance Beam

<u>FINE MOTOR</u>
Buttoning, Snapping, Zipping
Tying Shoes
Cutting with Scissors
Puzzles, Stories, Music, Art

Science of Reading is incorporated into the curriculum with Launchpad to meet the R.I.S.E expectations. Launchpad is an online tool that offers our 4 year old students the opportunity to develop the following pre-reading skills:

- knowing that sounds are represented by letters
- letters can be put together to create words
- recognizing the concept of print and letter name

- developing letter-sound knowledge
- developing phonological and phonetic awareness

Conscious Discipline and Muttigrees is used for social-emotional development.

1. Calming methods and self-awareness of emotions will be used to solve discipline issues.
2. If necessary, the child will be separated from the group in order to regain their composure.
3. The child will never be out of the care of a teacher or director.
4. If concerns continue, a parent/ guardian will be contacted to establish a plan with the director.

OPERATION SPECIFICS

650 Vine Street
Batesville, AR 72501
(870) 793-0630
Hours of operation: Monday – Friday 6:30 a.m. – 5:30 p.m.
ABC Hours: Monday – Friday 7:30 a.m. – 2:40 p.m.
Instructional time: Monday – Friday 7:30 a.m. – 2:40 p.m.

We require that students be in attendance by 8:00 a.m. during the school year so they receive their instructional time and are available for Early Childhood Special Services, if needed. If students are repeatedly tardy or miss two consecutive weeks, they are in danger of being dismissed from the program.

We will be closed the following holidays and teacher inservice days:
Teacher Inservice and building maintenance - July 27 - August 10
Labor Day - September 7
Fall Break - October 19
Professional Development - October 20
Thanksgiving Break - November 23-27
Christmas Break - December 21-January 1
Professional Development - January 4
Martin Luther King Day - January 18
Professionals Development - February 12
Presidents Day - February 15
Spring Break - March 22-26
April 23 and 26
Memorial Day - May 31
Juneteenth - June 17
Fourth of July - Observed on July 3rd

INCLEMENT WEATHER

In the event of inclement weather, please listen to the local radio stations for information concerning closings. In the event of closings, you will be notified by Parent Square and Brightwheel. PLEASE DO NOT CALL THE SCHOOL. If Batesville Schools are dismissed, Batesville Preschool will also dismiss.

During an active tornado warning the building will be closed until the warning is over or until we receive notice of being clear from the Superintendent. Once the school has entered lock down procedures we cannot release students until the warning is over. Parents are welcome to come and shelter in place until the warning is lifted.

FEES

Room A 6 Weeks to 12 months	Wobblers 12 to 24 Months	Toddlers 24 Months to 30 Months
10 children/3 teachers	14 children/3 teachers	14 children/3 teachers
$185	$175	$175

30 - 36 Months	3 Year Olds	4 Year Olds
14 children/ 2 teachers	20 children/ 2 teachers	20 children/ 2 teachers
$155	$135	$135

***Children will be transitioned by age and developmental readiness as the director deems appropriate.

***A child utilizing ABC services may attend before 7:30/after 2:40 ABC hours for $50 a week. Picking up late will incur an additional fee of $3.00 per minute.

School Age Care for Employees of Batesville Preschool and Home Visiting Employees

Before and After Care
Before 7:30 and After 2:40 $55 weekly

*Children in the 3 and 4 year old classes will be placed with their peers based on the Kindergarten entrance date of August 1, 2025.

ABC is a free program for eligible students between the hours of 7:30 a.m. and 2:40 p.m. Monday through Friday following the Batesville Preschool calendar. If your child needs to attend before 7:30 a.m. or stay after 2:40 p.m., you will be charged a flat fee of $55 for the week. You will be required to sign your child up for the before and/or after care service in the office.

School Readiness Assistance (SRA) is a program for eligible students from 6:30-5:30 Monday through Friday following the Batesville Preschool calendar. Depending on your

eligibility status in SRA you may be required to pay a copay each week. **Copays are to be paid in advance for services on the Friday before the week of care whether a child is present or absent.**

There is a yearly, non-refundable enrollment fee of $50.00 for private-pay students. Parents will be notified in writing of any changes in fees at least two weeks in advance. Fees must be paid on a weekly basis at the rates outlined above.

Child placement preference given to employees of BSD.

Employee Discounts:
Child placement preference given to employees of BSD.
Payroll deduction and sliding scale based on fulltime employees as shown below:

5% Discount	50,000 and above
10% Discount	35,000 - 49,999
20% Discount	18,400 - 34,999

In the event of inclement weather or unscheduled closure employees bills will be prorated/adjusted by payroll deduction in June.

InTouch is our billing program and you can use a credit or debit card to pay online or pay by check, cash, credit and debit cards at the preschool office. If checks are returned for non payment all future payments must be paid in cash. Weekly payments are posted in InTouch and are accessible anytime. A receipt will be given when paying in the office. **Fees are to be paid in advance for services on the Friday before the week of care whether a child is present or absent.**

The weekly charge applies if a holiday falls on a weekday or if your child misses due to illness.

Late Pick Up
LATE PICK-UP
There is a charge of $3.00 PER MINUTE that your child is not picked up. If you cannot pick your child up by 5:30 p.m., you need to make arrangements for someone else to pick up your child. Advance notice should be given if a parent is going to be late. Parents/guardians who abuse the late pick up program will not be eligible to continue using the program. If children are not picked up and all emergency contacts have been contacted then DHS will be called.

EXPULSION
We reserve the right to expel a child on the following basis:

1. Non-adjustment
2. Disciplinary problems
3. Failure of payment
4. Non-cooperation of parents with policies and inappropriate behaviors and language towards teachers, children and other parents.

There will be no refund of money paid fees if expulsion is necessary.
*ADE Rules Governing the ABC Program: Regulation 14:01
No child in ABC shall be dismissed or expelled from the program for behavior without approval from DCCECE.

Termination of Care by the Parent
The family has the right to remove their child from the program at any time. However, notice must be given to the director 2 weeks in advance to avoid further fees or charges. All payments should be up to date. Advance payments will not be refunded without proper 2 week notification.

Income Tax Statement Requests (48-Hour Notice Required)
Parents/guardians who request an income tax statement (child care payment record) must provide at least **48 hours' notice**. This allows adequate time for our office to accurately prepare the documentation. Requests may be submitted in the office. Statements will be provided within two business days of the request. Please note that requests made during peak times (such as January–April tax season) may require additional processing time.

Late Payments
If you are two weeks late on payment, you will be notified of the loss of your child's space at the center due to nonpayment, unless prior arrangements are made. The child may be returned to the program when the amount is paid, provided there is a slot available. All bills for the current school year are required to be paid in full before your child will be enrolled for summer or the next school year unless payments arrangements are made in the office.

Brightwheel User Access
Parents/legal guardians will only have access to certain content in Brightwheel due to confidentiality. All other users will only have access to be an approved pickup. It will be the parent/legal guardians responsibility to relay check in and out information to the approved pickup contacts listed in Brightwheel.

ENROLLMENT
We have limited enrollment and maintain a waiting list at all times. If you have an interest in enrolling your child in our program, contact us as soon as possible. If there is not an opening at the time, you will be placed on the waiting list and notified as soon as an opening becomes available.

A child who turns 5 on August 1 will be considered school age and will not be eligible for preschool.

Placement of children in the center from the waitlist will follow procedure:
1. Staff define age range of slot available
2. Staff run Brightwheel report to identify children eligible for slot available

3. Time on waiting list will be be factored in but priority will be given in the following order:
    a. Batesville School District Employee
    b. Student intends to attend the Batesville School District in the future
    c. General Public
4. Parent/ Guardian will be notified of their child's selection and informed of necessary paperwork to complete enrollment process

TRANSITION PLAN

Parents who have children from 6 weeks through 30 months will receive a transition letter from the office before a child is moved to the next class. Parents are welcome to tour the new classroom and meet the new teachers so they are familiar with them prior to the move. Students transitioning as they age up to the next classroom will be introduced to the new teachers and classroom in small increments over a couple of weeks prior to the final move.

ARKANSAS BETTER CHANCE (ABC) PROGRAM

Batesville Preschool has a limited number of Arkansas Better Chance (ABC) funded slots. ABC funding eligibility is based on gross family/household income. You will be notified by the Preschool office staff if your child qualifies for ABC and will be asked to bring in copies of qualifying documentation.

ABC is a free program between the hours of 7:30 a.m. and 2:40 p.m. Monday through Friday following the Batesville Preschool calendar. If your child needs to attend before 7:30 a.m. or stay after 2:40 p.m., you will be charged a flat fee of $50 for the week. You will be required to sign your child up for the before and/or after care service in the office.

If your child misses school for two consecutive weeks in a row, they will be dropped from the ABC program.

All children enrolled in ABC are required to have an annual physical examination under the supervision of a doctor within 45 days of entry into the program. The family is responsible for the appointment and any follow-up care that may be needed.

Failure to provide the necessary documentation (copies of birth certificate, immunization record, social security card, insurance or ARKid's 1st card, proof of income and health screen) will result in your child being dropped from the ABC program.

PRESCHOOL CLOTHING

Children's clothing should be labeled. The child's clothes should be easy for the child to handle when using the bathroom independently. Snaps, buttons, belts and overalls are difficult for the children to operate. Elastic pull-on pants are very easy for them to

handle. We would like for shorts/ bloomers to be worn under dresses, as children play and tumble

Your child should be dressed in clothing appropriate for play. Tennis shoes or other shoes with rubber soles should be worn. Cowboy boots, sandals and flip flops are discouraged because of safety issues. Outdoor time occurs every day unless the temperature is extreme or it is raining or snowing. When the weather is cold, please dress your child warmly in a hat, coat, gloves and long pants. In warm weather shorts are permitted.

Your child should bring a complete change of clothing including underclothes and socks in a labeled clear ziplock bag in case of an "accident." One set of clothing should be left at the center. These need not be new. Old clothes that still fit and are suitable for prevailing weather will be fine. Even older children become ill and have accidents. Be sure your child's name is on all their belongings. If extra clothing is not provided parents will be contacted to bring a change of clothes for their child. Backpacks are not allowed in the facility for safety issues.

INFANT, TODDLER AND 30 MONTH CLOTHING

Children's articles should be labeled (ex. bottles, pacifiers, special snacks, etc.) Pacifier clips and holders are prohibited by licensing. The child's clothes should have snaps, buttons or velcro that are easy to maneuver during diapering and potty training. Snaps, buttons, belts and overalls are difficult for children to operate. Shorts or bloomers should be worn under dresses, as the children play and tumble. Boots should not be worn, as they can easily cause injury. Children will not bring personal toys to school. If articles are lost or broken, the Center will not assume responsibility

Glass bottles are not allowed to be used due to the danger of breakage and the safety of our children. We transition to trays and sippy cups and milk at one year of age. Bottles are not given to children past one year of age; they will be given a sippy cup.

Supplying diapers and wipes is the responsibility of the parent or caretaker. Your child will have a designated storage space for the diapers which will only be used for them. Fragrance free wipes will be provided by the Center. If a different type is preferred, you will be responsible for supplying them. Other items such as diaper rash creams, teething gel, gas drops, etc. must be supplied by the parent or caretaker. These will be labeled and stored for the use of your child only. A form must be filled out and kept on file for us to be able to administer these.

Your child should be dressed in clothing appropriate for play. Tennis shoes or other shoes with rubber soles should be worn. Cowboy boots, sandals and flip flops are discouraged because of safety issues. Outdoor time occurs every day unless the temperature is extreme or it is raining or snowing. When the weather is cold, please dress your child warmly in a hat, coat, gloves and long pants. In warm weather shorts are permitted.

Your child should bring a complete change of clothing including underclothes and socks in a labeled clear ziplock bag in case of an “accident.” One set of clothing should be left at the center. These need not be new. Old clothes that still fit and are suitable for prevailing weather will be fine. Even older children become ill and have accidents. Be sure your child’s name is on all their belongings. If extra clothing is not provided parents will be contacted to bring a change of clothes for their child. Diaper bags are not allowed in the facility for safety concerns.

We understand the convenience and necessity of other designated people picking up your child. However, for space and safety reasons we will not be able to store car seats or diaper bags. Please make sure that accommodations have been made so that the person picking up your child will be prepared with a car seat/ diaper bag.

NUTRITION

If your child arrives before 7:00 a.m., he/she may bring a nutritional breakfast snack. Nutritional breakfast snacks do not include cokes, chips, candy, or energy drinks. If these items are brought in they will be discarded or you may take them back to your vehicle to eat with your child. If your child arrives after 7:00 a.m., please do not send breakfast or snacks unless you provide enough for the whole class as this creates problems with so many other children arriving at this time. If you bring your child after 7am and you bring personal food, your child will consume that food in your vehicle before coming into the preschool.

The children will be served a nutritious breakfast, hot lunch and snacks daily. Menus will be available on the Batesville School District website. Therefore, your child should not bring snacks or food as it creates problems with children who have not brought food. If there is a special occasion, such as a birthday party and you would like to provide the snack that day for the students in your child’s class, you are welcome to do so. Be sure to clear this with your child’s teacher. You will be notified of any special parties that you may help provide for throughout the year. If you bring food for the entire classroom it has to be packaged food from a store. We cannot give children prepared food from the home due to licensing regulations.

Our lunches contain servings from each of the following categories: Milk, Bread or Bread Substitute, Meat or Meat Substitute (such as cheese, dried beans or peas, or eggs), Vegetable and Fruit. Each snack contains items from at least two of the categories. Batesville School District campuses are all **peanut free**.

We are committed to protecting the health and safety of our children, staff members and child care providers. Our facility recognizes that tooth decay is an infectious disease and a serious problem among young children. We also recognize that we, as staff members and child care providers, play an important role in preventing tooth decay and in educating the children, parents, staff members and child care providers on tooth decay and prevention.

Staff members follow the recommendations below to prevent tooth decay:
• Never share food or utensils with a child or baby.
• Never put a child to sleep with a bottle.
• Talk to the child's parent, when possible, to encourage tooth brushing at home.
• Ensure that children are not allowed to carry a bottle or sippy cup around during the day.
• Schedule snack times and provide healthy options. We will not allow snacking throughout the day.
•We provide oral health education throughout the year and implement a rinsing program for toddlers and older.
• We educate our staff members and child care providers on steps they can take to prevent tooth decay according to age and developmentally appropriate guidelines.

If your child has food allergies, notify your child's teacher and update the file in the office. If your child requires a food substitute due to allergy or other medical needs, a current detailed written statement from your doctor must be provided for any food substitute with replacement foods. A generic note from the doctor will not suffice due to strict guidelines the preschool has to follow. If you will be providing the replacement foods, they have to follow USDA guidelines and the five food components. If the food does not meet USDA guidelines, a tray will be offered to the child. If there is an allergy to milk, milk substitutes will be provided.

We do not use food as punishment or reward (example: "You can't play if you don't clean your plate.") We provide meals and snacks, but sometimes a child chooses not to eat or refuses to try a new food. If this happens, he/she will make up for it at the next meal or snack. Milk is included with each meal.

INFANT NUTRITION
Parents will provide breast milk, formula, and baby food at every stage until a child is old enough to be offered an age appropriate portioned cafeteria meal at 12 months of age. Bottles (with cap included) should be prepared ahead of time and ready to store in the refrigerator upon arrival. We will provide name labels for your bottles. Bibs, burp clothes, and washcloths will be provided by the center. If a child over twelve months is still taking a bottle, we must have a doctor's note. The center will provide sippy cups for children who no longer take bottles. Toddlers will receive milk for breakfast and lunch and water will be made available throughout the day.

ARRIVALS AND DEPARTURES
Consistent attendance is essential for your child's progress. Timely attendance is strongly encouraged. When children arrive late, they miss out on important educational opportunities. MAXIMUM EDUCATIONAL BENEFIT WILL BE ACHIEVED WHEN CHILDREN ARRIVE BY 8:00 A.M. Families are to call the Center prior to 9:00

a.m. to report an absence due to illness or an emergency. Children must attend regularly to stay enrolled. When a child has a record of unexcused absences and chronic tardiness, procedures may be initiated to remove the child from the Center's class roll.

Arrival and Departure - We have one entry to the building on 7th and Oak Street. Parents and guardians are required to use this entrance and walk their child to their classroom. Please bring your child in each morning and sign them in on the Brightwheel App in the entryway or your child's classroom. You will need to inform the teacher if the child is not feeling well, or of something to watch for, medicine dosages, etc. We require that parents come in to pick up their children. This allows us to inform you of any exciting happenings of the day, and it is a safety precaution—we know who picks up your children. We will not allow anyone to pick up your child unless we have expressed permission to do so. You may list on your enrollment form anyone who may pick up your child on a regular basis. After 8:30 the office doors will be locked and you will ring the doorbell to enter the office. After entering you will be checked in using Badge Pass. Badge Pass is an electronic program that checks everyone against a national database for child maltreatment. When picking up children, parents/guardians and others who have permission to pick up the child will be required to show proof of identification (drivers license.) This is an extra layer of protection for you and your child. We will not make any exceptions to this rule. If there is anyone who is **NOT** supposed to pick up your child, please make a note of it on your enrollment form and let your child's teacher and office know.

For safety sake, the adult signing the child in/out should not allow the child to run ahead into the building or parking lot. Please do not allow siblings to wander around the room or building unsupervised when picking up or dropping off your child. Leaving children in the car unattended is a form of child neglect and the police will be called.

EMERGENCY CONTACT

Batesville School District requires up-to-date family contacts and authorization be provided to staff. **For the health and safety of your child, notify the office when you move, get a new telephone number, change hours of employment or school, or change employment**. Make sure you have given the office emergency telephone numbers in addition to your place of employment. If your child has an accident or becomes ill at school, we must be able to reach you, a relative or a trusted friend. If we are unable to reach you, your ill child will be released to a person listed on his/her emergency pick-up list.

SCREENINGS/DISABILITIES

All pre-k children will receive vision, hearing and developmental screenings. If a developmental delay or problem is suspected, a conference will be scheduled with parent or guardian to review screenings and discuss further assessment, if needed. Parental permission is required before assessment and services are begun. Special

Education and related services are provided through the Batesville School District as outlined on the child's Individualized Education Plan.

FOR YOUR CHILD'S HEALTH

We cannot keep SICK children. You will need to make other arrangements if your child is ill. Morning health checks will be conducted by teachers upon arrival and whenever a change in the child's behavior or appearance is noted while that child is in care. The health check should address:

1. Reported or observed illness or injury affecting the child or family members since the last date of attendance;
2. Reported or observed changes in behavior of the child (such as lethargy or irritability) or in the appearance (e.g., sad) of the child from the previous day at home or the previous day's attendance at child care;
3. Skin rashes, impetigo, itching or scratching of the skin, itching or scratching of the scalp, or the presence of one or more live crawling lice;
4. A temperature check if the child appears ill;
5. Other signs or symptoms of illness and injury (such as drainage from eyes, vomiting, diarrhea, cuts/lacerations, pain, or feeling ill).

The caregiver/teacher should gain information necessary to complete the daily health check by direct observation of the child, by querying the parent/guardian, and, where applicable, by conversation with the child.

This is for YOUR child's protection!

1. Children shall be checked upon arrival for contagious or infectious disease. Also, no child shall be admitted who displays any of the symptoms listed below. Parents or guardians shall be notified to pick up the child if he/she exhibits any of the following symptoms:

   A. Fever - 100.4 or higher
   B. Diarrhea: Two or more watery stools in a 24-hour period
      (Exclusion from child care is required if diarrhea cannot be contained in the diaper or if diarrhea is causing soiled clothing in toilet-trained children)
   C. Vomiting: Vomiting on two or more occasions within the past 24-hour period
   D. Rash: Body rashes, not obviously associated with heat or allergic reactions to medications
   E. Sore Throat: If associated with fever or swollen glands in the neck
   F. Pink Eye: Pink or red eye(s) which may be swollen with white or yellow discharge, until on antibiotics for 24 hours.
   G. Ringworm: A fungal infection of skin may return after a report from a health care provider.
   H. Impetigo: May return 24 hours after treatment is initiated.

Please make sure you have someone listed on the emergency pick-up list who can pick up your child promptly (within one hour) if one of the above conditions occurs. An up-to-date emergency list will ensure immediate care for your child.

2. If your child has been exposed to a communicable disease, you will be notified.
3. **A child must be free of fever, vomiting or diarrhea for *24 hours* and fully recovered from an illness before coming back to the program. If your child is sent home due to any of the above they may not return the next day or until symptom free.**
4. Pediculosis (head lice)-
    1. Parents will be notified to pick up the child immediately and the child will not return until after the first treatment. The result of the first treatment should be the removal of all live bugs and nits.The child has to be nit free to return.
    2. Checks will be made twice weekly in classrooms that are affected.
    3. If a child remains untreated or head lice persists, the child will be sent home and the following will apply:
        a. Conference with family and staff.
        b. Follow up conference in two weeks to note progress.
5. Immediate treatment shall be obtained for a child who sustains a minor injury, (scratches, scrapes, insect bites, etc.).
6. If your child is well enough to come to preschool, they are well enough to go outside. We do not make provisions for children to stay in during recess. Outdoor playtime is required by licensing.

Sometimes a child needs to be given medications, (cough medicine, antibiotics, ear drops, etc.). We can only administer acetaminophen and prescription medication to your child. We **must** have a signed Medication Permit. We will not administer any medication (other than emergency first aid) to your child without a current Medication Permit for that medication. Prescription medication must be in the original container with the child's name on the prescription. (Most pharmacists will provide an extra bottle upon request.)

SHAKEN BABY SYNDROME

Information on the prevention of Shaken Baby Syndrome in accordance with Carter's Law. dontshake.org and
https://dese.ade.arkansas.gov/admin/Files/Shaken-Baby-Brochure-English-1_20230505103545.pdf
is handed out to parents in the fall and spring. This is in accordance with Minimum Licensing Requirements: DCCECE/Child Care Licensing Unit: Section 400

IMMUNIZATIONS

All children must be current on their immunizations and a copy must be retained in the child's file. This is to be provided before the child's first day in the program.

VIDEO MONITORING
All classrooms are equipped with video and audio monitoring systems. These systems are in place to ensure the safety of your child, for the monitoring of staff and service providers, and for staff training purposes.

BEHAVIOR AND GUIDANCE
Active children engaged in learning activities can result in bumps and bruises. However, if there is a need for discipline, we will use the following methods:

1. Children will be redirected
2. Problem will be discussed with child
3. Time away from the group to quiet themselves or gain control of their emotions or behaviors
4. Conference with parents

Appropriate behavior is reinforced with praise and encouragement.
Children are reminded daily of the rules by using clear positive statements regarding how they are expected to behave rather than what they are not supposed to do. Minor inappropriate behavior is ignored (when possible) and praise is given for the child's appropriate good behavior. Children are taught to express themselves verbally, not by acting out inappropriately. Brief supervised separation from the group is used only when the child does not respond to a verbal command which instructs the child as to how he or she is supposed to behave. When a misbehaving child begins to behave appropriately, encouragement and praise is given for small positive steps rather than waiting until the child has behaved for a long period of time. Help to build a positive self-image by encouraging the child to realize his or her value, limiting critical remarks, and providing support when needed to accomplish difficult tasks. Attention is focused on children who are behaving appropriately and other children will follow their example in order to obtain attention.

CHILD ABUSE
Child care workers are mandated to report any suspected abuse or neglect of a child to the appropriate Child Protective Services Agency (Arkansas Act 1208, 1991). The statewide child abuse "HOTLINE" number (1-800-482-5964) is called to report suspected child abuse. Our reporting procedure requests that staff members report any suspected maltreatment to the Director who will make a determination of the situation and report when they believe there is a need. This does not relieve any child

care worker of their responsibility to report on their own when they feel there is suspected abuse or neglect involved.

Do not leave children under the age of 14 unattended in your vehicle while you are in the building. If a staff member sees a child alone in a vehicle in our parking lot, the police will be called to report the incident.

Child Care Licensing Reports - Compliance Reports for Batesville Preschool can be found on the following website: https://dashboards-oec.ade.arkansas.gov/quicklinks

STATEMENT OF SEPARATION OF CHURCH AND STATE
To assure that no religious activity is paid or subsidized by public funds or occurs in any manner suggesting governmental endorsement of any religion or message:

a. *ABC funds must be used exclusively to support allowable ABC program costs incurred to provide non-religious instruction and activities during the ABC day; and*
b. *No religious activity may occur during any ABC day regardless of the source of funds used to support the activity.*

STAFF ABUSE
If anyone abuses or harasses our staff in any way, it will be reported to the police department immediately. Lack of respect for staff members may result in suspension and being dropped from our program. Please see the Director if you have any major concerns or problems.

If you have any questions not answered in this handbook, please feel free to contact the Preschool Director, Mindy Shaw, at 870-793-0630.

SUBSTITUTES
Substitutes will be hired whenever necessary to maintain compliance with child/staff ratios required by the Arkansas Child Care Licensing. Substitutes are qualified to care for preschool age children and have been subject to background checks to ensure safety.

INSURANCE
Parents who wish health and accident coverage on individual children may purchase an inexpensive policy offered through the school district or consult your insurance agent.

ACCESS TO CHILDREN
Parents are welcome to visit at any time during regular hours of operation. We exercise an open-door policy where a parent or custodial guardian is welcome to visit or pick up their child at any time. However, when the child comes in for the first few times, we suggest you leave the child and let us attend to him/her. If the child is upset and cannot be calmed down after a reasonable period of time, we will then call someone.

Children are subject to be interviewed by licensing staff, by child maltreatment investigators, or by law enforcement for investigative purposes and/or determining compliance with licensing requirements. Other adults or parents will not be allowed accessibility to speak harshly to a child in the care center. (Example: When a parent wishes to reprimand another child whom they believe has mistreated their child.) The adult will need to speak to the director concerning the problem they may have.

EMERGENCY PLAN
Fire drills and tornado drills are conducted monthly. There will be an adequate number of staff on duty at all times in case of emergency.

NAP TIME
All children at the center will have a rest period after lunch. Although children are not forced to go to sleep during this time, they are required to rest quietly so that the other children who want to sleep may do so.

The Center follows Safe Sleep policies. Licensing also states, “Infants (children 12 months of age and below) shall be placed flat on their backs to sleep, in accordance with American Academy of Pediatrics guidelines, to lessen the risk of suffocation and Sudden Infant Death Syndrome. (If a child rolls over on his/her own, the facility is not required to reposition the child.) If there is a medical reason a child cannot sleep on his/her back, then a signed statement from the child’s physician must be in the file stating the reason, the sleep position indicated, and the time frame this is required.” No loose bedding, pillows, or stuffed animals. The center will provide sheets and receiving blankets, big blankets are not allowed.

Baby beds and rest cots are provided. Infants will be on their own sleep schedule. Bedding will be laundered daily as required by Arkansas Child Care Minimum Licensing.

Rest mats and nap blankets are provided; however, each child MAY provide his/her own cover if they have a favorite they prefer. The child’s name should be clearly visible on the articles. The personally owned cover will be sent home with the child each Friday for laundering.

TOYS
Toys are not allowed from home. Children are disappointed when the toy is lost or broken. There will be toys and materials available at the center.

INVITATIONS
To help all children feel valued and included, we ask that parents do not send birthday or party invitations to school unless **all children in the class are invited.** Handing out

invitations to only a few classmates during the school day can lead to hurt feelings. If you are planning a smaller celebration, please distribute those invitations privately outside of school. Our goal is to create a positive, welcoming environment for every child. Thank you for helping us teach kindness, inclusiveness, and respect for others.

PARENT INVOLVEMENT

Parents are encouraged to come visit our campus at any time. Special emphasis will be placed throughout the year when parents are asked to share their jobs or hobbies with the children. Parents are welcome to volunteer any time to read to the children or participate in special classroom activities.

The Parent Involvement Programs provided by Batesville School District are the Parents as Teachers (PAT) and Save the Children serving families prenatal through 5 years of age.

Batesville Preschool recognizes the importance of providing support and early education for children and their families starting at birth and continuing until the child is age 5.

The preschool provides monthly home visiting, developmental screening, informational parent meetings, playgroups, and connection to community resources through the Parents as Teachers program. The program utilizes the award-winning curriculum "Born to Learn." Services are provided to children and their families throughout Independence County free of charge.

Program representatives may be contacted at 870-793-0627 for additional information. Visit the PAT office to register your child. You are your child's first and most important teacher.

FAMILY RESOURCE CENTER

The Family Resource Center is available and open to all parents in the District. The center offers parents an array of informational materials, instructional supplies and information on resources available in the community. The resource center provides health and nutrition programs, information on outreach services for infants and toddlers and parenting support.

We strongly encourage each parent to visit the Family Resource Center to check out books, magazines, or folder games. Parents are also encouraged to use the materials, supplies and equipment to make learning games and take an active part in their child's development and education.

Computers are available for parental use to allow access to registration paperwork, job applications and training, as well as gaining knowledge to assist with your child's development.

If you have any questions about any information in this handbook please contact Mindy Shaw at the Batesville Preschool office at 870-793-0630.

Batesville School District

STUDENTS FIRST

BATESVILLE ELEMENTARY SCHOOL

STUDENT HANDBOOK

2026-2027

Eagle Mountain Elementary

Sulphur Rock Elementary

West Elementary

STUDENT HANDBOOK

It shall be the policy of the Batesville School District that the most recently adopted version of the Student Handbook be incorporated by reference into the policies of this district. In the event that there is a conflict between the student handbook and a general board policy or policies, the more recently adopted language will be considered binding and controlling on the matter provided the parent(s) of the student, or the student if 18 years of age or older have acknowledged receipt of the controlling language.

LEGAL NOTICE

In keeping with the guidelines of Title VI, Section 601, Civil Rights Act of 1964, Title IX, Section 901, Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Educational Equity Guidelines for the Arkansas School Districts, the Batesville School District assures that no person on the basis of race, color, national origin, age, sex or handicap shall be denied equal opportunity for the benefit of, or the participation in any school program or activity inclusive of, but not limited to admission and employment.

Inquiries concerning the application of this policy may be referred to:

Equity Coordinator – Mr. David Campbell
504 Coordinator – Mrs.
490 East College Ave. Suite 256
Batesville, AR 72501
870-793-6831

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PUPIL ENROLLMENT IN BATESVILLE SCHOOL DISTRICT

4.1 RESIDENCE REQUIREMENTS

Definitions:

“In loco parentis” means relating to the responsibility to undertake the care and control of another person in the absence of:
1. Supervision by the person's parent or legal guardian; and
2. Formal legal approval.

“Reside” means to be physically present and to maintain a permanent place of abode for an average of no fewer than four (4) calendar days and nights per week for a primary purpose other than school attendance.

“Resident” means a student whose parents, legal guardians, persons having lawful control of the student or persons standing in loco parentis reside in the school district.

“Residential address” means the physical location where the student’s parents, legal guardians, persons having awful control of the student or persons standing in loco parentis reside. A student may use the residential address of a parent, legal guardian, person having lawful control of the student or person standing in loco parentis only if the student resides at the same residential address and if the guardianship or other legal authority is not granted solely for educational needs or school attendance purposes.

The schools of the District shall be open and free through the completion of the secondary program to all persons between the ages of five (5) and twenty one (21) years whose parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis reside within the District and to all persons between those ages who have been legally transferred to the District for educational purposes.

Any person eighteen (18) years of age or older may establish a residence separate and apart from his or her parent, legal guardian, person having lawful control of the student, or a person standing in loco parentis for school attendance purposes.

In order for a person under the age of eighteen (18) years to establish a residence for the purpose of attending the District’s schools separate and apart from his or her parent, legal guardian, person having lawful control of the student, or a person standing in loco parentis, the student is required to reside in the District for a primary purpose other than that of school attendance; however, a student previously enrolled in the district whose parents move the student into another district or who is placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty may continue to attend district schools. A foster child who was previously enrolled in a District school and who has had a change in placement to a residence outside the District, may continue to remain enrolled in his/her current school unless the presiding court rules otherwise.

Under instances prescribed in A.C.A. § 6-18-203, a child or ward of an employee of the district or of the education co-op to which the district belongs may enroll in the district even though the employee and the employee’s child or ward reside outside the district.

Children whose parent or legal guardian relocates within the state due to a mobilization, deployment, or available military housing while on active duty in or serving in the reserve component of a branch of the United States Armed Forces or National Guard may continue attending school in the school district the children were attending prior to the relocation or attend school in the school district where the children have relocated. A child may complete all remaining school years at the enrolled school district regardless of mobilization, deployment, or military status of the parent or guardian.

Cross References: 4.40—HOMELESS STUDENTS
4.52—STUDENTS WHO ARE FOSTER CHILDREN

Legal References: A.C.A. § 6-4-302
A.C.A. § 6-16-107
A.C.A. § 6-18-202
A.C.A. § 6-18-203
A.C.A. § 9-28-113

Date Adopted: May 17, 2004
Last Revised: July 15, 2024

4.2 ENTRANCE REQUIREMENTS

To enroll in a school in the District, the child must:

A. Be a resident of the District as defined in District policy (4.1 RESIDENCE REQUIREMENTS);
B. Meet the criteria outlined in Policy:
- § 4.40 HOMELESS STUDENTS; or
- § 4.52 STUDENTS WHO ARE FOSTER CHILDREN;

C. Be accepted as a transfer student under the provisions of policy 4.4; or
D. Participate under a school choice option and submit the required paperwork as required by the choice option under Policy 4.5.

A student may enter kindergarten if the student:

- 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 student is seeking initial enrollment; or
  - Has been enrolled in a state-accredited or state-approved kindergarten program in another state for at least sixty (60) days and:
    - § Will become five (5) years old during the year in which the student is enrolled in kindergarten; and
    - § Submits a written request for enrollment to the District; or

- Was enrolled in a state-accredited or state-approved kindergarten program in another state or in a kindergarten program equivalent in another country and:
  - Becomes a resident of this state as a direct result of active military orders or a court-ordered change of custody;
  - Will become five (5) years of age during the year in which the student is enrolled in kindergarten; and
  - 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 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 six (6) years of age during the school year in which the 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 the student's parent or legal guardian presenting for enrollment.[1]

Prior to the child's admission to a District school:[2]

1. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall furnish the child's social security number, or if they request, the district will assign the child a nine (9) digit number designated by the Division of Elementary and Secondary 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 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 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.[3]

4. In accordance with Policy 4.57—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 or mobilize under Title 10 of the United States Code, Title 32 of the United States Code, or state mobilization to active duty.

“Active duty”[4] 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 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 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.

“Eligible child” means the children of:

· Active duty members of the uniformed services;

· Members of the active and activated reserve components of the uniformed services;

· Veterans of the uniformed services who are injured in the line of duty and medically separated or retired;

· Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty;

· 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 member attends monthly and annual training periods.

“Transition” means the:

- Formal and physical process of transitioning from public school to public school; or
- Period of time in which a student moves from a sending district to a receiving district.

“Uniformed services”[4] 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 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 possess specialized knowledge regarding the educational needs and unique challenges faced by children of uniformed services families.[5]

An eligible child as defined in this policy shall:

1. Be allowed to continue the student’s enrollment at the grade level commensurate with the student’s grade level the student was in at the time of transition from the student’s previous school, regardless of age;
2. Be eligible for enrollment in the next highest grade level, regardless of age if the student has satisfactorily completed the prerequisite grade level in the student’s previous school;
3. Enter the District's school on the validated level from the student’s previous accredited school when transferring into the District after the start of the school year;
4. Be enrolled in courses and programs the same as or similar to the ones the student was enrolled in 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 provided services comparable to those the student with disabilities received in the student's previous school based on 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. 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 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 eligible to continue attending District schools if the 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 and an enrollment application

· 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:[6]

a. Career-ready pathways and other academic or education programs offered;
b. Required academic courses for each curriculum and elective course options;
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
e. Other relevant information regarding the 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:

o 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

o 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.[7]

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.[8]

The District shall provide English-language services to international exchange students as necessary.[9]

Cross References: 4.1—RESIDENCE REQUIREMENTS

4.4—STUDENT TRANSFERS 4.5—SCHOOL CHOICE

4.6—HOMESCHOOLING 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)

Date Adopted: May 17, 2004
Last Revised: February 9, 2026

4.52 STUDENTS WHO ARE FOSTER CHILDREN

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 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 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.[1]

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 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.[2]

Upon notification to the District's foster care liaison by a foster child's case worker 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 the foster child. Immediate enrollment is required even if a child lacks the required clothing, academic or medical records, or proof of residency.[3]

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.[4]

If a foster child was enrolled in a District school immediately prior to completing 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 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;
  - 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.

> Notes: Additional guidance documents and training materials on students in foster care may be found on the DESE website at: https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs/Foster%20Care%20Liaison.

Cross References: 4.1—RESIDENCE REQUIREMENTS

4.2—ENTRANCE REQUIREMENTS 4.5—SCHOOL CHOICE

4.7—ABSENCES

Legal References: A.C.A. § 6-18-233 A.C.A. § 9-28-113

Date Adopted: June 16, 2011
Last Revised: July 21, 2025

4.4 STUDENT TRANSFERS

The superintendent is authorized to accept transfer applications on behalf of the Board. At least five (5) days before a school board meeting, the superintendent shall notify the Board regarding:

- All transfer applications the superintendent has accepted since the last meeting; and
- All transfer applications the District has received since the last meeting that the superintendent intends to recommend be denied.

Each transfer application[3] 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 non resident 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.[4] 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 to a District school shall be 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. A student transferring from homeschool will be placed in accordance with Policy 4.6—HOME SCHOOLING.

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.[5]

Except as otherwise required or permitted by law,[6] 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. § 6-18-510	A.C.A. § 9-28-113(b)(4)
A.C.A. § 9-28-205	DESE Rules Governing Petitions For Student Transfers

Date Adopted: May 17, 2004
Last Revised: February 9, 2026

4.11 EQUAL EDUCATIONAL OPPORTUNITY

No student in the Batesville 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 color, religion, national origin, sex, age, or disability.[1] The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.[2]

Inquiries on non-discrimination may be directed to Assistant Superintendent[3], who may be reached at 870 793 6831[4].

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 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 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.

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	

Date Adopted: May 17, 2004
Last Revised: July 21, 2025

4.40 HOMELESS STUDENTS

The Batesville School District will afford the same services and educational opportunities to homeless children as are afforded to non-homeless children. The Superintendent or his/her designee shall appoint an appropriate staff person to be the local educational agency (LEA) liaison for homeless children and youth whose responsibilities shall include, but are not limited to:

- Receive appropriate time and training in order to carry out the duties required by law and this policy;
- coordinate and collaborate with the State Coordinator, community, and school personnel responsible for education and related services to homeless children and youths;
- Ensure that school personnel receive professional development and other support regarding their duties and responsibilities for homeless youths;
- Ensure that unaccompanied homeless youths:
    - Are enrolled in school;
    - Have opportunities to meet the same challenging State academic standards as other children and youths; and
    - Are informed of their status as independent students under the Higher Education Act of 1965 and that they may obtain assistance from the LEA liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid;
- Ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such youth, and unaccompanied homeless youth, including schools, shelters, public libraries, and soup kitchens, in a manner and form that is easily understandable.

To the extent possible, the LEA liaison and the building principal shall work together to ensure no homeless child or youth is harmed due to conflicts with District policies solely because of the homeless child or youth's living situation; this is especially true for District policies governing fees, fines, and absences.

Notwithstanding Policy 4.1, homeless students living in the district are entitled to enroll in the district's school that non-homeless students who live in the same attendance area are eligible to attend. If there is a question concerning the enrollment of a homeless child due to a conflict with Policy 4.1 or 4.2, the child shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute, including all appeals. It is the responsibility of the District's LEA liaison for homeless children and youth to carry out the dispute resolution process.

For the purposes of this policy "school of origin" means:

- The school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool; and
- The designated receiving school at the next grade level for all feeder schools when the child completes the final grade provided by the school of origin.

The District shall do one of the following according to what is in the best interests of a homeless child:

1. Continue the child's or youth's education in the school of origin for the duration of homelessness:
    - In any case in which a family becomes homeless between academic years or during an academic year; and

- For the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or

2. Enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

In determining the best interest of the child or youth, the District shall:

- Presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth;
- Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth.

If the District determines that it is not in the child's or youth's best interest to attend the school of origin or the school requested by the parent or guardian, or (in the case of an unaccompanied youth) the youth, the District shall provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal. For an unaccompanied youth, the District shall ensure that the LEA liaison assists in placement or enrollment decisions, gives priority to the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.

The homeless child or youth must be immediately enrolled in the selected school regardless of whether application or enrollment deadlines were missed during the period of homelessness.

The District shall be responsible for providing transportation for a homeless child, at the request of the parent or guardian (or in the case of an unaccompanied youth, the LEA Liaison), to and from the child’s school of origin.

A homeless student shall be immediately eligible to participate in interscholastic activities at the school in which the student is enrolled.

For the purposes of this policy, students shall be considered homeless if they lack a fixed, regular, and adequate nighttime residence and:

1. Are:
   - Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
   - Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
   - Living in emergency or transitional shelters;
   - Abandoned in hospitals
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Are migratory children who are living in circumstances described in clauses (a) through (c).

In accordance with Federal law, information on a homeless child or youth's living situation is part of the student's education record and shall not be considered, or added to the list of directory information in Policy 4.13.

Legal References: A.C.A. § 6-18-115 A.C.A. § 9-25-106
42 U.S.C. § 11431 et seq 42 U.S.C. § 11431 (2)
42 U.S.C. § 11432(g)(1)(H)(I)
42 U.S.C. § 11432 (g)(1)(J)(i), (ii), (iii), (iii)(I), (iii)(II)
42 U.S.C. § 11432 (g)(3)(A), (A)(i), (A)(i)(I), (A)(i)(II), (A)(ii)
42 U.S.C. § 11432 (g)(3)(B)(i), (ii), (iii)
42 U.S.C. § 11432 (g)(3)(C)(i), (ii), (iii)
42 U.S.C. § 11432 (g)(3)(E)(i), (ii), (iii)
42 U.S.C. § 11432 (g)(3)(G)
42 U.S.C. § 11432 (g)(4) (A), (B), (C), (D), (E)
42 U.S.C. § 11434a
Commissioner's Memo COM-18-044

Last Revised: January 22, 2024

4.5 SCHOOL CHOICE

Exemption

The District is under an enforceable desegregation court order/court-approved desegregation plan[1] 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).[2] As a result of the desegregation order/desegregation plan[1], 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.[3] 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.[4]

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[5]

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.[6]

The District shall advertise in appropriate broadcast media and either print media or on the 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.[7]

Application Process

The student's parent shall submit a school choice application on a form approved by DESE to:

· 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 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 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 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[8] 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.[8]

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, 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.[9]

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 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 school the District student was seeking to transfer to; or

· A District student submits a school choice application to transfer to another district 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 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[10]

Unless there is a lack of capacity[6] 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[9][10] 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"; and 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, 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 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 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 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.[11] 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.[12]

Transfers out of, or within, the District[10]

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 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 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 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.[13]

<u>Uniformed Service Member Dependent School Choice</u>

"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:

- Uniformed service member in full-time active-duty status;
- Surviving spouse of a uniformed service member;

- 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

- 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 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 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.

The application deadline required under Standard School Choice and Opportunity School Choice shall not apply to uniformed service member dependents.

The parent shall be notified in writing whether the student's application has been accepted or rejected within fifteen (15) days of the receipt of the application by:

a. The District superintendent for students transferring within the District; or

b. The superintendent of the nonresident district for students transferring to a nonresident district.

A student's transfer under the Uniformed Services Member Dependent School Choice is effective immediately upon the written notification of acceptance.

A student shall be permitted only one (1) school transfer per academic year.

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 References: 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 Rules Governing Public School Choice

Date Adopted: May 17, 2004
Last Revised: December 15, 2025

4.6 HOME SCHOOLING

Enrollment in Home School

Parents or legal guardians desiring to provide a home school for their children shall give written notice to the Superintendent of their intent to homeschool. The notice shall be given:

1. At the beginning of each school year, but no later than August 15;
2. Five (5) school days prior to withdrawing the child (provided the student is not currently under disciplinary action for violation of any written school policy, including, but not limited to, excessive absences) and at the beginning of each school year thereafter; or
3. Within thirty (30) calendar days of the parent or legal guardian establishing residency within the district during the school year.

Written notice of the parent or legal guardian's intent to homeschool shall be delivered to the Superintendent through any of the following methods:

· Electronically, including without limitation by~~;~~

Use of the Division of Elementary and Secondary Education's (DESE) online system;
Email; or
Facsimile;

· By mail; or

· In person.

The notice shall include:

a. The name, sex, date of birth, grade level, and the name and address of the school last attended, if any;
b. The mailing address and telephone number of the home school;
c. The name of the parent or legal guardian providing the home school;
d. Indicate if the home-schooled student intends to participate in extracurricular activities during the school year;
e. A statement of whether the home-schooled student plans to seek a high school equivalency diploma during the current school year;
f. A statement that the parent or legal guardian agrees that the parent or legal guardian is responsible for the education of their children during the time the parents or legal guardians choose to homeschool; and
g. A signature of the parent or legal guardian.

To aid the District in providing a free and appropriate public education to students in need of special education services, the parents or legal guardians homeschooling their children shall provide information that might indicate the need for special education services.

A student who has been temporarily issued items, resources, supplies, materials, or other property belonging to the District is eligible for enrollment in a home school during the school year after:

- The items, resources, supplies, materials, or other property belonging to the District have been returned to the District;

- The items, resources, supplies, materials, or other property belonging to the District have been paid for; or

- The semester has ended.

The superintendent or the board of directors may waive the required five (5) school day waiting period for a student's enrollment in home school during a semester if the superintendent or the board of directors is satisfied with the return of temporarily issued items, resources, supplies, materials, or other District property.

Enrollment or Re-Enrollment in Public School

A home-schooled student who wishes to enroll or re-enroll in a District school shall submit:

- A transcript listing all courses taken and semester grades from the home school;
- Score of at least the thirtieth percentile on a nationally recognized norm-referenced assessment taken in the past year; and
- A portfolio of indicators of the home-schooled student's academic progress, including without limitation:
    - Curricula used in the home school;
    - Tests taken and lessons completed by the home-schooled student; and
    - Other indicators of the home-schooled student's academic progress.

If a home-schooled student is unable to provide a nationally recognized norm-referenced score, the District may either assess the student using a nationally recognized norm-referenced assessment or waive the requirement for a nationally recognized norm-referenced assessment score.

A home-schooled student who enrolls or re-enrolls in the District will be placed at a grade level and academic course level equivalent to or higher than the home-schooled student's grade level and academic course level in the home school:

1. As indicated by the documentation submitted by the home-schooled student;
2. By mutual agreement between the public school and the home-schooled student's parent or legal guardian; or
3. If the home-schooled student fails to provide the documentation required by this policy, with the exception of the nationally recognized norm-referenced assessment score, the District may have sole authority to determine the home-schooled student's grade placement and course credits. The District will determine the home-schooled student's

grade placement and course credits in the same manner the District uses when determining grade placement and course credits for students enrolling or re-enrolling in the District who attended another public or private school.

The District shall afford a home-schooled student who enrolls or re-enrolls in a public school the same rights and privileges enjoyed by the District's other students. The District shall not deny a home-schooled student who enrolls or re-enrolls in the District any of the following on the basis of the student having attended a home school:

a. Award of course credits earned in the home school;
b. Placement in the proper grade level and promotion to the next grade level;
c. Participation in any academic or extracurricular activity;
d. Membership in school-sponsored clubs, associations, or organizations;
e. A diploma or graduation, so long as the student has enrolled or re-enrolled in the District to attend classes for at least the nine (9) months immediately prior to graduation; or
f. Scholarships.

Legal References: A.C.A. § 6-15-503 A.C.A. § 6-15-504 A.C.A. § 6-41-103
DESE Rules Governing Home Schools

Last Revised: June 14, 2021

4.15 CONTACT WITH STUDENTS WHILE AT SCHOOL

CONTACT BY PARENTS

Parents wishing to speak to their children during the school day shall register first with the office.

CONTACT BY NON-CUSTODIAL PARENTS

If there is any question concerning the legal custody of the student, the custodial parent shall present documentation to the principal or the principal's designee establishing the parent's custody of the student. It shall be the responsibility of the custodial parent to make any court ordered "no contact" or other restrictions regarding the non-custodial parent known to the principal by presenting a copy of a file-marked court order. Without such a court order on file, the school will release the child to either of his/her parents. Non-custodial parents who file with the principal a date-stamped copy of current court orders granting unsupervised visitation may, to the extent authorized by the court order, eat lunch, volunteer in their child's classroom, or otherwise have contact with their child during school hours and the prior approval of the school's principal. Such contact is subject to the limitations outlined in Policy 4.16, Policy 6.5, and any other policies that may apply. The District shall not act as a supervisor for non-custodial parent visitation purposes under any circumstance.

Arkansas law provides that, In order to avoid continuing child custody controversies from involving school personnel and to avoid disruptions to the educational atmosphere in the District's schools, the transfer of a child between his/her custodial parent and non-custodial parent, when both parents are present, shall not take place on the school's property on normal school days during normal hours of school operation. The custodial or non-custodial parent may send to/drop off the student at school to be sent to/picked up by the other parent on predetermined days in accordance with any court order provided by the custodial parent or by a signed agreement between both the custodial and non-custodial parents that was witnessed by the student's building principal. Unless a valid no-contact order has been filed with the student's principal or the principal's designee, district employees shall not become involved in disputes concerning whether or not that parent was supposed to pick up the student on any given day.

CONTACT BY LAW ENFORCEMENT, SOCIAL SERVICES, OR BY COURT ORDER

State Law requires that Department of Human Services employees, local law enforcement, or agents of the Crimes Against Children Division of the Division of Arkansas State Police, may interview students without a court order for the purpose of investigating suspected child abuse. In instances where the interviewers deem it necessary, they may exercise a "72-hour hold" without first obtaining a court order. Except as provided below, other questioning of students by non-school personnel shall be granted only with a court order directing such questioning, with permission of the parents of a student (or the student if above eighteen [18] years of age), or in response to a subpoena or arrest warrant.

If the District makes a report to any law enforcement agency concerning student misconduct or if access to a student is granted to a law enforcement agency due to a court order, the principal or the principal's designee shall make a good faith effort to contact the student's parent, legal guardian person having lawful control of the student, or person standing in loco parentis. The principal or the principal's designee shall not attempt to make such contact if presented documentation by the investigator that notification is prohibited because a parent, legal guardian,

person having lawful control of the student, or person standing in loco parentis is named as an alleged offender of the suspected child maltreatment. This exception applies only to interview requests made by a law enforcement officer, an investigator of the Crimes Against Children Division of the Division of Arkansas State Police, or an investigator or employee of the Department of Human Services.

In instances other than those related to cases of suspected child abuse, principals must release a student to either a police officer who presents a subpoena for the student, or a warrant for arrest, or to an agent of state social services or an agent of a court with jurisdiction over a child with a court order signed by a judge. Upon release of the student, the principal or designee shall give the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis notice that the student has been taken into custody by law enforcement personnel or a state's social services agency. If the principal or designee is unable to reach the parent, he or she shall make a reasonable, good faith effort to get a message to the parent to call the principal or designee, and leave both a day and an after-hours telephone number.

CONTACT BY PROFESSIONAL LICENSURE STANDARDS BOARDS INVESTIGATORS

Investigators for the Professional Licensure Standards Board may meet with students during the school day to carry out the investigation of an ethics complaint.

Legal References: A.C.A. § 6-18-513 A.C.A. § 9-13-104
A.C.A. § 12-18-609, 610, 613 A.C.A. § 12-18-1001, 1005

Date Adopted: May 17, 2004
Last Revised: January 22, 2024

4.13 PRIVACY OF STUDENTS' RECORDS/DIRECTORY INFORMATION

Except when a court order regarding a student has been presented to the district to the contrary, all students' education records are available for inspection and copying by the parent of his/her student who is under the age of eighteen (18). At the age of eighteen (18), the right to inspect and copy a student's records transfers to the student. A student's parent or the student, if over the age of eighteen (18), requesting to review the student's education records will be allowed to do so within no more than forty five (45) days of the request. The district forwards education records, including disciplinary records, to schools that have requested them and in which the student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

The district shall receive written permission before releasing education records to any agency or individual not authorized by law to receive and/or view the education records without prior parental permission. The District shall maintain a record of requests by such agencies or individuals for access to, and each disclosure of personally identifiable information ("PII") from the education records of each student. Disclosure of education records is authorized by law to school officials with legitimate educational interests. A personal record kept by a school staff member is **not** considered an education record if it meets the following tests.

- it is in the sole possession of the individual who made it;
- it is used only as a personal memory aid; and
- information contained in it has never been revealed or made available to any other person, except the maker's temporary substitute.

For the purposes of this policy a school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

For the purposes of this policy a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility, contracted duty, or duty of elected office.

In addition to releasing PII to school officials without permission, the District may disclose PII from the education records of students in foster care placement to the student's caseworker or to the caseworker's representative without getting prior consent of the parent (or the student if the student is over eighteen (18)). For the District to release the student's PII without getting permission:

- The student must be in foster care;
- The individual to whom the PII will be released must have legal access to the student's case plan; and
- The Arkansas Department of Human Services, or a sub-agency of the Department, must be legally responsible for the care and protection of the student.

The District discloses PII from an education record to appropriate parties, including parents, in connection with an emergency if knowledge of the information is necessary to protect the health

or safety of the student or other individuals. The superintendent or designee shall determine who will have access to and the responsibility for disclosing information in emergency situations. When deciding whether to release PII in a health or safety emergency, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

For purposes of this policy, the Batesville School District does not distinguish between a custodial and noncustodial parent, or a non-parent such as a person acting in loco parentis or a foster parent with respect to gaining access to a student's records. Unless a court order restricting such access has been presented to the district to the contrary, the fact of a person's status as parent or guardian, alone, enables that parent or guardian to review and copy his child's records.

If there exists a court order which directs that a parent not have access to a student or his/her records, the parent, guardian, person acting in loco parentis, or an agent of the Department of Human Services must present a file-marked copy of such order to the building principal and the superintendent. The school will make good-faith efforts to act in accordance with such court order, but the failure to do so does not impose legal liability upon the school. The actual responsibility for enforcement of such court orders rests with the parents or guardians, their attorneys and the court which issued the order.

A parent or guardian does not have the right to remove any material from a student's records, but such parent or guardian may challenge the accuracy of a record. The right to challenge the accuracy of a record does not include the right to dispute a grade, disciplinary rulings, disability placements, or other such determinations, which must be done only through the appropriate teacher and/or administrator, the decision of whom is final. A challenge to the accuracy of material contained in a student's file must be initiated with the building principal, with an appeal available to the Superintendent or his/her designee. The challenge shall clearly identify the part of the student's record the parent wants changed and specify why he/she believes it is inaccurate or misleading. If the school determines not to amend the record as requested, the school will notify the requesting parent or student of the decision and inform them of their right to a hearing regarding the request for amending the record. The parent or eligible student will be provided information regarding the hearing procedure when notified of the right to a hearing.

Unless the parent or guardian of a student (or student, if above the age of eighteen [18]) objects, "directory information" about a student may be made available to the public, military recruiters, post-secondary educational institutions, prospective employers of those students, as well as school publications such as annual yearbooks and graduation announcements. "Directory information" includes, but is not limited to, a student's name, address, telephone number, electronic mail address, photograph, date and place of birth, dates of attendance, his/her placement on the honor roll (or the receipt of other types of honors), as well as his/her participation in school clubs and extracurricular activities, among others. If the student participates in inherently public activities (for example, basketball, football, or other interscholastic activities), the publication of such information will be beyond the control of the District. "Directory information" also includes a student identification (ID) number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems and a student ID number or other unique personal identifier that is displayed on a student's ID badge, provided the ID cannot be used to gain access to education records except when used in conjunction with one

or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user.

A student's name and photograph will only be displayed on the district or school's web page(s) after receiving the written permission from the student's parent or student if over the age of eighteen (18).

The form for objecting to making directory information available is located in the back of the student handbook and must be completed and signed by the parent or age-eligible student and filed with the building principal's office no later than ten (10) school days after the beginning of each school year or the date the student is enrolled for school. Failure to file an objection by that time is considered a specific grant of permission. The district is required to continue to honor any signed-opt out form for any student no longer in attendance at the district.

The right to opt out of the disclosure of directory information under Family Educational Rights and Privacy Act (FERPA) does not prevent the District from disclosing or requiring a student to disclose the student's name, identifier, or institutional email address in a class in which the student is enrolled.

Parents and students over the age of 18 who believe the district has failed to comply with the requirements for the lawful release of student records may file a complaint with the U.S. Department of Education (DOE) at

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

The District shall ensure that all contracts that disclose or make available student personally identifiable information to vendors, including school service contract providers, school service on-demand providers, and other third parties, including without limitation subcontractors of contract providers, include express provisions that safeguard the privacy and security of student personally identifiable information that meet the requirements under A.C.A. § 6-18-2601 et seq. The District shall maintain a list of the school service contract providers that the District contracts with for school services that include or make available student personally identifiable information. The list shall be updated at least once at the beginning of each semester and provided to parents upon request.

Notes: With very few exceptions; Health Insurance Portability and Accountability Act (HIPAA) privacy requirements don't apply to public K-12 schools and, for that reason, ASBA has no model policy addressing HIPAA. An excellent explanation of the relation between FERPA and HIPAA is available at https://arsba.org/policy-resources.

Cross References: 4.34—Communicable Diseases and Parasites
5.20—District website

5.20.1—Web Site Privacy Policy
5.20F1—Permission to Display Photo of Student on Web Site

Legal References: A.C.A. § 9-28 -113(b)(6) 20 U.S.C. § 1232g
20 U.S.C. § 7908
34 CFR 99.3, 99.7, 99.21, 99.22, 99.30, 99.31, 99.32, 99.33, 99.34, 99.35, 99.36, 99.37, 99.63, 99.64

Date Adopted: May 17, 2004
Last Revised: July 15, 2024

4.3 COMPULSORY ATTENDANCE REQUIREMENTS

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 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 References: A.C.A. § 6-18-201

A.C.A. § 6-18-207

Date Adopted: May 17, 2004
Last Revised: July 21, 2025

4.7 ABSENCES

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.[1]

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]
2. Death or serious illness in their immediate family;[3]
3. Observance of recognized holidays observed by the 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;[4]
8. Participation in the election poll workers program for high school students;
9. Absences granted to allow a student to visit his/her parent 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 eleventh grade to complete basic combat training between grades eleven (11) and (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;[5]
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.[6]

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;

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 have an accompanying note from the parent, 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 10 (ten)[8] 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 graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.

When a student has 5 (five)[8] unexcused absences, his/her parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis shall be notified[9]. 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 10 (ten) [8] unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, legal guardian, person 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, person with lawful control of the student, or person 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.[10]

Students who attend in-school suspension shall not be counted absent for those days.[11]

Days missed due to out-of-school suspension or expulsion shall be unexcused absences.[11]

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 the former student meets certain requirements specified in the statute.

Cross References: 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

Date Adopted: May 17, 2004;
Last Revised: July 21, 2025

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.

School Action for Non-Attendance (K through 5th Grades):

1. Student is absent for 5 (five) days during a semester.	The principal or his or her designee will mail a letter to the parent/guardian explaining the district's attendance policy.
2. Students are absent for 10 (ten) days during a semester.	The principal or his or her designee will mail a letter to the parent/guardian explaining the district's attendance policy. The prosecuting authority may be notified concerning absences.

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.

4.9 TARDIES

Promptness is an important character trait that District staff is encouraged to model and help develop in our schools' students. At the same time, promptness is the responsibility of each student. Students who are late to class show a disregard for both the teacher and their classmates which compromises potential student achievement.

Your child will be marked tardy during these times:

1. Student is tardy for 5 (five) days during a semester.	The principal or his or her designee will mail a letter to the parent/guardian explaining the district's attendance policy.
2. Students are tardy for 10 (ten) days during a semester.	The principal or his or her designee will mail a letter to the parent/guardian explaining the district's attendance policy. The prosecuting authority may be notified concerning tardiness.

Morning 7:51-8:30 AM
Afternoon 2:50-3:10 PM

Students arriving between 8:30 - 11:00 a.m. will be counted absent for a half day.
Students checked out between 11:00-2:50 p.m. will be counted absent for a half day.

TRUANCY

A student absent from his/her assigned learning station without permission from school authorities will be considered truant.

4.17 STUDENT DISCIPLINE

The Batesville 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. 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 felony or an act that would be considered a felony if committed by an adult;
- An assault or battery;
- Drug law violations; or
- Sexual misconduct of a serious nature.

The District shall incorporate the District's multi-tiered behavioral 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 Batesville School Board. The Board 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, 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.

Cross References: 1.9 POLICY FORMULATION

4.60 STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT

Legal References: A.C.A. § 6-17-11 A.C.A. § 6-18-502 A.C.A. § 6-18-514
A.C.A. § 6-18-2401 et seq. DESE Rules Governing Student Discipline

Date Adopted: May 17, 2004
Last Revised: February 9, 2026

The Batesville School District reserves the right to punish behavior which is not conducive to good order and discipline in the schools, even though such behavior is not specified in the written rules.

Students who violate the rules and regulations may be assigned a minimum up to a maximum punishment. The punishment will be decided by the principal or assistant in charge. The minimum penalty for any misbehavior is counseling. Other punishments may include but are not limited to corporal punishment, detention, in-school suspension, Saturday school suspension, out of school suspension and expulsion.

Each student and parent shall have access to the Parent/Student Handbook which includes the Batesville Elementary School District Student Discipline Policy. After receiving the discipline policies, the parent/guardian is required to sign a verification form.

ELEMENTARY DISCIPLINE CODE

In order to guarantee all students in our school the excellent educational climate they deserve, no student will be allowed to prevent a teacher from teaching or classmates from learning. Students will not be allowed to engage in any behavior that is not in the best interest of him/her or other students.

THE DISTRICT ELEMENTARY DISCIPLINE CODE IS INCLUDED IN THE HANDBOOK. PLEASE KEEP IT FOR FUTURE REFERENCE.
This table lists the consequences for some areas of misconduct. Please refer to the discipline code for the procedures that will be followed. In cases of serious misconduct, the administration has the right to skip steps in the disciplinary process.

Failure to respect and/or follow school rules will result in firm action by the school. Please read and discuss this with your student periodically throughout the school year.
Consequences will be chosen from the options available on an individual basis with frequency and severity taken into consideration.

Offense	Consequences		
	1st Offense	2nd Offense	3rd Offense
Bathroom misconduct – Inappropriate behavior.	Clean up mess; parent contact by student	Clean up mess; time-out; parent contact by student	Clean up mess; principal referral; loss of privileges;
Bullying and Cyberbullying (Hazing) – Intimidation or harassment of a student or multiple students perpetuated by individuals or groups. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or damaging property; oral or written taunts, including name- calling, put-downs, extortion, or threats; threats of retaliation for reporting such acts; sending or posting harmful or cruel text or images using the Internet or other digital communication devices; sending or posting materials that threaten or raise concerns about violence against others, suicide or self-harm. Students will not be disciplined for speech in situations where the speech is protected by law.	Parent contact by student; principal referral; ISS; 1-180 days suspension.	Parent contact by student; principal referral; 1-180 days suspension; expulsion.	Parent contact by student; principal referral; 1-180 days suspension; expulsion.
Bus or Transportation Misconduct – Any offense committed by a student on transportation provided by or through the district shall be punished in the same manner as if the offense had been committed at the student's assigned school. In addition, transportation privileges may be suspended or revoked.	Verbal Warning, Conference with Student, Change Seating, Parent Contact	Verbal Warning, Conference with Student, Change Seating, Parent Contact, Safety Course,	Conference with Student, Change Seating, Parent Contact,Safety Course, Bus Suspension

		Bus Suspension	
Dishonesty/Lying – Not telling the truth, verbal or written lying, including forgery, Academic Dishonesty-Cheating	Parent contact by student	Parent contact by student; counselor referral; time-out; loss of privileges	Parent contact by student; principal referral; time-out; loss of privileges;
Disrespectful or disruptive conduct or speech, inappropriate verbal language, which may include: Name calling, profanity, obscene gestures, or Noncompliant – Open defiant attitude or willful disobedience toward any staff member. – Verbal, written, pictorial or symbolic language or gesture that is directed at any person that is in violation of district policy or is otherwise rude, vulgar, defiant, considered inappropriate in educational settings or that materially and substantially disrupts classroom work, school activities or school functions. Students will not be disciplined for speech in situations where it is protected by law.	Principal/Student conference, Parent contact by student; detention,in-school suspension, or 1-10 days out- of-school suspension, Saturday School	Parent contact by student; time-out; loss of privileges; detention;in-school suspension, 1-180 days out- of-school suspension, or expulsion, Saturday School	Parent contact by student; time-out; loss of privileges; principal referral; in-school suspension; 1-180 days out- of-school suspension, or expulsion, Saturday School
Disruptive devices, possession and/or use of – E.g., water balloons , snowballs, rocks, pea shooters, etc. Nuisance Items – Possession or use of items such as toys, games, laser pointers and portable media players that are not authorized for educational purposes.	Parent contact by student	Parent contact by student; time-out; loss of privileges	Parent contact by student; principal referral; time-out; loss of privileges;
Failure to Meet Conditions of Suspension, Expulsion or Other Disciplinary Consequences – Violating the conditions of a suspension, expulsion or other disciplinary consequence including, but not limited to, participating in or attending any district-sponsored activity or being on or near district property or the location where a district activity is held. See the section of this regulation titled, "Conditions of Suspension, Expulsion and Other Disciplinary Consequences."	Verbal warning; parent contact by student; principal referral; ISS; 1-180 days suspension; expulsion. Report to law enforcement for trespassing if expelled.	; ISS; 1-180 days suspension; expulsion. Report to law enforcement for trespassing if expelled.	ISS; 1-180 days suspension; expulsion. Report to law enforcement for trespassing if expelled.
False Alarms – (see also “Threats or Verbal Assault”)Tampering with emergency equipment, setting off false alarms, making false reports, communicating a threat or false report for the purpose of frightening or disturbing people	Restitution; parent contact by student; principal referral; ISS;	Restitution; parent contact by student; principal referral; ISS;	Restitution; parent contact by student; principal referral; ISS;

disrupting the educational environment or causing the evacuation or closure of district property.	1-180 days suspension; or expulsion	1-180 days suspension; expulsion	1-180 days suspension; expulsion
Harassment, including Sexual Harassment a. Use of material of a sexual nature or unwelcome verbal, written or symbolic language based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law. Examples of illegal harassment include, but are not limited to, racial jokes or comments; requests for sexual favors and other unwelcome sexual advances; graffiti; name calling; or threatening, intimidating or hostile acts based on a protected characteristic.	Parent contact by student; principal referral;	Parent contact by student; principal referral; contact officer; loss of privileges	Parent contact by student; principal referral; contact officer; 1-3 day suspension/loss of privileges
b. Unwelcome physical contact of a sexual nature or that is based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law. Examples include, but are not limited to, touching or fondling of the genital areas, breasts or undergarments, regardless of whether the touching occurred through or under clothing; or pushing or fighting based on protected characteristics.	In-school suspension, 1-180 days out-of-school suspension, or expulsion.	1-180 days out-of-school suspension or expulsion.	1-180 days out-of-school suspension or expulsion
Indecent exposure	Parent contact by student; principal referral;	Parent contact by student; principal referral; contact officer; loss of privileges	Parent contact by student; principal referral; contact officer; 1-3 day suspension/ loss of privileges
Physical Aggression/Assault Using physical force, such as hitting, striking or pushing, to cause or attempt to cause physical injury; placing another person in apprehension of immediate physical injury; recklessly engaging in conduct that creates a grave risk of death or serious physical injury; causing physical contact with another person knowing the other person will regard the contact as offensive or provocative; or any other act that constitutes criminal assault in the third degree. Fighting – Hitting, kicking, shoving, stabbing, throwing objects at another student.	Parent contact by student; principal referral;	Parent contact by student; principal referral; loss of privileges; ISS; Saturday School	Parent contact by student; principal referral; ISS; /1-3 day suspension/ loss of privileges, Saturday School
Sexting and/or Possession of Sexually Explicit, Vulgar or Violent Material – Students may not possess or display, electronically or otherwise, sexually explicit, vulgar or violent material including, but not limited to, pornography or depictions of nudity, violence or explicit death or injury. This prohibition does not apply to	Confiscation. Principal/Student conference, detention, or in-	Confiscation. Detention, in-school suspension, 1-	Confiscation. Detention, in-school suspension, 1-

curricular material that has been approved by district staff for its educational value. Students will not be disciplined for speech in situations where it is protected by law.	school suspension.	180 days out-of-school suspension, or expulsion.	180 days out-of-school suspension, or expulsion.
Technology Misconduct – Using, displaying or turning on pagers, phones, personal digital assistants, personal laptops, school chromebooks or any other personal electronic devices during the regular school day, including class change time, mealtimes or instructional class time, unless the use is part of the instructional program, required by a district-sponsored class or activity, or otherwise permitted by the building principal. Technology Misconduct – Attempting, regardless of success, to: gain unauthorized access to a technology system or information; use district technology to connect to other systems in evasion of the physical limitations of the remote system; copy district files without authorization; interfere with the ability of others to utilize district technology; secure a higher level of privilege without authorization; introduce computer viruses, hacking tools, or other disruptive/destructive programs onto or using district technology; or evade or disable a filtering/blocking device.	ISS (1 day), parent pick up, parent conference.	Confiscation, ISS (2 days) and parent pick up.	ISS (3 days), parent pick up, parent conference.
Theft, attempted theft or knowing possession of stolen property.	Parent contact by student; restitution; principal referral	Parent contact by student; restitution; principal referral; contact officer; loss of privileges	Parent contact by student; restitution; principal referral; contact officer; 1- 3 days suspension/ loss of privileges
Threats or Verbal Assault – Verbal, written, pictorial or symbolic language or gestures that create a reasonable fear of physical injury or property damage.	Parent contact by student; principal referral; ISS; 1-180 days suspension; expulsion	Parent contact by student; principal referral; ISS; 1-180 days suspension; expulsion	Parent contact by student; principal referral; ISS; 1-180 days suspension; expulsion
Truancy	Parent contact by student; principal referral; student, parents, teacher, principal and officer meet;	Parent contact by student; principal referral; officer contact; make up hours missed; loss of privileges	Parent contact by student; principal referral; call juvenile office; complete juvenile referral report; make

	make up hours missed		up hours missed; loss of privileges- FINS
Unauthorized Entry – Entering or assisting any other person to enter a district facility, office, locker, or other area that is locked or not open to the general public; entering or assisting any other person to enter a district facility through an unauthorized entrance; assisting unauthorized persons to enter a district facility through any entrance.	Parent contact by student; principal referral; ISS; 1-180 days suspension	Parent contact by student; principal referral; 1-180 days suspension; expulsion	Parent contact by student; principal referral; 1-180 days suspension; expulsion
Use, possession, distribution of drugs, alcohol, tobacco, vape, etc.	Parent contact by student; confiscation; principal referral;	Parent contact by student; confiscation; principal referral; loss of privileges	Parent contact by student; confiscation; principal referral; 1-3 day suspension; loss of privileges
Vandalism/Destruction of School Property/ Failure to Return School Property- arson, library book	Parent contact by student; principal referral; restore/restitution;	Parent contact by student; principal referral; restore/restitution; loss of privileges	Parent contact by student; principal referral; restore/restitution; call juvenile office; complete juvenile referral report; loss of privileges
Weapons/Dangerous Instruments Possession or use of weapon	Contact parents; suspension (1-180 days); expulsion	Contact parents; suspension (11-180 days); expulsion	

4.18 PROHIBITED CONDUCT

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 school property;

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;

23. Operating a vehicle on school grounds while using a wireless communication device;

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 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

Prohibited Conduct # 16 — Policy # 4.9 Prohibited Conduct # 17— Policy # 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. § 6-5-201 A.C.A. § 6-15-1005

A.C.A. § 6-16-2001 et seq. A.C.A. § 6-18-222

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. § 6-21-609	A.C.A. § 27-51-1602
A.C.A. § 27-51-1603	A.C.A. § 27-51-1609

DESE Rules Governing Student Discipline

Date Adopted: May 17, 2004
Last Revised: February 9, 2026

4.60 STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT

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 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 recurring 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.

"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.

Multi-Tiered Behavioral Interventions

The District shall 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.

Behavior Intervention Team

A 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 BIT shall include members who are academic and behavioral assessment and intervention professionals.

A student's 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 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 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 behavioral 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 the District's behavioral 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.

Notes: A copy of the DESE Guidance on the Use of Restraint along with the Physical Restraint or Seclusion Incident Record and Debriefing Report can be found at: https://dese.ade.arkansas.gov/Offices/special-education/policy-regulations/guidance-and-resources.

Cross Reference: 3.6—LICENSED PERSONNEL EMPLOYEE TRAINING

Legal Reference: A.C.A. § 6-18-2401 et seq.

Date Adopted: June 14, 2021

Last Revised: July 21, 2025

4.10 CLOSED CAMPUS

All schools K-5 in the District shall operate closed campuses. Students are required to stay on campus from their arrival until dismissal at the end of the regular school day unless given permission to leave the campus by a school official. Students must be signed out in the office upon their departure by the parent/guardian/emergency contact.

Anyone checking a student out must be shown on the Student Summary as being authorized to do so by the parent/guardian.

CHECK-OUT IS LIMITED TO A PARENT/GUARDIAN/EMERGENCY CONTACT COMING TO SCHOOL AND PHYSICALLY SIGNING THE STUDENT OUT AT THE TIME THE STUDENT IS LEAVING AND PHYSICALLY SIGNING IN THE STUDENT UPON RETURN.

ARRIVAL AND DISMISSAL PROCEDURES

Students must be in their classroom by 7:50 a.m. Please follow each campus's procedures for dropping off students in the morning.

Parents may walk their child/children to class on the first day of school.

Please notify the school in advance by a note to the teacher or a phone call to the office by 2 pm each afternoon if your child will be going home a different way. If no notification is received, your child will follow his/her regular method of transportation for getting home.

The school district is responsible for the safety of children during the school day. Therefore, no staff member shall excuse any pupil from school prior to the end of the school day or into any person's custody without the direct prior approval and knowledge from the building office staff.

1. The building principal or designee shall NOT excuse a student before the end of the school day without a request for the early dismissal by the student's parents or guardian.
2. Telephone requests or written requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or guardian.
3. Children of estranged parents will be released only to the parent whom the court holds directly responsible for the child and who is the parent or guardian registered on the school record.

Additional precautions shall be taken by the school administration for the younger students when the need arises.

ADULT CELL PHONE USE

No adults shall use their cell phones while driving through the car rider line or around the school campus.

EARLY DISMISSAL/INCLEMENT WEATHER

During the school year, if it is necessary to either dismiss school early or not have school because of bad weather, parents and students will be informed by the following:
KAIT 8 (Channel 2 on cable), 103.3 FM, 93.1 FM, Parent Square (mass messaging from the school), Facebook, and BSD website.
*Parent Square is our district's direct messaging system. Please be sure current phone numbers and emails have been given to the office to ensure that you will receive any message alerts sent out. If no announcement is made prior to 6:00 am, school will be in session as usual. If the weather becomes severe during the school day, and school is to be dismissed early, an announcement from the school district will be made through the media listed above.

UNLESS OTHER ARRANGEMENTS ARE MADE, THE SCHOOL WILL FOLLOW NORMAL DISMISSAL PROCEDURES FOR YOUR CHILD IF WE DISMISS EARLY.

4.47 POSSESSION AND USE OF PERSONAL ELECTRONIC DEVICES

Definitions

"Emergency" means a serious, unexpected, and dangerous situation that requires immediate action, including without limitation:

- An active fire;
- An active tornado or earthquake;
- An active shooter;
- An evacuation of school grounds; or
- A medical emergency

"Personal electronic device" means without limitation a:

a. Cellular telephone;

b. Paging device;

c. Beeper;

d. Mobile telephone that offers advanced computing and internet accessibility;

e. Digital media player;

f. Portable game console;

g. Tablet, notebook, or laptop computer;

h. Digital camera;

i. Digital video or audio recorder;

j. Smart watch; and

k. Device that can connect and transmit data through Bluetooth technology.

“School day” means from the time students are required to be at school until the time students are dismissed from school.

“Special school events” may include:[2]

· Activities held during the school day that occur outside of the standard in-class curriculum, which may include any of the following activities:

  - Pep rallies;
  - Interscholastic activities;
  - Concerts and performances;
  - Art shows and science fairs;
  - School sponsored events held off campus; and
  - Graduation ceremonies; or

· Regular school activities where the public is invited.

Possession of Personal Electronic Device

Except as permitted under this policy, a student shall not be in possession of a personal electronic device during the school day. A student may possess a personal electronic device during the school day if:

- The personal electronic device is required by the student’s individual education plan (IEP), 504 Plan, or Individual Health Plan for health reasons;[1]
- The possession of the personal electronic device is during an emergency as defined by this policy;
- The personal electronic device is issued by the District for the student’s use during the school day;
- The possession of the personal electronic device is by a student enrolled in an endorsed concurrent enrollment course at an institution of higher education in order to utilize two-factor authentication to access course work and resources for the endorsed concurrent enrollment course; or
- The possession of the personal electronic device is during a special event during the school day.[2]

A student shall be deemed to not be in possession of a personal electronic device if[2] the device is in their backpack, purse, locker, or vehicle. The student may also leave their device at home.

Use Of Personal Electronic Device

Except as permitted by this policy, a student shall not use a personal electronic device during the school day. A student may use a personal electronic device during the school day if:

- The personal electronic device is required by the student's individual education plan (IEP), 504 Plan, or Individual Health Plan for health reasons;[1]

- The use of the personal electronic device is during an emergency as defined by this policy;

- The personal electronic device is issued by the District for the student's use during the school day;

- The use of the personal electronic device is by a student enrolled in an endorsed concurrent enrollment course at an institution of higher education in order to utilize two-factor authentication to access course work and resources for the endorsed concurrent enrollment course; or

- The use of the personal electronic device is during a special event during the school day.[2]

A student may possess and use a personal electronic device at a special school event for the purpose of taking photographs. The District shall inform the students and students' parents, legal guardians, persons having lawful control of the student, and persons standing in loco parentis the following before a special school event takes place:

- When and where the special school event will take place;

- Whether or not personal electronic devices shall be allowed at the special school event; and

- Where personal electronic devices may be used at the special school event.

The use of personal electronic devices at school sponsored functions outside the regular school day is permitted to the extent and within the limitations allowed by the event or activity the student is attending.

Misuse of Personal Electronic Devices

Even if a student is allowed to possess or use a personal electronic device under this policy, the misuse of a personal electronic device is prohibited. Misuse of personal electronic devices includes, but is not limited to:

1. Using personal electronic devices issued by the District during class time in any manner other than specifically permitted by the classroom instructor;

2. Permitting any audible sound to come from the personal electronic device when not being used for reason #1 above;

3. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores;

4. Using the personal electronic 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;

5. Creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person regardless of whether the image is real or created through the use of artificial intelligence;

6. Using a personal electronic device issued by the District in a manner that violates the Electronic Device and Internet Use Agreement regardless of whether the violation occurred on or off campus;

7. Using a personal electronic device at an event during the school day that was not designated as a special school event or in a manner or location that was not authorized as part of the special school event;

8. Using personal electronic devices issued by the District while driving any vehicle at any time;[34] or

9. Using a personal electronic 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 that is in motion and on school property.[45]

Discipline

A student may have a personal electronic device confiscated if:

§ The student is found to possess or use a personal electronic device when the use or possession is not authorized by this policy and the personal electronic device was not issued by the District;

§ The student misuses a personal electronic device as defined by this policy; or

§ The student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis uses the remote recording or listening capabilities of a personal electronic device, either through an app installed on the personal electronic device or the built-in capacity of the personal electronic device, except when authorized by the District.[1, 6]

Confiscated personal electronic devices may be picked up at the school's administration office by the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis .[2] Students have no right of privacy as to the content contained on any personal electronic devices that have been confiscated.[3] A search of a confiscated device shall meet the reasonable individualized suspicion requirements of Policy 4.32—SEARCH, SEIZURE, AND INTERROGATIONS.[7]

A student and the student's parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis expressly assume any risk associated with a student's possession or use of a student's personal electronic device that is not issued by the District. The District shall not be liable for a personal electronic device that is confiscated if the personal electronic device is lost, stolen, or damaged.

In addition to the confiscation of a personal electronic device for a violation of this policy, a student may be subject to the following discipline:[8]

To protect the integrity of the administration of the assessments under the Arkansas Educational Support and Accountability Act, a student who is found to be in possession of or to use a personal electronic device during the administration of a statewide assessment that is not required by the student's IEP, 504 Plan, or issued by the District shall have the discipline the student is subject to increased by an additional level.

Legal References: A.C.A. § 6-15-2907 A.C.A. § 6-18-515

A.C.A. § 27-51-1602 A.C.A. § 27-51-1603

A.C.A. § 27-51-1609 DESE Test Administration Manual

DESE Rules Governing Student Discipline

Date Adopted: February 9, 2026

Last Revised:

4.22 WEAPONS AND DANGEROUS INSTRUMENTS

Definitions

“Firearm" means any device designed, made, or adapted to expel a projectile by the action of an explosive or any device readily convertible to that use.

“Possession” means having a weapon on the student’s body or in an area under the student’s control.

“Weapon” means any:
- Firearm;
- Knife;
- Razor;
- Ice pick;
- Dirk;
- Box cutter;
- Nunchucks;
- Pepper spray, mace, or other noxious spray;
- Explosive;
- Taser or other instrument that uses electrical current to cause neuromuscular incapacitation; or
- Any other instrument or substance capable of causing bodily harm.

No student, except for Military personnel (such as ROTC cadets) acting in the course of their official duties or as otherwise expressly permitted by this policy, shall possess a weapon, display what appears to be a weapon, or threaten to use a weapon before or after school while;
- In a school building;
- On or about school property;
- At any school sponsored activity or event;
- On route to or from school or any school sponsored activity; or
- Off the school grounds at any school bus stop.

If a student discovers prior to any questioning or search by any school personnel that he/she has accidentally brought a weapon, other than a firearm, to school on his/her person, in a book bag/purse, or in his/her vehicle on school grounds, and the student informs the principal or a staff person immediately, the student will not be considered to be in possession of a weapon unless it is a firearm. The weapon shall be confiscated and held in the office until such time as the student’s parent/legal guardian shall pick up the weapon from the school’s office. Repeated offenses are unacceptable and shall be grounds for disciplinary action against the student as otherwise provided for in this policy.

Except as permitted in this policy, students found to be in possession on the school campus of a firearm shall be recommended for expulsion for a period of one (1) year. The superintendent shall have the discretion to modify such expulsion recommendation for a student on a case-by-case basis.
Parents or legal guardians of students expelled under this policy shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a

firearm on school property. Parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to readmitting the student. Parents or legal guardians of a student enrolling from another school after the expiration of an expulsion period for a firearm policy violation shall also be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. The parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

The mandatory expulsion requirement for possession of a firearm does not apply to a firearm brought to school for the purpose of participating in activities approved and authorized by the district that include the use of firearms. Such activities may include ROTC programs, hunting safety or military education, or before or after-school hunting or rifle clubs. Firearms brought to school for such purposes shall be brought to the school employee designated to receive such firearms. The designated employee shall store the firearms in a secure location until they are removed for use in the approved activity.

The district shall report any student who brings a firearm to school to the criminal justice system or juvenile delinquency system by notifying local law enforcement.

Cross Reference: 4.31—EXPULSION

Legal References:

A.C.A. § 5-4-201	A.C.A. § 5-4-401
A.C.A. § 5-27-210	A.C.A. § 5-73-119(b)(e)(8)(9)(10)
A.C.A. § 5-73-133	A.C.A. § 6-18-502
A.C.A. § 6-18-507	A.C.A. § 6-21-608
20 USC § 7961	
DESE Rules Governing Student Discipline	

Date Adopted: May 17, 2004
Last Revised: February 9, 2026

4.21 STUDENT ASSAULT OR BATTERY

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.

Legal References: A.C.A. § 6-17-106
DESE Rules Governing Student Discipline

Date Adopted: May 17, 2004

Last Revised: February 9, 2026

A person shall be guilty of a misdemeanor and upon conviction be liable for a fine of not less than one hundred dollars ($100) nor more than one thousand five hundred dollars ($1500) as stated in Arkansas Code Ann. 6-17-106.

4.28 LASER POINTERS

Students shall not possess any hand held laser pointer while in school; on or about school property, before or after school; in attendance at school or any school-sponsored activity; en route to or from school or any school-sponsored activity; off the school grounds at any school bus stop or at any school-sponsored activity or event. School personnel shall seize any laser pointer from the student possessing it and the student may reclaim it at the close of the school year, or when the student is no longer enrolled in the District.

Last revised: February 9, 2026

4.24 DRUGS AND ALCOHOL

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 Batesville 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 on or about school property;
- Is in attendance at school or any school sponsored activity;
- Has left the school campus for any reason and returns to the campus; or
- Is on route to or from school or any school sponsored activity.

Prohibited substances shall include, but are not limited to:

- Alcohol, or any alcoholic beverage;

- Inhalants or any ingestible matter that alter a student's ability to act, think, or respond;

- LSD or any other hallucinogen;
- Marijuana;[1]
- Cocaine, heroin, or any other narcotic drug;
- PCP;
- Amphetamines;
- Steroids;
- "Designer drugs";
- Look-alike drugs; or
- 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 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.

Cross Reference: 4.35—STUDENT MEDICATIONS

Legal References: A.C.A. § 6-18-502 DESE Rules Governing Student Discipline

Arkansas Constitution Amendment 98 § 6

Date Adopted: May 17, 2004
Last Revised: February 9, 2026

4.23 TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, AND RELATED PRODUCTS

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-pips, 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

Date Adopted: May 17, 2004
Last Revised: July 21, 2025

4.20 DISRUPTION OF SCHOOL

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

· 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 shall:

- Be sent to the office of the principal or the principal's designee;

- Be escorted from the classroom by the school administration if the student refuses to leave the classroom voluntarily;

- Not be returned to the teacher's class until a conference is held; and

- 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.

Legal References: A.C.A. § 6-18-511

DESE Rules Governing Student Discipline

Date Adopted: May 17, 2004
Last Revised: February 9, 2026

4.26 GANGS AND GANG ACTIVITY

The Board is committed to ensuring a safe school environment conducive to promoting a learning environment where students and staff can excel. An orderly environment cannot exist where unlawful acts occur causing fear, intimidation, or physical harm to students or school staff. Gangs and their activities create such an atmosphere and shall not be allowed on school grounds or at school functions.

The following actions are prohibited by students on school property or at school functions:

1. Wearing or possessing any clothing, bandanas, jewelry, symbol, or other sign associated with membership in, or representative of, any gang;
2. Engaging in any verbal or nonverbal act such as throwing signs, gestures, or handshakes representative of membership in any gang;
3. Recruiting, soliciting, or encouraging any person through duress or intimidation to become or remain a member of any gang; and/or
4. Extorting payment from any individual in return for protection from harm from any gang.

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion.

Date Adopted: May 17, 2004

4.27 STUDENT SEXUAL HARASSMENT

The Batesville 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 emails 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:

o Provide each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness;

o Provide each party with the answers;

o Allow for additional, limited follow-up questions from each party; and

o 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

Date Adopted: April 16, 2018

Last Revised: July 21, 2025

4.43 BULLYING

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. May address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated;

2. Involves an actual or reasonably perceived power imbalance;

3. Is repeated or has a high likelihood of repetition; and

4. 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;

“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. Parents, legal guardians, persons having lawful control of a student, persons standing in loco parentis, students, school volunteers, and employees shall be given copies of the notice annually.

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.

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/District-Operations/school-safety/bullying-and-violence-prevention

Legal References: A.C.A. § 5-71-217
A.C.A. § 6-18-514
DESE Rules Governing Student Discipline

Date Adopted: June 17, 2019
Last Revised: February 9, 2026

DISCIPLINARY ACTIONS

4.30 SUSPENSION FROM SCHOOL

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, 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 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.

A student may be suspended for behavior including, but not limited to, that:

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.

Out-of-school suspension (OSS) 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 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. 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; and
3. If the principal finds the student guilty of 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, or 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:

- 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 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 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.

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.

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 Reference: 4.7—ABSENCES

Legal References: A.C.A. § 6-18-507 Goss v Lopez, 419 U.S. 565 (1975)
DESE Rules Governing Student Discipline

Last Revised: February 9, 2026

4.31 EXPULSION

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 addressed 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 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 not less than 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.[2] The parents, or legal guardians, persons having lawful control of 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.

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

Last Revised: February 9, 2026

4.39 CORPORAL PUNISHMENT

The Batesville School Board authorizes the use of corporal punishment to be administered in accordance with this policy by the Superintendent or his/her designated staff members who are required to have a state-issued license as a condition of their employment.

Prior to the administration of corporal punishment, the student receiving the corporal punishment shall be given an explanation of the reasons for the punishment and be given an opportunity to refute the charges.

All corporal punishment shall be administered privately, i.e. out of the sight and hearing of other students, shall not be excessive, or administered with malice, and shall be administered in the presence of another school administrator or designee who shall be a licensed staff member employed by the District.

Corporal punishment shall not be used as a form of discipline for a student who is intellectually disabled, non-ambulatory, non-verbal, or autistic.

Legal References: A.C.A. § 6-18-503 (b) A.C.A. § 6-18-505 (c) (1)
DESE Rules Governing Student Discipline

DESE Rules Governing Special Education and Related Services Section 11.00 - Discipline

Last Revised: February 9, 2026

4.32 SEARCH, SEIZURE, AND INTERROGATIONS

The District respects the rights of its students against arbitrary intrusion of their person and property. At the same time, it is the responsibility of school officials to protect the health, safety, and welfare of all students enrolled in the District in order to promote an environment conducive to student learning. The Superintendent, principals, and their designees have the right to inspect and search school property and equipment. They may also search students and their personal property in which the student has a reasonable expectation of privacy, when there is reasonable and individualized suspicion to believe such student or property contains illegal items or other items in violation of Board policy or dangerous to the school community. School authorities may seize evidence found in the search and disciplinary action may be taken. Evidence found which appears to be in violation of the law shall be reported to the appropriate authority.

School property shall include, but not be limited to, lockers, desks, and parking lots, as well as personal effects left there by students. When possible, prior notice will be given and the student will be allowed to be present along with an adult witness, however, searches may be done at any time with or without notice or the student's consent. A personal search must not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.

The Superintendent, principals, and their designees may request the assistance of law enforcement officials to help conduct searches. Such searches may include the use of specially trained dogs.

A school official of the same sex shall conduct personal searches with an adult witness of the same sex present.

State Law requires that Department of Human Services employees, local law enforcement, or agents of the Crimes Against Children Division of the Division of Arkansas State Police, may interview students without a court order for the purpose of investigating suspected child abuse. In instances where the interviewers deem it necessary, they may exercise a "72-hour hold" without first obtaining a court order. Other questioning of students by non-school personnel shall be granted only with a court order directing such questioning, with permission of the parents of a student (or the student if above eighteen [18] years of age), or in response to a subpoena or arrest warrant.

If the District makes a report to any law enforcement agency concerning student misconduct or if access to a student is granted to a law enforcement agency due to a court order, the principal or the principal's designee shall make a good faith effort to contact the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis The principal or the principal's designee shall not attempt to make such contact if presented documentation by the investigator that notification is prohibited because a parent, guardian, person having lawful control of the student, or person standing in loco parentis is named as an alleged offender of the suspected child maltreatment. This exception applies only to interview requests made by a law enforcement officer, an investigator of the Crimes Against Children Division of the Division of Arkansas State Police, or an investigator or employee of the Department of Human Services.

In instances other than those related to cases of suspected child abuse, principals must release a student to either a police officer who presents a subpoena for the student, or a warrant for arrest, or to an agent of state social services or an agent of a court with jurisdiction over a child with a court order signed by a judge. Upon release of the student, the principal or designee shall give the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis notice that the student has been taken into custody by law enforcement personnel or a state's social services agency. If the principal or designee is unable to reach the parent, he or she shall make a reasonable, good faith effort to get a message to the parent to call the principal or designee, and leave both a day and an after-hours telephone number.

• Search of school property, such as lockers, etc. may be conducted upon reasonable suspicion at any time.

• In the assignment of school property to a student (lockers, desks, textbooks, chromebooks, etc.), the school retains the ownership of such property and the right to inspect or reclaim it.

• Administration may have police canine units used to conduct random searches of lockers, classrooms and parking lots.

• Canine units will not be used to search students.

• A search of students' vehicles may be conducted by administration if there is reasonable belief that a controlled substance, gun, or other contraband is present.

• Metal detectors may be used to make random searches of persons, clothing, purses, duffel bags, and book bags in an effort to keep our building safe.

• Students found to have in their possession or in their vehicles any type of illegal product/item risk disciplinary action by the school as well as legal prosecution.

Legal References: A.C.A. § 6-18-513 A.C.A. § 9-13-104
A.C.A. § 12-18-608, 609, 610, 613 A.C.A. § 12-18-1001, 10

Last Revised: June 17, 2019

4.19 CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY

The District's Student Code of conduct applies to students while traveling to and from school or to and from a school activity to the same extent as if the students were on school grounds. Appropriate disciplinary actions may be taken against commuting students who violate the District's Student Code of Conduct.

The preceding paragraph also applies to student conduct while on school buses. Students shall be instructed in safe riding practices. The driver of a school bus shall not operate the school bus until every passenger is seated. In addition to other disciplinary measures provided for violations of the District's Student Code of Conduct, the student's bus transportation privileges may be suspended or terminated for violations of the Student Code of Conduct related to bus behavior.

Students are eligible to receive district bus transportation if they meet the following requirements. The transportation to and from school of students who have lost their bus transportation privileges is the responsibility of the student's parent or guardian.

Last Revised: June 17, 2019

MEETING THE SCHOOL BUS:

- Be at the bus stop 5-7 minutes before the bus is scheduled to arrive. Do not arrive earlier than 10 minutes. Students are required to follow all school rules while waiting for the bus.
- Try to be on the proper side of the road while you wait, even if you must cross the street to enter the bus.
- Before crossing a street to enter the bus, wait until the bus has come to a complete stop and the driver has given you directions.
- Respect the property rights of others while waiting for the bus. Don't litter or make unnecessary noise. Don't gather under carports, or porches, or on lawns without permission.
- Stand back 10 feet from the bus stop and do not approach the bus until it has come to a complete stop and the door is opened.
- Do not play in the street.
- If you miss the bus, do not attempt to (1) ride another bus, (2) walk to or from school, or (3) hitchhike. If you miss the bus in the morning, return to your home and notify transportation (793-0620). If you miss the bus in the afternoon, go to the office and inform the office staff.

GETTING ON AND OFF THE BUS:

- Enter and leave the bus quickly and in an orderly manner.
- Do not enter or leave the school bus by the back door except in the case of an emergency or unless directed to do so by the driver.
- If you must cross the street after leaving the bus in the afternoon, go to a point on the shoulder of the street ten (10) feet in front of the bus and wait until the driver has signaled you to cross.

RIDING THE SCHOOL BUS:

- Ride only the bus to which you are assigned. Visitors are not allowed to ride buses unless permission is first obtained from the Coordinator of Transportation.
- Obey the instructions and directions of the driver. Students are under his/her supervision. The driver will submit a written report of all bus violations to the Coordinator of Transportation.
- Do not distract the driver or disturb other riders on the bus. Students must remain reasonably quiet while on the buses.
- Remain seated in your assigned seat while the bus is in motion or stopped, except as the driver directs.
- Legs and feet should not be in the aisle.
- Keep all books, lunches, coats, band instruments, etc.,in the lap, or under the seat, and out of the aisle of the bus.
- Knives, firearms, sharp objects, clubs, or animals are never allowed on the school bus.
- The driver has the same authority as a teacher in disciplining children, but he/she is not to administer corporal punishment. Due process will be followed.
- This is not intended to cover all of the “do’s” and “don’ts” but it is a very specific guide.
- The driver may find it necessary to interpret these policies in light of his/her bus needs.
- Temporary riders need to call Transportation at 870 793-0620, or go to your school office for a bus pass, or present your student I.D. to the driver.

NOT PERMITTED ON BUS:

- Eating or drinking on the bus. Field trips may be treated differently because of time and weather concerns. The sponsor will take responsibility for getting the trash in bags provided, and to supervise in a way to avoid candy, food, or the spilling of liquids such as soda, etc.
- Scuffling, horse playing, or fighting.
- Smoking or use of any tobacco product.
- Playing radios, tape players, CD players,or Ipods. Headphones for positive behavioral modifications are acceptable if they do not cause a disturbance by others.
- Yelling at anyone on the bus or outside.
- Throwing paper or any object on the floor of the bus or outside the window.
- Putting hands, arms, or head out windows.
- Using verbally abusive language, threatening or obscene gestures.
- The possession of laser lights, mace, pepper spray or other chemical agents that may cause irritation or physical discomfort and/or bodily harm.
- Tampering with any of the bus safety devices, such as door latches, fire extinguishers, etc.
- Defacing any part of a bus***. NOTE:*** The offender will pay for the damage to any bus equipment. The parents of a student who damages a school bus shall be required to reimburse the district for the cost of repairing the damage before transportation privileges are restored.
- Do not ask the driver to let you off the bus at any destination other than your regular stop.
- Deliberately delaying in loading or unloading.

These rules are set to ensure that the students riding a bus in the Batesville School District are transported as safely as possible and/or, at the same time, provided a pleasant trip to their destination.

SCHOOL BUS DISCIPLINE

The following steps will be followed when dealing with discipline related to buses:

1st Offense – A conference will be held with the student.
2nd Offense – A second conference will be held.
3rd Offense – The student may be suspended one (1) to four (4) days from riding the bus.
4th Offense – The student may be suspended five (5) to nine (9) days from riding the bus.
5th Offense – The student may be suspended for ten (10) days.
6th Offense - The student may be suspended for the remainder of the semester or for the remainder of the school year.

ALL DISCIPLINARY ACTION IS AT THE DISCRETION OF THE PRINCIPAL OR DESIGNEE

4.56.1 EXTRACURRICULAR ACTIVITIES – ELEMENTARY

Definitions

"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.

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 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 per week per extracurricular activity (tournaments or other similar events excepted with approval of the principal). All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

A student may lose his/her eligibility to participate in extracurricular activities when, in the opinion of the school's administration, the student's participation in such an activity may adversely jeopardize his/her academic achievement. Students may also be denied permission to participate in extracurricular activities as a consequence of disciplinary action taken by the administration for inappropriate behavior.

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 assessment, as applicable. 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.

No student shall be required to pay for individual or group instruction in order to participate in an extracurricular activity.

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.

Cross References: 4.55—STUDENT PROMOTION AND RETENTION
4.56—EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

Legal References: A.C.A. § 6-4-302 A.C.A. § 6-15-2907 A.C.A. § 6-16-151
A.C.A. § 6-18-713 A.C.A. § 6-28-108 Commissioner's Memo LS-18-015

Last Revised: June 14, 2021

FAILURE TO ATTEND SCHOOL

- Any student who fails to attend every class at school on the day of a school-sponsored activity is not eligible to participate or compete in any extracurricular activity scheduled after school hours.
- A building administrator may approve an exception to allow participation on a case-by-case basis.

SPORTSMANSHIP POLICY FOR FANS AT ATHLETIC EVENTS

Sportsmanship is a general way of thinking and behaving. Good sportsmanship includes the following:

- Be courteous to all participants, coaches, officials, staff, fans, and spirit groups.
- Know the rules; abide by and respect the officials' decisions.
- Win with character and lose with dignity.
- Display of appreciation for good performance regardless of the team.
- Exercise self-control and reflect positively upon yourself, your team, and your school.
- Exhibit only positive behavior to reflect on your school and its activities.
- Fans at a ball game are not to intimidate or ridicule the other team or its fans, but to support and cheer for their team and to enjoy watching the skills and competitiveness of the teams.

Students and guests who do not follow the Sportsmanship policy can be removed from the event and not allowed to attend future events.

4.56.2 EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS

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 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.[1]

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[2] 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 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 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 30th percentile or better in the previous 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[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 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;[4]
- 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 homeschooled student shall not be eligible to participate for up to three hundred sixty-five (365) days if:

1. The District is the homeschooled 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 homeschooled 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. The home schooled student withdrew from an AAA member school and participated in an interscholastic activity that is a varsity athletic activity at the student's resident district during the previous three hundred sixty-five (365) days and is seeking to participate in an interscholastic activity that is a varsity 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 athletic activity until the completion of the three hundred sixty-five (365) day period. 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.

Cross Reference: 4.59—ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOL STUDENTS

Legal References: A.C.A. § 6-15-509 A.C.A. § 6-16-151

A.C.A. § 6-18-232 A.C.A. § 6-18-713
Arkansas Activities Association Handbook
Commissioner's Memo COM-18-009
Commissioner's Memo LS-18-015
Division of Elementary and Secondary Education Rules Governing Home Schools

Date Adopted: May 19, 2014
Last Revised: July 21, 2025

4.56.3 EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR PRIVATE SCHOOL STUDENTS

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.[1]

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[2] 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 (11^{th}) 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;[4]
- 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 Reference: 4.59—ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOL STUDENTS

Legal References: 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

Date Adopted: July 21, 2025

HOMEWORK

HOMEWORK

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

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

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

Legal Reference: State Board of Education Rules & Regulations Accreditation Standards 10.07

4.8 MAKE-UP WORK

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]

1. Students are responsible for asking the teachers of the classes they missed what assignments they need to make up.[2]
2. Teachers are responsible for providing the missed assignments when asked by a returning student.[2]
3. Students are required to ask for their assignments on their first day back at school or their first class day after their return.[2]
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.[3]
6. Make-up work which is not turned in within the make-up schedule for that assignment shall receive a zero.[4]
7. Students are responsible for turning in their make-up work without the teacher having to ask for it.[2]
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.[5]

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 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. § 6-18-234	A.C.A. § 6-18-502
	DESE Rules Governing Student Discipline	

Last Revised:February 9, 2026

ACADEMIC REQUIREMENTS

ACADEMIC INTEGRITY

It is the practice of the Batesville Public Schools to facilitate honesty and integrity among the student body. Students must work to be successful in the classroom with each student's success based upon his/her own merit. To this end, academic misconduct of any kind is unacceptable.

The definition of academic misconduct can include but not be limited to:

- giving or receiving of unauthorized aid on examinations or in the preparing of notebooks, themes, reports or other assignments;
- knowingly misrepresenting the source of any academic work;
- unauthorized changing of grades;
- unauthorized use of school approvals or forging of signatures;
- plagiarizing of another's work;
- otherwise acting dishonestly in the classroom.

Any breach in the academic integrity policy may result in a disciplinary action. Parents or guardians will be notified on each offense.

Examples which violate academic integrity:

• CHEATING – giving, using, or attempting to see unauthorized materials, information, notes, study aids, or other devices in any academic exercise including unauthorized communication of information.

• FABRICATION AND FALSIFICATION – unauthorized alteration or invention of any information or citation in an academic exercise.

• PLAGIARISM – knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). This includes the use of internet sources. The sole exception to the requirement of acknowledging sources is when the ideas or information is common knowledge.

• FACILITATING ACADEMIC MISCONDUCT – giving or attempting to help another commit an act of academic misconduct.

• TAMPERING WITH MATERIALS, GRADES, OR RECORDS – interfering with, altering, or attempting to alter school records, grades or other documents without authorization from an appropriate school official for the purpose of changing, falsifying, or removing the original information found in such records.

• COPYRIGHT LAWS – all applicable copyright laws will be in effect as related to both computer software and printed books and materials.

5.15 GRADING SCALE

Parents, or legal guardians, persons having lawful control of a student, or persons standing in loco parentis shall be kept informed concerning the progress of their student. Parent-teacher conferences are encouraged and may be requested by parents, guardians, persons having lawful control of a student, persons standing in loco parentis, or teachers. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt to schedule a parent-teacher conference. In the conference, the teacher shall explain the reasons for difficulties and shall develop, cooperatively with the parents, a plan for remediation, which may enhance the probability of the student succeeding. The school shall also send timely progress reports and issue grades for each nine (9) week grading period[1] 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 affect academic improvement. Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course.

The grades of a child in foster care shall not be lowered due to an absence from school due to:

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

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

Kindergarten–Second Grade
Standards Based Report Card
1 =Indicates minimal to no proficiency and understanding
2 = Indicates student proficiency and demonstrates and understanding
3 = Indicates student proficiency and demonstrates solid knowledge and understanding
4= Indicates student proficiency and demonstrates above level knowledge and understanding

Grades 3-5
A =100 – 90
B = 89 – 80
C = 79 – 70
D = 69-60

F = 59 and below

Legal References: 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 Uniform Grading Scales for Public Secondary Schools

TRANSFER STUDENTS

Transfer students must meet the Division of Elementary and Secondary Education residency requirements. Once residency is confirmed, then records will be requested from the previous school. Every effort is made to match an incoming student's course program when transferring. Grades will be interpreted on the previous district's grading scale and converted to letter grades.

Students who transfer from a residential facility or an alternative learning environment may be enrolled at the Batesville Alternative Learning Environment (SUCCESS) until proper assessment of the student can be reached.

4.55 STUDENT PROMOTION AND RETENTION

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, 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 (8^{th}) 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.[1] 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 the following individuals:

a. The building principal or designee;

b. The student's teacher(s);

c. School counselor;

d. A 504/special education representative (if applicable); and

e. 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.

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:

- Of their student's eligibility to participate in the literacy tutoring grant program;
- The process for applying for the literacy tutoring grant program; and
- 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 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:
    - With a highly-effective rating according to the Teacher Excellence and Support System, when possible; or
    - 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

f. 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:
    - With a highly-effective rating in the Teacher Excellence and Support System, when possible; or
    - 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:[4]

- 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:

§ 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

§ Provide a basis for counseling concerning postsecondary preparatory programs.

A student's SSP shall include the recommended sequence of courses for successful completion of the diploma pathway selected by the student but be sufficiently flexible to allow the student to change the student's selected diploma pathway. The school counselor shall meet with the student's parent, legal guardian, or persons standing in loco parentis and the student to review the student's SSP annually and to revise the student's SSP as necessary to identify the courses to be taken each year until all required core courses are completed. Part of the review shall include an explanation of the possible impacts the revisions to the plan might have on the student's graduation requirements and postsecondary education goals. Any change made to a student's SSP as part of the review that amends the student's diploma pathway shall be structured to ensure that the student will meet the high school graduation requirements for the student's chosen diploma pathway and be qualified for admission to a postsecondary educational institution or to enter the workforce. After each review, the student's SSP shall be signed by the student; student's parent, legal guardian, or person standing in loco parentis to the student; and the school counselor.

An SSP shall be created:

1. By no later than the end of the school year for a student in grade eight (8) or below[2] who enrolls in the District during the school year; or

2. 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, as applicable. The Superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances.[5] Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.[6]

Cross References: 3.30—PARENT-TEACHER COMMUNICATION

4.56—EXTRACURRICULAR ACTIVITIES - SECONDARY SCHOOLS

4.56.1—EXTRACURRICULAR ACTIVITIES – ELEMENTARY

5.13—STUDENT INTERVENTION SERVICES AND SUMMER SCHOOL

Legal References: A.C.A. § 6-15-2001 A.C.A. § 6-15-2005 A.C.A. § 6-15-2006

A.C.A. § 6-15-2907 A.C.A. § 6-15-2911 A.C.A. § 6-17-429

A.C.A. § 6-17-431 A.C.A. § 9-28-205

DESE Rules Governing the Arkansas Educational Support and Accountability Act

DESE Rules Governing Grading and Course Credit

Murphy v. State of Ark., 852 F.2d 1039 (8th Cir. 1988)

Date Adopted: May 19, 2014
Last Revised: June 19, 2023

4.59 ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOLED STUDENTS

The District allows private school and home school students whose parents, legal guardians, or other responsible adult with whom the student resides are residents of the District to attend academic courses offered by the District. The District will place a list of courses that a private school or home schooled student may request to attend on its website by:

1. June 1 for courses to be offered during the Fall semester; and
2. November 1 for courses to be offered during the Spring semester.

A private school or home schooled student who desires to attend one or more of the available academic courses shall submit a written request to attend the academic course(s) to the superintendent, or designee, no later than:

a. August 1 for Fall semester courses; or
b. December 1 for Spring semester courses.

The superintendent, or designee, is authorized to waive the application deadline on a case by case basis.

The District permits a private school or home school student to attend a maximum of four (4) courses per semester.

The District may reject a private school or home schooled student's request for attendance if the District's acceptance would:

- Require the addition of staff or classrooms;
- Exceed the capacity of a program, class, grade level, or school building;
- Cost the District more for the student to attend the academic course than the District receives for the student's attendance;
- Cause the District to provide educational services the District does not currently provide at a financial burden to the District;or
- Cause the District to be out of compliance with applicable laws and regulations regarding desegregation.

Requests to attend an academic course will be granted in the order the requests are received. Upon the receipt of a private or home schooled student's request to attend academic course(s), the District will date and time stamp the request for attendance. If a private school or home schooled student is denied attendance based on a lack of capacity and an opening in the requested course occurs prior to the start of the course, the District will use the date and time stamp on the request for attendance to determine the private school or home school student who will be notified of an opening in the requested course.

As part of the request to attend academic courses in the District, a private school or home school student shall:

- Indicate the course(s) the private school or home schooled student is interested in attending;

- If the course(s) the private school or home schooled student is interested in attending is being offered by the District in both a physical and a digital format, whether the private school or home schooled student intends to attend the physical course or the digital course;
    - Submit, along with the student's application, a copy of the student's transcript indicating that the student has received credit for the course(s), or equivalent course(s), that are a prerequisite to the course(s) the student desires to attend at the District
    - Agree to follow the District's discipline policies; and
    - Submit immunization documentation required by Policy 4.57—IMMUNIZATIONS.

A private school or home schooled student who fails to attend an academic course by the eleventh (11) day of class or who is absent without excuse for eleven (11) consecutive days during the semester shall be dropped from the course.; however, a private school or home schooled student shall not be considered truant for unexcused absences from the course(s) the student is attending at the District.

Private school or home schooled students shall receive a final grade and transcript for each academic course the student completes.

The responsibility for transportation of any private school or home school student attending academic courses in the District shall be borne by the student or the student's parents.

The opportunity provided to home school students under this policy is in addition to the opportunity provided in Policy 4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS.

Cross References: 4.6—HOMESCHOOLING
4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS
4.57-- IMMUNIZATIONS

Legal References: A.C.A. § 6-15-509 A.C.A. § 6-18-232 A.C.A. § 6-18-702
A.C.A. § 6-47-401 et seq. DESE Rules Governing Distance and Digital Learning
DESE Rules Governing Kindergarten Through 12th Grade Immunization Requirements in Arkansas Public Schools
Commissioner's Memo COM-19-021

Date Adopted: February 19, 2019
Last Revised: July 15, 2024

4.14 STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE

Student Media

The Superintendent and the student media advisors(s) shall jointly develop administrative regulations for the implementation of this policy. The regulations shall include definitions of terms and the time(s), place(s), and manner(s) of the dissemination of student media, which shall include timelines for the review of materials.

Definitions

"School-sponsored media" means all student media that are:

- Supported financially by the school;
- Supported by the use of school facilities; or
- Produced in conjunction with a class.

"Student journalist" means a student who gathers, writes, edits, photographs, records, video tapes, or prepares information for dissemination in student media.

"Student media" means any means of communication that are:

- Prepared, substantially written, published, or broadcasted by a student;
- Distributed or generally made available, either free of charge or for a fee, to members of the student body; and
- Prepared under the direction of a student media advisor.

"Student media" does not include media that is intended for distribution or transmission solely in the classroom in which it is produced.

"Student media advisor" means an individual who is employed, appointed, or designated by the District to supervise or provide instruction with respect to student media.

Student Media

While the District recognizes a student's right of expression under the First Amendment of the Constitution of the United States, ~~S~~school-sponsored media does not provide an open public forum for public expression. Student media, as well as the content of student expression in school-sponsored activities, shall be subject to the editorial review of the District's administration, whose actions shall be reasonably related to legitimate pedagogical concerns and adhere to the following limitations:

1. Advertising may be accepted for media that does not condone or promote products that are inappropriate for the age and maturity of the audience or that endorses such things as tobacco, alcohol, or drugs.

2. Media may be regulated to prohibit communications determined by the appropriate teacher, student media advisor, and/or administrator, to be ungrammatical,; poorly written,; inadequately researched,; biased or prejudiced,; vulgar or profane,; or unsuitable for immature audiences.

3. Media may be regulated to prohibit the dissemination of material that may reasonably be perceived to advocate drug or alcohol use; irresponsible sex; or conduct that is otherwise inconsistent with the shared values of a civilized social order; or to associate the school with any position other than neutrality on matters of political controversy.

4. Prohibited media includes those that:
   a. Are obscene as to minors;
   b. Are libelous or slanderous, including material containing defamatory falsehoods about public figures or governmental officials, and made with knowledge of their falsity or a reckless disregard of the truth;
   c. Constitute an unwarranted invasion of privacy as defined by state law,;
   d. Suggest or urge the commission of unlawful acts on the school premises;
   e. Suggest or urge the violation of lawful school regulations;
   f. Attacks ethnic, religious, or racial groups.; or
   g. Harass, threaten, or intimidate a student.

Student Media on School Web Pages

Student media displayed on school web pages shall follow the same guidelines as listed above; and shall also:

1. Not contain any non-educational advertisements.;
2. Adhere to the restrictions regarding use of Directory Information as prescribed in Policy 4.13 including not using a student's photograph when associated with the student's name unless written permission has been received from the student's parent or student if over the age of eighteen (18);
3. State that the views expressed are not necessarily those of the School Board or the employees of the district.

Student Distribution of Nonschool Literature, Publications, and Materials

A student or group of students who distribute ten (10) or fewer copies of the same non-school-sponsored literature, publications, or materials shall do so in a time, place, and manner that does not cause a substantial disruption of the orderly education environment. A student or group of students wishing to distribute more than ten (10) copies of non-school-sponsored materials shall have school authorities review their non-school-sponsored

materials at least three (3) school days in advance of their desired time of dissemination. School authorities shall review the non-school-sponsored materials, prior to their distribution and will bar from distribution those non-school-sponsored materials that are obscene, libelous, pervasively indecent, or advertise unlawful products or services. Material may also be barred from distribution if there is evidence that reasonably supports a forecast that a substantial disruption of the orderly operation of the school or educational environment will likely result from the distribution. Concerns related to any denial of distribution by the principal shall be heard by the superintendent, whose decision shall be final.

The school principal or designee shall establish reasonable regulations governing the time, place, and manner of student distribution of non-school-sponsored materials. The regulations shall:

1. Be narrowly drawn to promote orderly administration of school activities by preventing disruption and may not be designed to stifle expression;
2. Be uniformly applied to all forms of non-school-sponsored materials;
3. Allow no interference with classes or school activities;
4. Specify times, places, and manner where distribution may and may not occur; and
5. Not inhibit a person's right to accept or reject any literature distributed in accordance with the regulations.

Cross References: 1.9—POLICY Formulation
4.13—PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION
4.43—BULLYING

Legal References: A.C.A. § 6-18-514
A.C.A. § 6-18-1201 et seq.
Tinker v. Des Moines ISD, 393 U.S. 503 (1969)
Bethel School District No. 403 v. Fraser, 478 U.S. 675 (1986)
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)

Date Adopted: May 17, 2004
Last Revised: February 18, 2020

4.29 INTERNET SAFETY AND ELECTRONIC DEVICE USE POLICY

Definition

For the purposes of this policy, "electronic device" means anything that can be used to transmit or capture images, sound, or data.

The District makes electronic device(s) and/or electronic device Internet access available to students, to permit students to perform research and to allow students to learn how to use electronic device technology. Use of district electronic devices is for educational and/or instructional purposes only. Student use of electronic device(s) shall only be as directed or assigned by staff or teachers; students are advised that they enjoy no expectation of privacy in any aspect of their electronic device use, including email, and that monitoring of student electronic device use is continuous.

No student will be granted Internet access until and unless an Internet and electronic device use agreement, signed by both the student and the parent or legal guardian (if the student is under the age of eighteen [18]) is on file. The current version of the Internet and electronic device use agreement is incorporated by reference into board policy and is considered part of the student handbook.

Technology Protection Measures

The District is dedicated to protecting students from materials on the Internet or world wide web that are inappropriate, obscene, or otherwise harmful to minors; therefore, it is the policy of the District to protect each electronic device with Internet filtering software that is designed to prevent students from accessing such materials. For purposes of this policy, “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:
(A) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
(B) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
(C) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Internet Use and Safety

The District is dedicated to ensuring that students are capable of using the Internet in a safe and responsible manner. The District uses technology protection measures to aid in student safety and shall also educate students on appropriate online behavior and Internet use including, but not limited to:

- Interacting with other individuals on social networking websites and in chat rooms;
- Cyberbullying awareness; and
- Cyberbullying response.

Misuse of Internet

The opportunity to use the District's technology to access the Internet is a privilege and not a right. Students who misuse electronic devices or Internet access in any way will face disciplinary action, as specified in the student handbook and/or Internet safety and electronic device use agreement. Misuse of the Internet includes:

- The disabling or bypassing of security procedures, compromising, attempting to compromise, or defeating the district's technology network security or Internet filtering software;
- The altering of data without authorization;
- Disclosing, using, or disseminating passwords, whether the passwords are the student's own or those of another student/faculty/community member, to other students;
- Divulging personally identifying information about himself/herself or anyone else either on the Internet or in an email unless it is a necessary and integral part of the student's academic endeavor. Personally identifying information includes full names, addresses, and phone numbers.
- Using electronic devices for any illegal activity, including electronic device hacking and copyright or intellectual property law violations;
- Using electronic devices to access or create sexually explicit or pornographic text or graphics;
- Using electronic devices to violate any other policy or is contrary to the Internet safety and electronic device use agreement.

Legal References: Children's Internet Protection Act; PL 106-554
FCC Final Rules 11-125 August 11,2011
20 USC 6777
47 USC 254(h)(l)
47 CFR 54.520
47 CFR 520(c)(4)
A.C.A. § 6-21-107
A.C.A. § 6-21-111

Date Adopted: May 19, 2014
Last Revised: March 13, 2023

4.29F STUDENT ELECTRONIC DEVICE AND INTERNET USE AGREEMENT

Student's Name (Please Print)_____Grade Level_____

School_____ Date_____

The Batesville School District agrees to allow the student identified above ("Student") to use the district's technology to access the Internet under the following terms and conditions which apply whether the access is through a District or student owned electronic device (as used in this Agreement, "electronic device" means anything that can be used to transmit or capture images, sound, or data):

1. Conditional Privilege: The Student's use of the district's access to the Internet is a privilege conditioned on the Student's abiding to this agreement. No student may use the district's access to the Internet whether through a District or student owned electronic device unless the Student and his/her parent or guardian have read and signed this agreement.

2. Acceptable Use: The Student agrees that he/she will use the District's Internet access for educational purposes only. In using the Internet, the Student agrees to obey all federal laws and regulations and any State laws and rules. The Student also agrees to abide by any Internet use rules instituted at the Student's school or class, whether those rules are written or oral.

3. Penalties for Improper Use: If the Student violates this agreement and misuses the Internet, the Student shall be subject to disciplinary action.

4. "Misuse of the District's access to the Internet" includes, but is not limited to, the following:
   a. using the Internet for other than educational purposes;
   b. gaining intentional access or maintaining access to materials which are "harmful to minors" as defined by Arkansas law;
   c. using the Internet for any illegal activity, including computer hacking and copyright or intellectual property law violations;
   d. making unauthorized copies of computer software;
   e. accessing "chat lines" unless authorized by the instructor for a class activity directly supervised by a staff member;
   f. using abusive or profane language in private messages on the system; or using the system to harass, insult, or verbally attack others;
   g. posting anonymous messages on the system;
   h. using encryption software;
   i. wasteful use of limited resources provided by the school including paper;
   j. causing congestion of the network through lengthy downloads of files;
   k. vandalizing data of another user;
   l. obtaining or sending information which could be used to make destructive devices such as guns, weapons, bombs, explosives, or fireworks;
   m. gaining or attempting to gain unauthorized access to resources or files;
   n. identifying oneself with another person's name or password or using an account or password of another user without proper authorization;
   o. invading the privacy of individuals;
   p. divulging personally identifying information about himself/herself or anyone else either on the Internet or in an email unless it is a necessary and integral part of the student's

academic endeavor. Personally identifying information includes full names, address, and phone number.

q. using the network for financial or commercial gain without district permission;
r. theft or vandalism of data, equipment, or intellectual property;
s. attempting to gain access or gaining access to student records, grades, or files;
t. introducing a virus to, or otherwise improperly tampering with the system;
u. degrading or disrupting equipment or system performance;
v. creating a web page or associating a web page with the school or school district without proper authorization;
w. providing access to the District's Internet Access to unauthorized individuals;
x. failing to obey school or classroom Internet use rules; or
y. taking part in any activity related to Internet use which creates a clear and present danger of the substantial disruption of the orderly operation of the district or any of its schools; or
z. Installing or downloading software on district computers without prior approval of the technology director or his/her designee.

5. Liability for debts: Students and their cosigners shall be liable for any and all costs (debts) incurred through the student's use of the computers or access to the Internet including penalties for copyright violations.Students and their cosigners shall be liable for any and all costs (debts) incurred through physical damages to school-issued Chromebooks. This may include but is not limited to: cracked or shattered screens, damaged system boards, audio ports, USB or other driver ports, cracked or broken hinges. $40 - Secondary (Grades 6-12) 1:1 chromebook use cost

6. No Expectation of Privacy: The Student and parent/guardian signing below agree that if the Student uses the Internet through the District's access, that the Student waives any right to privacy the Student may have for such use. The Student and the parent/guardian agree that the district may monitor the Student's use of the District's Internet Access and may also examine all system activities the Student participates in, including but not limited to email, voice, and video transmissions, to ensure proper use of the system. The District may share such transmissions with the Student's parents/guardians.

7. No Guarantees: The District will make good faith efforts to protect children from improper or harmful matters which may be on the Internet. At the same time, in signing this agreement, the parent and Student recognize that the District makes no guarantees about preventing improper access to such materials on the part of the Student.

8. Signatures: We, the persons who have signed below, have read this agreement and agree to be bound by the terms and conditions of this agreement.

Student's Signature: _____ Date _____

Parent/Legal Guardian Signature: _____ Date_____

4.25 STUDENT DRESS AND GROOMING

The Batesville Board of Education recognizes that dress can be a matter of personal taste and preference. At the same time, the District has a responsibility to promote an environment conducive to student learning. This requires limitations to student dress and grooming that could be disruptive to the educational process because they are immodest, disruptive, unsanitary, unsafe, could cause property damage, or are offensive to common standards of decency.

Students are prohibited from wearing, while on the school grounds during the school day and at school-sponsored events, clothing that exposes underwear, buttocks, or the breast of a female.

A student shall not be disciplined or discriminated against based upon the student's natural, protective, or cultural hairstyle. A student's natural, protective, or cultural hairstyle includes without limitation afros, dreadlocks, twists, locs, braids, cornrow braids, Bantu knots, curls, and hair styled to protect hair texture or for cultural significance.

The Superintendent shall establish student dress codes for the District's schools, to be included in the student handbook, and are consistent with the above criteria.

Legal References: A.C.A. § 6-18-502(c)(1) A.C.A. § 6-18-503(c) A.C.A. 6-10-138
Last Revised: July 15, 2024

APPAREL POLICY

The student is expected to present an appearance at school that will reflect his immediate family's best judgment of values and at the same time exhibit a reasonable degree of modesty and dignity.

The basic responsibility for the appearance of the students in the Batesville Public Schools rests with the parents and the students themselves. Parents have the obligation and, within certain bounds, the right to determine their children's dress with the school serving in a supporting and enforcement capacity.

Students shall not wear apparel judged by the school administrators and teachers to be inappropriate for school. This includes, but is not limited to, apparel that is sexually suggestive; indecent due to having imprinted slogans, words or pictures of an indecent or suggestive nature; or apparel that has emblems, pictures or words having to do with alcohol or tobacco products and/or their use.

Students may not wear apparel in a manner viewed as inappropriate or indecent; one example would be "sagging" apparel. Apparel must be buttoned, snapped, strapped, belted or otherwise fastened properly. Students shall not wear or display emblems, insignias, badges or other symbols if the message is intended to mock, ridicule or otherwise demean or provoke others because of race, religion, national origin or other individual views. Student apparel must not interfere with the educational process or the rights of others and must comply with the health and safety codes of the State of Arkansas.

In all functions of the school, the appearance of the student's dress and grooming meeting the above criteria will be considered acceptable unless it:

a. presents a clear and present danger to the student's health and safety, or
b. causes interruption of the proper pursuit of learning on the part of himself/herself or others, or
c. creates a classroom or school disorder.

Students will ***not*** be permitted to wear:

a. The state laws of Arkansas specifically prohibit student participation in any secret organizations. Apparel, outerwear, pins, symbols or insignia of such organizations shall not be worn to school or at any school-related activity. Students are prohibited from verbally, with gestures, or in writing, promoting gangs or gang activities/affiliation.
b. bare feet, bare midriff, house shoes/slippers
c. unbuttoned shirts, low cut blouses, see through or transparent apparel (boys or girls), strapless blouses, pajamas/sleepwear
d. wearing apparel and decorative items with suggestive, obscene or off color statements.
e. piercing of visible body parts or visible areas of the body will not be allowed. Ears and nose may be pierced as long as the piercings are not considered to be a safety factor or disruption to the educational process.
f. sunglasses in the building (unless prescribed by a physician)
g. head coverings worn during the school day in the building (boys and girls). Exceptions may be made on a case-by-case review.
h. shoes with cleats worn in the building
i. Tube tops, halter tops, tank tops, muscle shirts, or spaghetti straps (strap must be a minimum of 2 inches wide),
j. Clothing which shows underwear
k. shorts and skirts must extend below the student's fingertips with shoulders relaxed. Holes and rips in clothing must be below the student's fingertips as well
l. obscene or provocative pictures on jewelry
m. apparel worn below the waist line
n. accessories that could be considered or used as weapons (example: chains)

Students found to be inappropriately dressed according to the above apparel policy will be asked to change their apparel (minimum discipline).

MESSAGES

• EMERGENCY MESSAGES ONLY will be delivered to students.
• Classes will not be interrupted to deliver messages, personal appointments, work schedules, family errands, etc.

FLOWER AND/OR FOOD DELIVERIES

Deliveries for students for celebratory or special occasions will not be accepted by any campus in the Batesville School District. This includes food, flowers, balloons, bouquets, etc.

CLASSROOM PARTIES AND BIRTHDAYS

Each elementary campus will have two parties - Valentine's Day and Christmas. The number of parties and their time limits are set by school district policies. Prior to the parties, each homeroom teacher will send home information about the party.

Parents who want to send out invitations for home parties should only send invitations to school when all of the students or at least all of the boys or all of the girls will be getting an invitation. **We want to avoid having some of the students with hurt feelings.**

Many students make a request to bring treats to school on their birthday so they may share them with their class. Treats should be small and completely edible and healthy so that they can be considered a snack. Permission must be obtained from the classroom teacher.

SCHOOL SUPPLIED MATERIALS AND TECHNOLOGY FEES

Students are responsible for the care of books or materials issued to them. Parents or Guardians will be responsible for lost or damaged books or materials. There will be a supply usage fee of $25.00 for materials and supplies.

FIELD TRIPS

The classroom teachers schedule trips to various points of interest. These trips are designed to add to and expand the classroom curriculum. Parents will always be notified of any field trip plans. Sometimes students will be asked to bring a small amount of money to help pay for the cost of the lunch or the event. Sack lunches may be requested for the trip. In case a lunch is forgotten, the cafeteria will provide a sack lunch at the student's regular lunch price. If a trip is in the surrounding area, a permission form will not be sent home but rather information about the trip.

Chaperones will need to arrange their own transportation to accompany students on in-state field trips.

For out of state and overnight field trips, chaperones are required to have a background check. Chaperones will need to make prior arrangements with administration on transportation.

4.41 PHYSICAL EXAMINATIONS OR SCREENINGS

The district conducts routine health screenings such as hearing, vision, and scoliosis due to the importance these health factors play in the ability of a student to succeed in school. The intent of the exams or screenings is to detect defects in hearing, vision, or other elements of health that would adversely affect the student's ability to achieve his/her full potential.

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

Except in instances where a student is suspected of having a contagious or infectious disease, parents shall have the right to opt their student out of the exams or screenings by using form 4.41F or by providing certification from a physician that he/she has recently examined the student.

Should a student be covered by Arkansas Medicaid, the district will seek reimbursement for vision and hearing screenings.

Legal References: A.C.A. § 6-18-701
Last Revised: February 22, 2021

4.36 STUDENT ILLNESS/ACCIDENT

If a student becomes too ill to remain in class and/or could be contagious to other students, the principal or designee will attempt to notify the student's parent or legal guardian. The student will remain in the school's health room or a place where he/she can be supervised until the end of the school day or until the parent/legal guardian can check the student out of school.

If a student becomes seriously ill or is injured while at school and the parent/legal guardian cannot be contacted, the failure to make such contact shall not unreasonably delay the school's expeditious transport of the student to an appropriate medical care facility. The school assumes no responsibility for treatment of the student. When available, current, and applicable, the student's emergency contact numbers and medical information will be utilized. Parents are strongly encouraged to keep this information up to date

4.35 STUDENT MEDICATIONS

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 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 district's supervising registered nurse 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.[1]

Schedule II Medications[2]

The only Schedule II medications that shall be allowed to be brought to the school are 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).

For the student's safety, no student will be allowed to attend school if the student is currently taking any other Schedule II medication than permitted by this policy.[3] Students who are taking Schedule II medications which are not allowed to be brought to school shall be eligible for homebound instruction if provided for in their IEP or 504 plans.[4]

Students taking Schedule II medications not included in the previous sentence[3] 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.[5] 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.[4]

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 or nasal spray epinephrine;
2. Perform 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 the student's person:
   A. A rescue inhaler;
   B. Auto-injectable or nasal spray epinephrine; or
   C. The necessary supplies and equipment to perform 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 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 IHP that provides for the administration of Glucagon, insulin, or both in emergency situations; and
2. A current, valid consent form on file from their parent or guardian.

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 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[6] 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 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[6] school employee(s) certified to administer 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 epinephrine, either through an auto-injector or nasal spray, and who have written permission from their parent or guardian shall provide the school nurse 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 epinephrine, in good faith professionally believes the student is having a

life-threatening anaphylactic reaction and the student is either not self-carrying epinephrine or the nurse is unable to locate it.

The school nurse for each District school shall keep epinephrine on hand that is suitable for the students the school serves. The school nurse or other trained[6] school employee designated by the school nurse as a care provider who has been certified by a licensed physician may administer epinephrine to those students who the school nurse, or other trained[6] 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[6] 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[6] school employee(s) certified to administer albuterol to 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[6] 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[6] 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 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, 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[6] 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[6] 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

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. § 6-18-720
A.C.A. § 6-18-721 A.C.A. § 17-87-103 (11) and (14)
A.C.A. § 20-13-405

Date Adopted: May 17, 2004
Last Revised: July 21, 2025

4.34 COMMUNICABLE DISEASES AND PARASITES

Students with communicable diseases or with human host parasites that are transmittable in a school environment shall demonstrate respect for other students by not attending school while they are capable of transmitting their condition to others. Students who the school nurse determines are unwell or unfit for school attendance or who are believed to have a communicable disease or condition will be required to be picked up by their parent or guardian. Specific examples include, but are not limited to: Varicella (chicken pox), measles, scabies, conjunctivitis (Pink Eye), impetigo/MRSA (Methicillin-resistant Staphylococcus aureus), streptococcal and staphylococcal infections, ringworm, mononucleosis, Hepatitis A, B, or C, mumps, vomiting, diarrhea, and fever (100.4 F when taken orally). A student who has been sent home by the school nurse will be subsequently readmitted, at the discretion of the school nurse, when the student is no longer a transmission risk. In some instances, a letter from a health care provider may be required prior to the student being readmitted to the school.

To help control the possible spread of communicable diseases, school personnel shall follow the District's exposure control plan when dealing with any bloodborne, foodborne, and airborne pathogens exposures. Standard precautions shall be followed relating to the handling, disposal, and cleanup of blood and other potentially infectious materials such as all body fluids, secretions and excretions (except sweat).

In accordance with 4.57—IMMUNIZATIONS, the District shall maintain a copy of each student's immunization record and a list of individuals with exemptions from immunization which shall be education records as defined in policy 4.13. That policy provides that an education record may be disclosed to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

A student enrolled in the District who has an immunization exemption may be removed from school at the discretion of the Arkansas Department of Health during an outbreak of the disease for which the student is not vaccinated. The student may not return to ~~the~~ school until the outbreak has been resolved and the student's return to school is approved by the Arkansas Department of Health.

The parents or legal guardians of students found to have live human host parasites that are transmittable in a school environment will be notified about the infestation. The child will not be allowed to return to class. The parent or legal guardian will be responsible for picking their child

up from school. The parents or legal guardians will be given information concerning the eradication and control of human host parasites. A student may be readmitted after the school nurse or designee has determined the student no longer has live human host parasites that are transmittable in a school environment.

Each school may conduct screenings of students for human host parasites that are transmittable in a school environment as needed. The screenings shall be conducted in a manner that respects the privacy and confidentiality of each student.

Legal References: A.C.A. § 6-18-702
Arkansas State Board of Health Rules And Regulations Pertaining To Immunization Required
Division of Elementary and Secondary Education Rules Governing Kindergarten Through 12th Grade Immunization Requirements

4.57 IMMUNIZATIONS

Definitions

"In process" means the student has received at least one dose of the required immunizations and is waiting the minimum time interval to receive the additional dose(s).

“Serologic testing” refers to a medical procedure used to determine an individual’s immunity to Hepatitis B, Measles, Mumps, Rubella and Varicella.

General Requirements

Unless otherwise provided by law or this policy, no student shall be admitted to attend classes in the District who has not been age appropriately immunized against:

- Poliomyelitis;
- Diphtheria;
- Tetanus;
- Pertussis;
- Red (rubeola) measles;
- Rubella;
- Mumps;
- Hepatitis A;
- Hepatitis B;
- Meningococcal disease;
- Varicella (chickenpox); and
- Any other immunization required by the Arkansas Department of Health (ADH).

The District administration has the responsibility to evaluate the immunization status of District students. The District shall maintain a list of all students who are not fully age appropriately immunized or who have an exemption provided by ADH to the immunization requirements based on medical, religious, or philosophical grounds. Students who are not fully age appropriately immunized when seeking admittance shall be referred to a medical authority for consultation.

The only types of proof of immunization the District will accept are immunization records provided by a:

A. Licensed physician;
B. Health department;
C. Military service; or
D. Official record from another educational institution in Arkansas; or
E. An immunization record printed off of the statewide immunization registry with the Official Seal of the State of Arkansas.

The proof of immunization must include the vaccine type and dates of vaccine administration. Documents stating “up-to-date”, “complete”, “adequate”, and the like will not be accepted as proof of immunization. No self or parental history of varicella disease will be accepted as a history of varicella disease must be documented by a licensed physician, advanced practice nurse, doctor of osteopathy, or physician assistant. Valid proof of immunization and of immunity based on serological testing shall be entered into the student’s record

In order to continue attending classes in the District, the student must have submitted:

1) Proof of immunization showing the student to be fully age appropriately vaccinated;
2) Written documentation by a public health nurse or private physician of proof the student is in process of being age appropriately immunized, which includes a schedule of the student’s next immunization;
3) A copy of a letter from ADH indicating immunity based on serologic testing; and/or
4) A copy of the letter from ADH exempting the student from the immunization requirements for the current school year, or a copy of the application for an exemption for the current school year if the exemption letter has not yet arrived.

Students whose immunization records or serology results are lost or unavailable are required to receive all age appropriate vaccinations or submit number 4 above.

Temporary Admittance

While students who are not fully age appropriately immunized or have not yet submitted an immunization waiver may be enrolled to attend school, such students shall be allowed to attend school on a temporary basis only. Students admitted on a temporary basis may be admitted for a maximum of thirty (30) days (or until October 1st of the current school year for the tetanus, diphtheria, pertussis, and meningococcal vaccinations required at ages eleven (11) and sixteen (16) respectively if October 1st is later in the current school year than the thirty (30) days following the student’s admittance). No student shall be withdrawn and readmitted in order to extend the thirty (30) day period. Students may be allowed to continue attending beyond the thirty (30) day period if the student submits a copy of either number 2 or number 4 above.

Students who are in process shall be required to adhere to the submitted schedule. Failure of the student to submit written documentation from a public health nurse or private physician demonstrating the student received the vaccinations set forth in the schedule may lead to the revocation of the student’s temporary admittance; such students shall be excluded from school until the documentation is provided.

The District will not accept copies of applications requesting an exemption for the current school year that are older than two (2) weeks based on the date on the application. Students who submit a copy of an application to receive an exemption from the immunization requirements for the current year to gain temporary admittance have thirty (30) days from the admission date to submit either a letter from ADH granting the exemption or documentation demonstrating the student is in process and a copy of the immunization schedule. Failure to submit the necessary documentation

by the close of the thirty (30) days will result in the student being excluded until the documentation is submitted.

Exclusion From School

In the event of an outbreak, students who are not fully age appropriately immunized, are in process, or are exempt from the immunization requirements may be required to be excluded from school in order to protect the student. ADH shall determine if it is necessary for students to be excluded in the event of an outbreak. Students may be excluded for no fewer than twenty-one (21) days or even longer depending on the outbreak. No student excluded due to an outbreak shall be allowed to return to school until the District receives approval from ADH.

Students who are excluded from school are not eligible to receive homebound instruction unless the excluded student had a pre-existing IEP or 504 Plan and the IEP/504 team determines homebound instruction to be in the best interest of the student. To the extent possible, the student's teacher(s) shall place in the principal's office a copy of the student's assignments:

- for the remainder of the week by the end of the initial school day of the student's exclusion; and
- by the end of each school's calendar week for the upcoming week until the student returns to school.

It is the responsibility of the student or the student's parent/legal guardian to make sure that the student's assignments are collected.

State mandated assessments are not included in "examinations" and the District has no control over administering state mandated make-up assessments outside of the state's schedule.

Annually by December 1, the District shall create, maintain, and post to the District's website a report that includes the following for each disease requiring an immunization under this policy:

The number of students in the District that were granted an exemption by the Department of Health from an immunization;

The percentage of students in the District that were granted an exemption by the Department of Health from an immunization;

The number of students within the District who have failed to provide to the public school proof of the vaccinations required and have not obtained an exemption from ADH;

The percentage of students within the District who have failed to provide to the public school proof of the vaccinations required and have not obtained an exemption from ADH; and

The percentage of a population that must receive an immunization for herd immunity to exist.

Cross References: 4.2—ENTRANCE REQUIREMENTS
4.7—ABSENCES
4.8—MAKE-UP WORK
4.34—COMMUNICABLE DISEASES AND PARASITES

Legal References: A.C.A. § 6-4-302 A.C.A. § 6-18-702 A.C.A. § 6-28-110
DESE Rules Governing Immunization Requirements In Arkansas Public Schools

ADH Rules Pertaining to Immunization Requirements

Last Revised: June 14, 2021

3.30 PARENT-TEACHER CONFERENCES

All elementary teachers are required to communicate with the parents or guardians of each student at least once a semester through a parent-teacher conference, telephone conference, or a home visit. All teachers shall communicate more often with parents/guardians of students performing below grade level.

Parent-teacher conferences are encouraged and may be requested by parents or guardians when they feel they need to discuss their child's progress with his/her teacher. Conferences shall be scheduled at a time and place to best accommodate those participating in the conference.

Legal Reference: State Board of Education Standards of Accreditation 12.04.2, 12.04.3

4.37 EMERGENCY DRILLS

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] Students who ride school buses,[2] shall also participate in emergency evacuation drills at least twice each school year.

The District shall annually conduct a lockdown drill 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.[3,4] 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.[5]

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[3]. Students shall be included in the drills to the extent practicable.[5]

Legal References: 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

Date Adopted: June 17, 2004
Last Revised: July 21, 2025

4.44 NATIONAL ANTHEM

Each school in the District shall broadcast The Star-Spangled Banner at:

· The commencement of each school-sanctioned sporting event; however, if two (2) or more school-sanctioned sporting events occur on the same day at the same school, then the broadcast of The Star-Spangled Banner may be performed at only one (1) of the events; and

· At least one (1) time each week during school hours.

The broadcast of The Star-Spangled Banner shall be selected from any recording that adheres to the Division of Elementary and Secondary Education (DESE) Rules, or, when appropriate, performed from original sheet music that adheres to DESE rules by:

- A school-sanctioned band program;

- A school-sanctioned chorale program, vocal group, or vocalist; or

- The attendees of a school-sanctioned event led by a vocalist selected by the principal of the school hosting the school-sanctioned event.

Students shall not be compelled to participate in the performance of The Star-Spangled Banner, but students who choose not to participate in the performance of The Star-Spangled Banner shall not disrupt those students choosing to participate in the performance of The Star-Spangled Banner. Students choosing not to participate in the performance of The Star-Spangled Banner who do not disrupt the participation of performance of The Star-Spangled Banner shall not be subject to any comments, retaliation, or disciplinary action.

Legal Reference: A.C.A. § 6-10-136

DESE Rules Governing the Star-Spangled Banner Act

Date Adopted: June 14, 2021

Last Revised: June 14, 2022

4.46 PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

The Pledge of Allegiance shall be recited:

1. During the first class period of each school day;

2. At the commencement of each school-sanctioned after-school assembly; and

3. At the commencement of each school-sanctioned sporting event; however, if two (2) or more school-sanctioned sporting events occur on the same day at the same school, then the Pledge may be recited at only one (1) of the school-sanctioned sporting events.

Students choosing to participate in the recitation of the Pledge shall do so by facing the flag with their right hands over their hearts, or in an appropriate salute if in uniform, while reciting the Pledge. Students choosing not to participate shall either stand or sit quietly while the other students recite the Pledge.

Students shall not be compelled to recite the Pledge, but students who choose not to recite the Pledge shall not disrupt those students choosing to recite the Pledge. Students choosing not to recite the Pledge who do not disrupt those students who choose to recite the Pledge shall not be subject to any comments, retaliation, or disciplinary action.

Following the recitation of the Pledge, there shall be an observance of one (1) minute of silence. During the one (1) minute of silence, each student may reflect, pray, meditate, or engage in any other silent activity that is not likely to interfere with or distract another student. Students who do not disrupt the one (1) minute of silence shall not be subject to any comments, retaliation, or disciplinary action.

Legal References: A.C.A. § 6-10-115 A.C.A. § 6-16-108

Last Revised: June 14, 2021

VOLUNTEER TRAINING

Volunteers come into the school setting and assist the teachers, staff, faculty, and do not necessarily interact with students one-on-one. Volunteers are required to sign in at each school in a volunteer services log. This uniform system of accountability of volunteers throughout the Batesville School District is important for the safety of our children and documentation for standards assurance. Volunteers should be easily identified, so name tags should be highly visible and worn each and every time they assist.

SUBSTITUTE TRAINING

Substitutes come into the school setting to be the students' teacher during the regular classroom teacher's absence. The Batesville School District is under contract with willSub PCMI Staffing Services for needed substitutes. All substitutes must have a background check and receive training before they start working as a substitute teacher. willSub PCMI Staffing Services will provide the appropriate training. Substitutes are required to sign in at each school in a substitute service log. This uniform system of accountability of substitutes throughout the Batesville School District is important for the safety of our children and documentation for standards assurance. Substitutes should be easily identified, so name tags should be highly visible and worn each and every time they substitute. To apply to be a substitute teacher go to www.pcmiservices.com.

4.58 CAFETERIA

The school cafeteria will serve breakfast until 8 am. Lunch will be provided at the student's designated lunch time. The cafeteria fees are set by the district. At the beginning of each school year, parents will be requested to complete a Free/Reduced Lunch form to offset the fees of a school lunch. Parents are welcome to have lunch with their child. Parents who bring their child's lunch to school must only be consumed by their child and food cannot be brought in for other children. Parents are not allowed on the playground with children.

Food Sharing Table

In an effort to reduce wasted food and to provide students access to healthy foods when possible, the District shall have in the district cafeteria, a food sharing table located at the end of the service line. Prior to leaving the service line, students may place on or retrieve items from the table, at no additional charge, any of the following:

- Raw whole fruit traditionally eaten without the peel (e.g. bananas and oranges);
- Raw whole fruit traditionally eaten with the peel provided the fruit is wrapped to prevent contamination (e.g. apples and grapes);
- Raw whole vegetables provided the vegetable is wrapped to prevent contamination (e.g. carrot sticks);
- Milk; and
- Juice.

Fruit and vegetables to be shared are to be placed into a designated container on the table. Milk and juice to be shared are to be placed in an ice-filled cooler. Milk and juice may not be taken by another student unless the carton is unopened and was completely covered by ice while in the cooler. A student may not return to the table to place an item for sharing after the student has left the service line.

At all times, the sharing table will be under the supervision of the food service staff. Remaining items should be discarded at the end of the meal period, and no item may remain on the table for longer than four (4) hours.

Removing Food Items From the Food Service Area

At the end of the meal period, a student may leave the cafeteria with up to two school provided whole fruit or whole vegetable food items. Students may not remove from the cafeteria milk, juice, or any other item requiring a temperature controlled environment.

Except for food service workers as required by their job duties, District employees may only remove school provided food items from the food service area when required by a 504 plan or a student's IEP.

Teachers or aides will ensure that students take home non-perishable items and not leave them in classrooms or lockers.

Legal References: Commissioner's Memo FIN 08-076
Commissioner's Memo FIN 15-052

Food Services Policy on Charging Meals for Students

Students who are unable to pay for their meals at the time of meal service are allowed to charge. Students charging breakfast and or lunch will receive reimbursable meals.

Students can pay by the following methods and criteria.
Payment Options:

1. Pay online at ar-batesville.intouchreceipting.com
2. Pay by cash or check in any cafeteria, pay by debit/credit at 955 Water St or to any on campus secretary.
3. Students may charge a maximum of five meals on account at any one time.
4. Only reimbursable meals may be charged, no A La Carte, second meals or extra entrees.
5. The Food Service Accountant will contract the parent in an attempt to collect the debt. Weekly emails with student account balance are sent from the eTrition software.

The principal or his/her designee may make special arrangements for pre-primary students, primary students, or any student with a disability who may be unable to take responsibility.

Households may request a payment plan to repay the debt.

Revised: March 3, 2021

4.51 FOOD SERVICE PREPAYMENT

Meal Charges[1]

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:[2]

· Submitting cash or check payment at [3] the campus the student attends. Staff may submit payment at the campus they are employed.

· 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 :[4]

- Each Monday morning by email.

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[6]

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:[7]

o When the student's prepaid account balance has dropped to the point that the student will begin receiving unpaid meals;

o Each time the student receives the first unpaid meal after money has been deposited into the student's prepaid account; and

o 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 7.17. If you change this policy, please review 7.17 at the same time to ensure applicable consistency between the two.

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

Last Revised: July 21, 2025

STUDENT PARTICIPATION IN SURVEYS

Section One:

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

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

Section Two:

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

Section Three:

Parents or guardians wishing to inspect a survey, analysis, or evaluation shall be able to so in the administrative office of the administering school where the surveys shall be available for inspection for a period of ten (10) days (regular school days when school is in session) after the notice of intent to administer the survey is sent. Included in the notice shall be information

regarding how the survey or questionnaire will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey or questionnaire. Parents may refuse to allow their student to participate before or after reviewing the survey or questionnaire.

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

Section Four:

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

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

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

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

4.48 VIDEO SURVEILLANCE AND OTHER STUDENT MONITORING

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,[1] 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 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.[2]

Signs shall be posted on campus buildings and in district vehicles to notify students, staff, and visitors that video cameras may be in use.[3] 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.[4] 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[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 any time greater than two weeks after they were created.[6]

Videos,[7] 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 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,[1] automatic identification, or data compilation devices shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.

> Notes: This policy is similar to policies 3.41 and 8.29. If you change this policy, review 3.41 and 8.29 at the same time to ensure applicable consistency between the policies.

Legal References: A.C.A. § 6-21-122 20 USC 1232g 20 U.S.C. 7115

34 CFR 99.3, 4, 5, 7, 8, 10, 12, 31

Date Adopted: July 9, 2007
Last Revised: July 21, 2025

GRADES K-5 ALTERNATIVE EDUCATION PROGRAM

The Batesville School District offers a non-traditional, alternative learning environment (ALE) for students in grades K-5 through the Success Program. This program follows admission and exit policies for students to attend and/or leave the Success Program in accordance with Arkansas' Act 59 (4.02.8 and 4.02.14) and ASBA/BSD Policy 5.26.

4.54 STUDENT ACCELERATION

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

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

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

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

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

Legal Reference: DESE Gifted and Talented Rules

Date adopted: June 17, 2013
Last Revised: February 18, 2020

4.80 FEDERAL GRIEVANCE PROCEDURES B

Students and parents/guardians of students have the right to file a formal complaint alleging noncompliance with federal regulations.

Level One: Principal or Immediate Supervisor

A student or parent/guardian with a complaint of discrimination on the basis of sex, race, national origin or disability are to discuss it with the teacher, counselor, or building administrator involved with the objective of resolving the matter informally. If a resolution is not reached in 10 working days from the date of the event, then the student or parent/guardian will go to Level Two.

Level Two: Title IX and Section 504 Coordinator(s)

If the grievance is not resolved at level one and the grievant(s) wish to pursue the grievance, they may formalize it by filing a written complaint on a Title IX and Section 504 Grievance Form, which may be obtained from the Title IX and Section 504 Coordinator. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal written complaint at level two must be within fifteen (15) working days from the date of the event giving rise to the grievance or from the date the grievant(s) could reasonably become aware of such occurrence. The grievant(s) may request that a meeting concerning the complaint be held with the Title IX and Section 504 Coordinator. A minor student may be accompanied at the meeting by a parent/guardian. The Title IX and Section 504 Coordinator shall investigate the complaint and attempt to resolve it. A written report from the Title IX and Section 504 Coordinator regarding the action taken, if any, will be sent within fifteen (15) working days after the receipt of the complaint.

Level Three: Superintendent

If the complaint is not resolved at the level two, the grievant(s) may proceed to level three by presenting a written appeal to the Superintendent within ten (10) working days after the grievant(s) receives the report from the Title IX and 504 Coordinator. The grievant(s) may request a meeting with the Superintendent or his/her designee. The Superintendent or his/her designee has the option of meeting with the grievant to discuss the appeal. A decision, if any, will be rendered by the Superintendent or his/her designee within ten (10) working days after receiving the written appeal.

Level Four: Board of Education

If the complaint is not resolved at level three, the grievant(s) may proceed to level four by presenting a written appeal to the President of the Board of Education within ten (10) working days after the grievant(s) receive the report from the Superintendent or his/her designee. A decision will be rendered by the Board of Education at their next regularly scheduled meeting. The grievant(s) will be notified in writing of their decision within ten (10) working days after the Board of Education action.

Date adopted: June 23,2008

Title IX and Section 504 Compliance Violations – Grievance Form

Name of individual alleging noncompliance with Regulations outlined in Title IX and or Section 504

Grievance Date

State the nature of the complaint and describe incident or occurrences as accurately as possible.

(Attach additional sheets if necessary)

Indicate Principal's or Supervisor's response or action to above complaint.

(Add additional sheets if necessary)

Signature of Principal or Supervisor:

What remedy are you (the grievant) requesting?

(Add additional sheets if necessary)

Name of School

Date of Filing

Signature of Grievant

4.49 SPECIAL EDUCATION

In accordance with the Individuals With Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, and Arkansas Statutes, the district shall provide a free appropriate public education and necessary related services to all children with disabilities who reside:

- Within the district boundaries; or
- Outside of the District boundaries but are enrolled in the District.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the state and federal statutes governing special education. Implementation of an Individualized Education Program (IEP) in accordance with the IDEA satisfies the district's obligation to provide a free and appropriate education under Section 504.

The Board directs the superintendent to ensure procedures are in place for the implementation of special education services and that programs are developed to conform to the requirements of state and federal legislation. The superintendent is responsible for appointing a district coordinator for overseeing district fulfillment of its responsibilities regarding students with disabilities. Among the coordinator’s responsibilities shall be ensuring district enforcement of the due process rights of students with disabilities and their parents.

Cross Reference: 6.7—COMPLAINTS

Legal References:
34 C.F.R. part 300
29 U.S.C. § 794
42 U.S.C. §12101 et seq.
A.C.A. § 6-41-102
A.C.A. § 6-41-103
A.C.A. § 6-41-201 et seq.

Date Adopted: April 20, 2009
Last Revised:February 18, 2020

4.50 SCHOOL MEAL MODIFICATIONS

Except for requests to receive “lactose free” milk[1], the district only provides modified meal components on menus to accommodate students with a disability. A parent/guardian wishing to request dietary accommodations for their student with a disability must submit to the district’s Director of Child Nutrition[2] a medical statement completed by a State licensed healthcare professional, which includes:[3]

- Physicians, including those licensed by:
    - The Arkansas State Medical Board;
    - The Arkansas State Board of Chiropractic Examiners (Chiropractors);
    - The Arkansas Board of Podiatric Medicine (Podiatrists);
- Nurse Practitioners (APRNs in family or pediatric practice with prescriptive authority);
- Physician Assistants (PAs who work in collaborative practice with a physician); and
- Dentists.

The medical statement should include:

1. A description of the student’s disability that is sufficient to understand how the disability restricts the student’s diet;
2. An explanation of what must be done to accommodate the disability, which may include:
    a. Food(s) to avoid or restrict;
    b. Food(s) to substitute;
    c. Caloric modifications; or
    d. The substitution of a liquid nutritive formula.

If the information provided in the medical statement is unclear, or lacks sufficient detail, the district’s Director of Child Nutrition shall request additional information so that a proper and safe meal can be provided.

When choosing an appropriate approach to accommodate a student’s disability, the District will consider the expense and efficiency of the requested accommodations. The District will offer a reasonable modification that effectively accommodates the child’s disability and provides equal opportunity to participate in or benefit from the program, which may include a generic version of a product.

Parents may submit a written request for their student to be provided “lactose free” milk. The parent’s request is not required to be accompanied by a medical statement in order for it to be granted.[1]

Parents may file a grievance regarding the request for modifications with the District’s 504 Coordinator[4], who will schedule a hearing on the grievance to be held as soon as possible. The 504 coordinator shall provide a copy of the procedures governing the hearing, including that the parent has the right to be accompanied by counsel, and the appeal process upon request.

Except for requests to receive “lactose free” milk[1], the district will not prepare meals outside the normal menu to accommodate a family’s religious or personal health beliefs.

Legal References: Commissioner's Memo FIN-09-044
Commissioner's Memo FIN-15-122
Commissioner's Memo CNU-17-051
Commissioner's Memo CNU-18-008
Commissioner's Memo CNU-18-023
Commissioner's Memo CNU-18-025
7 CFR 210.10(g)

Date Adopted: April 29, 2009
Last Revised: February 10, 2025

BATESVILLE SCHOOL DISTRICT

PARENT AND COMMUNITY ENGAGEMENT PLAN

The Batesville School District understands the importance of engaging parents and the community as a whole in promoting higher student achievement and general good will between the district and those it serves. Therefore, the district shall strive to develop and maintain the capacity for meaningful and productive parental and community engagement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community. To achieve such ends, the district shall also work to:

1. Engage parents and the community in the development of the long range planning of the district;

2. Give the schools in the district the support necessary to enable them to plan and implement effective parental engagement activities;

3. Have a coordinated engagement program where the engagement activities of the district enhance the engagement strategies of other programs such as Head Start and Parents as Teachers;

4. Explain to parents and the community the State's content and achievement standards, State and local student assessments and how the district's curriculum is aligned with the assessments and how parents can work with the district to improve their child's academic achievement;

5. Provide parents with the materials and training they need to be better able to help their child achieve. The district may use parent resource centers or other community based organizations to foster parental engagement and provide literacy and technology training to parents;

6. Educate district staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent engagement programs that will promote positive partnerships between the school and parents;

7. Keep parents informed about parental engagement programs, meetings, and other activities in which they could be involved. Such communication shall be, to the extent practicable, in a language the parents can understand;

8. Find ways to eliminate barriers that work to keep parents from being engaged in their child's education. This may include providing transportation and child care to enable parent participation, arranging meetings at a variety of times, and being creative with parent/teacher conferences;

9. Find and modify other successful parent and community engagement programs to suit the needs of our district;

10. Provide reasonable support for other parental engagement activities as parents may reasonably request.

To ensure the continued improvement of the district's parental/community engagement program, the district will conduct an annual review of its parental engagement policies to examine their effect on promoting higher student achievement. The review shall be done by a committee consisting of parents and other community members.

COMMUNITY SCHOOLS MODEL

A community school is a strategy that coordinates relationships and resources through a public school. Its integrated focus on academics, health and social services, youth and community development, and community engagement will lead to improved student learning, stronger families, and healthier communities.

As a district, we are braiding together a range of support and opportunities personalized to students and their families. We strive to meet our student's academic needs, physical needs, and social-emotional needs. Growing family and community engagement is a vision priority. Ultimately, Batesville School District is working together to empower students to be college, career, and civic ready and to grow strong families and healthy communities for tomorrow's challenges.

Community Schools Model Structures & Functions

- Collaborative Leadership
- Planning
- Continuous Improvement
- Student-Centered Data
- Coordinating Infrastructure
- Sustainability

Community Schools Model Program Elements

- Family Engagement
- Community Engagement
- Student-Centered Learning & Development
- Health & Social Services and Supports

4.61 STUDENT USE OF MULTIPLE OCCUPANCY ROOM

Definitions
"Multiple occupancy room" means an area in a District building that is designed or designated to be used by one (1) or more individuals at the same time and in which one (1) or more individuals may be in various stages of undress in the presence of other individuals, which includes, without limitation, a restroom, locker room, changing room, or shower room.

“Sex" means the physical condition of being male or female based on genetics and physiology, which may be demonstrated by the sex identified on a student’s original birth certificate.

Each multiple occupancy room in a District building shall be designated as either male or female. Except as permitted by this policy, a student shall not enter a multiple occupancy room that does not correspond to the student’s sex.

An individual who is unwilling or unable to use a multiple occupancy room designated for the individual's sex shall be granted a reasonable accommodation, which may include, without limitation, access to a single-occupancy restroom or changing area. A reasonable accommodation shall not include access to a restroom or changing area that is designated for use by members of the opposite sex to an individual while members of the opposite sex of the individual are present or may be present in the restroom or changing area.

The prohibitions in this policy do not apply to an individual who enters a multiple occupancy room designated for use by the opposite sex when the individual enters for any of the following reasons:

- custodial, maintenance, or inspection purposes;
- To render emergency medical assistance;
- To address an ongoing emergency, including without limitation a physical altercation;
- To accommodate individuals protected under the Americans with Disabilities Act; or
- To assist young children who are in need of physical assistance when using a restroom or changing facility that is located in the District.

Legal Reference: A.C.A. § 6-21-120

Division of Elementary and Secondary Education Rules Governing Public School Policies Relating to Overnight Travel and Use of Public School Lavatories

Date Adopted: June 19, 2023
Last Revised: February 10, 2025

4.62 STUDENT NAME, TITLE, OR PRONOUN

Unless a District employee has the written permission of the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student or the student if the student is an emancipated minor or over eighteen (18) years of age, a District employee shall not address a student with a:

1. Name other than that listed on the student's birth certificate, except for a derivative of the name; or
2. Pronoun or title that is inconsistent with the student's biological sex.

A student shall not be subject to discipline for declining to address a person using a:

a. Name other than that listed on the student's birth certificate, except for a derivative of the name; or
b. Pronoun or title that is inconsistent with the person's biological sex.

Legal Reference: A.C.A. § 6-1-108

Date Adopted: June 19, 2023

4.63 STUDENT RELIGIOUS EXPRESSION

The Batesville School District Board of Directors does not allow the discrimination against a student based on a student's voluntary religious expression, if any. At the same time, the District shall provide a process to eliminate any actual or perceived sponsorship or attribution to the District of a student's public voluntary expression of a religious viewpoint, if any.

Student Assignments

Student assignments include, but are not limited to:

- Homework;
- Classwork;
- Artwork; and
- Other written or oral assignments.

Accommodation will be considered for those portions of instructional activities in the schools that unduly burden a student's sincere religious belief provided such accommodation doesn't amount to a significant change in curriculum, program, or course of instruction and when it is possible that a substitution of equally rigorous material that advances the same instructional goals can be arranged. Parents and students are advised that such accommodations are easier to grant when the objection is to non-state mandated Standards material than if the material is required by the Standards.[1]

A student or the student's parent can request the student's teacher to accommodate the student's objection based on a religious belief to an instructional activity. Any such request must be made at least 25 school days prior to the assignment's due date. Any objection must be raised in accordance with this policy's requirements or it will not be considered.[2]

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

Student Presenters

A student's expression of a religious viewpoint, if any, on an otherwise permissible subject shall not be excluded from a forum, whether oral or in writing, where students are allowed to speak.

The District has the right to restrict student speech that is inappropriate in the school setting by being obscene, vulgar, offensively lewd, or indecent.

Review of written student forums shall be handled in accordance with Policy 4.14—STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE.

If the forum is a scheduled event with designated student speakers, the building principal shall have an opportunity to review pre-written remarks prior to the student's presentation at the scheduled forum. The principal may require the student to amend the student's remarks to the extent necessary to address any portions that are determined to be inappropriate. A student's refusal to amend the remarks that were determined to be inappropriate may be prohibited from participation in the forum. A student who diverts from the approved pre-written remarks during a speech in such a manner that is determined to be inappropriate by the building principal or another present District staff member may be asked to return to the approved remarks. If a student refuses to return to the approved remarks or continues to divert from the approved remarks in a manner that is determined to be inappropriate may be escorted from the forum and disciplined in accordance with the District's Student Code of Conduct.

If the timing or format of the forum does not provide for pre-written remarks to be reviewed, then the building principal or other District staff shall have the authority to address a student whose remarks are determined to be inappropriate. The building principal or District staff member shall initially ask the student to cease the inappropriate remarks. If the student refuses or makes additional inappropriate remarks after being directed to cease such remarks, Then the building principal or District staff member may escort the student from the forum and the student may be disciplined in accordance with the District's Student Code of Conduct

There shall be a disclaimer that a student speaker's speech does not reflect the endorsement, sponsorship, position, or expression of the District. The disclaimer shall be provided at all forums where students speak and at all graduation ceremonies. The disclaimer shall be provided orally or in writing as most appropriately fits the format of the forum.

Information on how to participate in a student forum shall be provided to all students.[3]

In addition to the salutatorian and valedictorian selection process in Policy 5.17—HONOR ROLL AND HONOR GRADUATES, the following students may speak during the District's graduation ceremony:[4]

Cross References: 4.14—STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE

5.17—HONOR ROLL AND HONOR GRADUATES

Legal References: A.C.A. § 6-10-139 A.C.A. § 6-18-101 A.C.A. § 6-18-1201 et seq.

Date Adopted:June 19, 2023

Last Revised:July 15, 2024

4.64 STUDENT USE OF ARTIFICIAL INTELLIGENCE

Definitions

"Artificial Intelligence (AI) Tools" means Software applications or platforms that utilize machine learning algorithms to perform tasks typically requiring human intelligence, such as generating content, providing recommendations, or solving problems. For purposes of this policy, AI tools do not include the use of spell check or grammar check.

The purpose of this policy is to establish guidelines for the responsible use of AI tools by District students. The policy applies to all students enrolled in the District and covers the use of AI tools when completing District assignments or projects.

The district shall provide teachers and students resources and education on AI literacy and digital citizenship. The District shall establish a committee who shall be responsible for the review and selection of AI tools that shall be available for students to use. All AI tools selected by the committee shall comply with applicable state and federal data privacy laws. Students shall only use AI tools that were approved by the District committee for classroom assignments or projects.

Teachers are responsible for providing instructions on when and how AI tools may be used for classroom assignments. Students may use AI tools as approved by their classroom teacher to enhance learning and develop future-ready skills.

Students should use AI tools ethically and responsibly, aligning with the district's educational objectives, and in a manner that does not harm themselves or others. As part of using AI tools responsibly, students should be cautious about the information they provide to AI tools and consult with a teacher if unsure. At no time shall Students share personal, sensitive, or confidential information with AI tools, especially AI tools requiring data input.

When a student uses AI tools, a student shall:

1. Review and verify the accuracy of content that is generated by an AI tool;

2. Cite AI tools used as part of an assignment or project as a source, following District citation guidelines; and

3. Be transparent about their use of AI in completing assignments.

Students must ensure all submitted work is their own and properly acknowledge or cite any assistance from AI tools. Students are encouraged to ask questions if they are unsure about the acceptable use of AI tools.

The following actions regarding AI tools are strictly prohibited:

· Misuse of AI tools for cheating, plagiarism, or any form of academic dishonesty, including the submission of assignments that were fully generated by an AI tool and presented as original student work;

· Altering or falsifying academic documents or records using AI tools;

· Using AI tools to:

  o Gain unauthorized access to District systems; or

  o Bypass District security measures;

· Using AI tools to produce misleading or false information, imagery, or any form of false outputs about themselves, other students, or staff members.

Students should report any inappropriate content or security concerns encountered while using AI tools to a teacher or administrator.

Violations of this policy shall be handled in accordance with the District's disciplinary procedures.

Cross References: 3.58—LICENSED PERSONNEL USE OF ARTIFICIAL INTELLIGENCE

4.13—PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

5.10—ARTIFICIAL INTELLIGENCE

7.16—INFORMATION TECHNOLOGY SECURITY

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: July 21, 2025

4.65 ANTISEMITISM PROHIBITED

“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: July 21, 2025

4.66 ARKANSAS DIRECT ADMISSIONS PROGRAM

The District shall participate in the Arkansas Direct Admissions Program.[1] 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.[2]

The District shall not actively discourage or prohibit an eligible student from participating in the Arkansas Direct Admissions Program.[2]

Legal Reference: A.C.A. § 6-60-1701 et seq.

Date Adopted: July 21, 2025

Batesville School District

STUDENTS FIRST

Batesville Junior High School Charter

Student Handbook

2026-2027

It shall be the policy of the Batesville School District that the most recently adopted version of the Student Handbook be incorporated by reference into the policies of this district. In the event that there is a conflict between the student handbook and a general board policy or policies, the more recently adopted language will be considered binding and controlling on the matter provided the parent(s) of the student, or the student if 18 years of age or older have acknowledged receipt of the controlling language.

LEGAL NOTICE

In keeping with the guidelines of Title VI, Section 601, Civil Rights Act of 1964, Title IX, Section 901, Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Educational Equity Guidelines for the Arkansas School Districts, the Batesville School District assures that no person on the basis of race, color, national origin, age, sex or handicap shall be denied equal opportunity for the benefit of, or the participation in any school program or activity inclusive of, but not limited to admission and employment.

Inquiries concerning the application of this policy may be referred to:
Equity Coordinator – Mr. David Campbell
504 Coordinator –
490 East College Ave. Suite 256
Batesville, AR 72501
870-793-6831

BJHS ALMA MATER

Batesville Junior High School,

We'll Be True to You

We Pledge Our Devotion, All Our Lives Through

May We Bring You Honor, Hear Us As We Sing

Our Praises To The Orange And Black

Through The Ages Ring

WHO IS RESPONSIBLE FOR STUDENT CONDUCT?

Freedom is a constitutional right, but it does not mean the absence of reasonable rules and regulations which serve to guide the actions of individuals. Along with freedom comes the responsibility to act in such a manner as to ensure that all participants may enjoy the same freedom. To obtain the greatest possible benefit to the students, teachers, administrators, parents, Board of Education, and the entire community, it is essential that all work together to ensure that all persons are treated equally and with dignity with respect to their rights and responsibilities.

STUDENTS

Students have the responsibility to pursue their education in the Batesville School District in a manner that shows respect for other students, faculty members, parents and other citizens. Students should be aware that they have a responsibility to cooperate with and assist the school staff in the orderly and efficient conduct of the schools by abiding by rules established by the Board of Education and the school of attendance, and implemented by teachers and school administrators. Each student is responsible for his/her own conduct at all times.

PARENTS OR GUARDIANS

Parents or guardians are responsible for exercising the required controls so that their children's behavior at school will be conducive to their own progress and not disruptive to the school's educational program. They are responsible for alerting school personnel when they have reason to believe that their children are experiencing difficulties at school or at home, and that by actively soliciting the help of the school behavior standards may be maintained.

TEACHERS

All teachers are responsible for the supervision of the behavior of all the students in the school. This includes not only the students who are regularly assigned to the teacher, but all other students with whom the teacher comes in contact. Each teacher is expected to maintain the kind of atmosphere and decorum which will promote the learning process, and to utilize sound techniques which seem appropriate. These techniques include conferences with students and parents, referral to counselors at the school, or referral to other supportive service personnel of the district (nurse, attendance caseworker, educational examiner, or psychologist). The teacher is authorized to administer corporal punishment according to guidelines established by district policy. When the teacher is unable to assist the student to maintain proper controls of his/her behavior, the student is to be referred to the appropriate administrator in the school.

PRINCIPALS

The principal of each school is expected to disseminate to all students at the beginning of the school year, and to each new student upon registration, the rules and regulations currently in effect for that school. In developing rules and regulations the principal is expected to involve representatives of the teaching staff, the student body, and the patrons of the school. The principal of each school is responsible for conducting continued Inservice education for all personnel on a regular basis to interpret and implement established policies. Each principal, or the principal's designee, is authorized to assign students to detention, to work detail, to probation status, and to suspend or to recommend the expulsion of students. The principal is expected to inform the parents or guardians of

any student whose behavior is in serious conflict with established laws, rules and procedures.

SUPERINTENDENT

The Superintendent is responsible for exercising leadership in establishing all necessary procedures, rules, regulations and to implement the Board of Education policies relating to standards of student behavior.

BOARD OF EDUCATION

The Board of Education of the Batesville School District, acting through the Superintendent, holds all school employees responsible for the supervision of the behavior of students while legally under the supervision of the school. The Board expects all employees to be concerned with student behavior and when and where unacceptable behavior occurs, to take appropriate action.

REVIEW OF POLICIES

The District Discipline Policies will be reviewed on an annual basis to ensure that they are consistent with state and federal law, developing case law and Department of Education guidelines. Parents, teachers, students, school district administrative personnel, community representatives, and at least one school counselor shall be involved in the initial development and annual review and revision of school district student discipline policies.

DEFINITIONS

- **Expulsion:** Prohibition of a student from entering the school or school grounds (except for a prearranged conference with an administrator) until the end of the semester, the end of the current school year or permanently, depending upon the severity of the offense, with loss of academic credit. This action shall be taken by the board of education only.

- **Suspension:** Prohibition of a student from entering the school or school grounds (except for a prearranged conference with an administrator) for a period of time set by the principal of the school or the superintendent. Suspensions normally will not be longer than ten (10) school days including the day on which the offense occurred unless it is deemed a long-term suspension which must be determined by the board of education only. Suspension does not carry with it loss of credit for the semester.

- **Probation:** When a student is placed on probation, that student must obey the rules and regulations for the rest of the school year. If probation is broken by the student, expulsion will be recommended.

- **Parent:** The term parent shall include any parent, guardian, or person in parental relation having control or charge of any student in attendance in the schools of this district.

For the following policies where a list of disciplinary actions is given, this list normally will be adhered to in alphabetical/numerical order after each occurrence. However, the administration may accelerate to the more extreme action in severe situations or in situations where a student has been involved in previous policy violations.

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4.1 RESIDENCE REQUIREMENTS (NO CHANGES)

4.2 ENTRANCE REQUIREMENTS (NO CHANGES)

4.52 STUDENTS WHO ARE FOSTER CHILDREN (NO CHANGES)

4.4 STUDENT TRANSFERS (NO CHANGES)

4.11 EQUAL EDUCATIONAL OPPORTUNITY (NO CHANGES)

4.40 HOMELESS STUDENTS (NO CHANGES)

4.5 SCHOOL CHOICE (NO CHANGES)

4.6 HOMESCHOOLING (NO CHANGES)

4.15 STUDENT VISITORS (NO CHANGES)

4.15 CONTACT WITH STUDENTS WHILE AT SCHOOL (NO CHANGES)

4.13 PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION (NO CHANGES)

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4.3 COMPULSORY ATTENDANCE REQUIREMENTS (NO CHANGES)

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4.17 STUDENT DISCIPLINE **(CHANGES)**

4.60 STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT (NO CHANGES)

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LEAVING CLASSES AND/OR SCHOOL CAMPUS (NO CHANGES)

CLOSED CAMPUS (NO CHANGES)

4.47 POSSESSION AND USE OF PERSONAL ELECTRONIC DEVICES **(CHANGES)**

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4.28 LASER POINTERS (NO CHANGES)

4.24 DRUGS AND ALCOHOL (NO CHANGES)

4.23 TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, AND RELATED PRODUCTS (QUESTION FOR BOARD-cessation products add/require medical note or can we take that out?)

4.20 DISRUPTION OF SCHOOL **(CHANGES)**

4.26 GANGS AND GANG ACTIVITY (NO CHANGES)

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4.12 STUDENT ORGANIZATIONS / EQUAL ACCESS

4.56 ATHLETICS AND EXTRACURRICULAR ACTIVITIES

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HOMEWORK

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4.65 ANTISEMITISM PROHIBITED

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SCHOOL-PARENT COMPACT

Batesville School District

STUDENTS FIRST

BATESVILLE HIGH SCHOOL

Student Handbook

2026-2027

STUDENT HANDBOOK

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Inquiries concerning the application of this policy may be referred to:

Equity Coordinator – Mr. David Campbell
504 Coordinator – Mrs.
490 East College Ave. Suite 256
Batesville, AR 72501
870-793-6831

BHS ALMA MATER

So here Batesville High, Here's to you
May we ever be loyal and true.

And proudly your praises we'll sing
Throughout the ages let them ring.

And all through our lives we'll recall,
The school that to us was best of all.

So here Batesville High, Here's to you
The Orange and Black, the Orange and Black,
Will LIVE forever, Hey!!!

Who is responsible for student conduct?

Freedom is a constitutional right, but it does not mean the absence of reasonable rules and regulations which serve to guide the actions of individuals. Along with freedom comes the responsibility to act in such a manner as to ensure that all participants may enjoy the same freedom. To obtain the greatest possible benefit to the students, teachers, administrators, parents, Board of Education, and the entire community, it is essential that all work together to ensure that all persons are treated equally and with dignity with respect to their rights and responsibilities.

Students

Students have the responsibility to pursue their education in the Batesville School District in a manner that shows respect for other students, faculty members, parents and other citizens. Students should be aware that they have a responsibility to cooperate with and assist the school staff in the orderly and efficient conduct of the schools by abiding by rules and regulations established by the Board of Education and the school of attendance, and implemented by teachers and school administrators. Each student is responsible for his/her own conduct at all times.

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Parents or guardians are responsible for exercising the required controls so that their children's behavior at school will be conducive to their own progress and not disruptive to the school's educational program. They are responsible for alerting school personnel when they have reason to believe that their children are experiencing difficulties at school or at home, and that by actively soliciting the help of the school behavior standards may be maintained.

Teachers

All teachers are responsible for the supervision of the behavior of all the students in the school. This includes not only the students who are regularly assigned to the teacher, but all other students with whom the teacher comes in contact. Each teacher is expected to maintain the kind of atmosphere and decorum which will promote the learning process, and to utilize sound techniques which seem appropriate. These techniques include conferences with students and parents, referral to counselors at the school, or referral to other supportive service personnel of the district (nurse, attendance caseworker, educational examiner, or psychologist). The teacher is authorized to administer corporal punishment according to guidelines established by district policy. When the teacher is unable to assist the student to maintain proper controls of his/her behavior, the student is to be referred to the appropriate administrator in the school.

Principals

The principal of each school is expected to disseminate to all students at the beginning of the school year, and to each new student upon registration, the rules and regulations currently in effect for that school. In developing rules and regulations the principal is expected to involve representatives of the teaching staff, the student body, and the patrons of the school. The principal of each school is responsible for conducting continued Inservice education for all personnel on a regular basis to interpret and implement established policies. Each principal, or the principal's designee, is authorized to assign students to detention, to work detail, to probation status, and to suspend or to recommend the expulsion of students. The principal is expected to inform the parents or guardians of any student whose behavior is in serious conflict with established laws, rules and procedures.

SUPERINTENDENT

The Superintendent is responsible for exercising leadership in establishing all necessary procedures, rules, regulations and to implement the Board of Education policies relating to standards of student behavior.

BOARD OF EDUCATION

The Board of Education of the Batesville School District, acting through the Superintendent, holds all school employees responsible for the supervision of the behavior of students while legally under the supervision of the school. The Board expects all employees to be concerned with student behavior and when and where unacceptable behavior occurs, to take appropriate action.

REVIEW OF POLICIES

The District Discipline Policies will be reviewed on an annual basis to ensure that they are consistent with state and federal law, developing case law and Department of Education guidelines. Parents, teachers, students, school district administrative personnel, community representatives, and at least one school counselor shall be involved in the initial development and annual review and revision of school district student discipline policies.

DEFINITIONS

- **Expulsion:** Prohibition of a student from entering the school or school grounds (except for a prearranged conference with an administrator) until the end of the semester, the end of the current school year or permanently, depending upon the severity of the offense, with loss of academic credit. This action shall be taken by the board of education only.

- **Suspension:** Prohibition of a student from entering the school or school grounds (except for a prearranged conference with an administrator) for a period of time set by the principal of the school or the superintendent. Suspensions normally will not be longer than ten (10) school days including the day on which the offense occurred unless it is deemed a long-term suspension which must be determined by the board of education only. Suspension does not carry with it loss of credit for the semester; however, make-up work will not be allowed.

- **Probation:** When a student is placed on probation, that student must obey the rules and regulations for the rest of the school year. If probation is broken by the student, expulsion will be recommended.

- **Parent:** The term parent shall include any parent, guardian, or person in parental relation having control or charge of any student in attendance in the schools of this district.

For the following policies where a list of disciplinary actions is given, this list normally will be adhered to in alphabetical/numerical order after each occurrence. However, the administration may accelerate to the more extreme action in severe situations or in situations where a student has been involved in previous policy violations.

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PUPIL ENROLLMENT IN BATESVILLE SCHOOL DISTRICT

4.1 RESIDENCE REQUIREMENTS

The schools of the District shall be open and free through the completion of the secondary program to all persons between the ages of five (5) and twenty one (21) years whose parents, legal guardians, or other persons having lawful control of the student, or person standing in loco parentis reside within the District[1] and to all persons between those ages who have been legally transferred to the District for educational purposes.

Any person eighteen (18) years of age or older may establish a residence separate and apart from his or her parent, legal guardian, person having lawful control of the student, or a person standing in loco parentis for school attendance purposes.

In order for a person under the age of eighteen (18) years to establish a residence for the purpose of attending the District's schools separate and apart from his or her parent, legal guardian, person having lawful control of the student, or a person standing in loco parentis, the student is required to reside in the District for a primary purpose other than that of school attendance; however, a student previously enrolled in the district whose parents move the student into another district or who is placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty may continue to attend district schools. A foster child who was previously enrolled in a District school and who has had a change in placement to a residence outside the District, may continue to remain enrolled in his/her current school unless the presiding court rules otherwise.

Under instances prescribed in A.C.A. § 6-18-203, a child or ward of an employee of the district or of the education co-op to which the district belongs may enroll in the district even though the employee and the employee's child or ward reside outside the district.

Children whose parent or legal guardian relocates within the state due to a mobilization, deployment, or available military housing while on active duty in or serving in the reserve component of a branch of the United States Armed Forces or National Guard may continue attending school in the school district the children were attending prior to the relocation or attend school in the school district where the children have relocated. A child may complete all remaining school years at the enrolled school district regardless of mobilization, deployment, or military status of the parent or guardian.

4.2 ENTRANCE REQUIREMENTS

To enroll in a school in the District, the child must:

A. Be a resident of the District as defined in District policy (4.1 RESIDENCE REQUIREMENTS);
B. Meet the criteria outlined in Policy:
- § 4.40 HOMELESS STUDENTS; or
- § 4.52 STUDENTS WHO ARE FOSTER CHILDREN;

C. Be accepted as a transfer student under the provisions of policy 4.4; or
D. Participate under a school choice option and submit the required paperwork as required by the choice option under Policy 4.5.

A student may enter kindergarten if the student:

- 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 student is seeking initial enrollment; or
  - Has been enrolled in a state-accredited or state-approved kindergarten program in another state for at least sixty (60) days and:
    - § Will become five (5) years old during the year in which the student is enrolled in kindergarten; and
    - § Submits a written request for enrollment to the District; or
  - Was enrolled in a state-accredited or state-approved kindergarten program in another state or in a kindergarten program equivalent in another country and:
    - § Becomes a resident of this state as a direct result of active military orders or a court-ordered change of custody;
    - § Will become five (5) years of age during the year in which the student is enrolled in kindergarten; and
    - § 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 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 six (6) years of age during the school year in which the 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 the student's parent or legal guardian presenting for enrollment.[1]

Prior to the child's admission to a District school:[2]

1. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall furnish the child's social security number, or if they request, the district will assign the child a nine (9) digit number designated by the Division of Elementary and Secondary 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 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 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.[3]
4. In accordance with Policy 4.57—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 or mobilize under Title 10 of the United States Code, Title 32 of the United States Code, or state mobilization to active duty.

“Active duty”[4] 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 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 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.

“Eligible child” means the children of:

· Active duty members of the uniformed services;

· Members of the active and activated reserve components of the uniformed services;

· Veterans of the uniformed services who are injured in the line of duty and medically separated or retired~~;~~

· Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty;

· 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 member attends monthly and annual training periods.

“Transition” means the:

- Formal and physical process of transitioning from public school to public school; or
- Period of time in which a student moves from a sending district to a receiving district.

“Uniformed services”[4] 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 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 possess specialized knowledge regarding the educational needs and unique challenges faced by children of uniformed services families.[5]

An eligible child as defined in this policy shall:

1. Be allowed to continue the student’s enrollment at the grade level commensurate with the student’s grade level the student was in at the time of transition from the student’s previous school, regardless of age;
2. Be eligible for enrollment in the next highest grade level, regardless of age if the student has satisfactorily completed the prerequisite grade level in the student’s previous school;
3. Enter the District's school on the validated level from the student’s previous accredited school when transferring into the District after the start of the school year;
4. Be enrolled in courses and programs the same as or similar to the ones the student was enrolled in 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 provided services comparable to those the student with disabilities received in the student’s previous school based on 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. 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 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 eligible to continue attending District schools if the 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 and an enrollment application

· 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:[6]

a. Career-ready pathways and other academic or education programs offered;
b. Required academic courses for each curriculum and elective course options;
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
e. Other relevant information regarding the 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:

o 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

o 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.[7]

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.[8]

The District shall provide English-language services to international exchange students as necessary.[9]

Cross References: 4.1—RESIDENCE REQUIREMENTS

4.4—STUDENT TRANSFERS 4.5—SCHOOL CHOICE

4.6—HOMESCHOOLING 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)

Date Adopted: May 17, 2004
Last Revised: February 9, 2026

4.52 STUDENTS WHO ARE FOSTER CHILDREN

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 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 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.[1]

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 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.[2]

Upon notification to the District's foster care liaison by a foster child's case worker 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 the foster child. Immediate enrollment is required even if a child lacks the required clothing, academic or medical records, or proof of residency.[3]

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.[4]

If a foster child was enrolled in a District school immediately prior to completing 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 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;
    - 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.

> Notes: Additional guidance documents and training materials on students in foster care may be found on the DESE website at: https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs/Foster%20Care%20Liaison.

Cross References: 4.1—RESIDENCE REQUIREMENTS

4.2—ENTRANCE REQUIREMENTS 4.5—SCHOOL CHOICE

4.7—ABSENCES

Legal References: A.C.A. § 6-18-233 A.C.A. § 9-28-113

Date Adopted: June 16, 2011
Last Revised: July 21, 2025

4.4 STUDENT TRANSFERS

The superintendent is authorized to accept transfer applications on behalf of the Board. At least five (5) days before a school board meeting, the superintendent shall notify the Board regarding:

- All transfer applications the superintendent has accepted since the last meeting; and
- All transfer applications the District has received since the last meeting that the superintendent intends to recommend be denied.

Each transfer application[3] 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 non resident 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.[4] 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 to a District school shall be 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. A student transferring from homeschool will be placed in accordance with Policy 4.6—HOME SCHOOLING.

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.[5]

Except as otherwise required or permitted by law,[6] 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. § 6-18-510	A.C.A. § 9-28-113(b)(4)
A.C.A. § 9-28-205	DESE Rules Governing Petitions For Student Transfers

Date Adopted: May 17, 2004
Last Revised: February 9, 2026

4.11 EQUAL EDUCATIONAL OPPORTUNITY

No student in the Batesville 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 color, religion, national origin, sex, age, or disability.[1] The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.[2]

Inquiries on non-discrimination may be directed to Assistant Superintendent[3], who may be reached at 870 793 6831[4].

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 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 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.

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	

Date Adopted: May 17, 2004
Last Revised: July 21, 2025

4.40 HOMELESS STUDENTS

The Batesville School District will afford the same services and educational opportunities to homeless children as are afforded to non-homeless children. The Superintendent or his/her designee shall appoint an appropriate staff person to be the local educational agency (LEA) liaison for homeless children and youth whose responsibilities shall include, but are not limited to:

- Receive appropriate time and training in order to carry out the duties required by law and this policy;
- Coordinate and collaborate with the State Coordinator, community, and school personnel responsible for education and related services to homeless children and youths;
- Ensure that school personnel receive professional development and other support regarding their duties and responsibilities for homeless youths;
- Ensure that unaccompanied homeless youths:
    - Are enrolled in school;
    - Have opportunities to meet the same challenging State academic standards as other children and youths; and
    - Are informed of their status as independent students under the Higher Education Act of 1965 and that they may obtain assistance from the LEA liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid;
- Ensure that public notice of the educational rights of homeless children and youth is disseminated in locations frequented by parents or guardians of such youth, and unaccompanied homeless youth, including schools, shelters, public libraries, and soup kitchens, in a manner and form that is easily understandable.

To the extent possible, the LEA liaison and the building principal shall work together to ensure no homeless child or youth is harmed due to conflicts with District policies solely because of the homeless child or youth's living situation; this is especially true for District policies governing fees, fines, and absences.

Notwithstanding Policy 4.1, homeless students living in the district are entitled to enroll in the district's school that non-homeless students who live in the same attendance area are eligible to attend. If there is a question concerning the enrollment of a homeless child due to a conflict with Policy 4.1 or 4.2, the child shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute, including all appeals. It is the responsibility of the District's LEA liaison for homeless children and youth to carry out the dispute resolution process.

For the purposes of this policy "school of origin" means:

- The school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool; and
- The designated receiving school at the next grade level for all feeder schools when the child completes the final grade provided by the school of origin.

The District shall do one of the following according to what is in the best interests of a homeless child:

- Continue the child's or youth's education in the school of origin for the duration of homelessness:
    - In any case in which a family becomes homeless between academic years or during an academic year; and
    - For the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or
- Enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

In determining the best interest of the child or youth, the District shall:

- Presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth;
- Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth.

If the District determines that it is not in the child's or youth's best interest to attend the school of origin or the school requested by the parent or guardian, or (in the case of an unaccompanied youth) the youth, the District shall provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal. For an unaccompanied youth, the District shall ensure that the LEA liaison assists in placement or enrollment decisions, gives priority to the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.

The homeless child or youth must be immediately enrolled in the selected school regardless of whether application or enrollment deadlines were missed during the period of homelessness.

The District shall be responsible for providing transportation for a homeless child, at the request of the parent or guardian (or in the case of an unaccompanied youth, the LEA Liaison), to and from the child’s school of origin.

A homeless student shall be immediately eligible to participate in interscholastic activities at the school in which the student is enrolled.

For the purposes of this policy, students shall be considered homeless if they lack a fixed, regular, and adequate nighttime residence and

- Are:
    - Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
    - Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;

    - Living in emergency or transitional shelters;
    - Abandoned in hospitals; or
- Have a primary nighttime residence that is a public or private place not designed for
    - or ordinarily used as a regular sleeping accommodation for human beings;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing,
    - bus or train stations, or similar settings; and
- Are migratory children who are living in circumstances described in clauses (a)
    - through (c).

In accordance with Federal law, information on a homeless child or youth's living situation is part of the student's education record and shall not be considered, or added to the list of directory information in Policy 4.13.

4.5 SCHOOL CHOICE

Exemption

The District is under an enforceable desegregation court order/court-approved desegregation plan[1] 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).[2] As a result of the desegregation order/desegregation plan[1], 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.[3] 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.[4]

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[5]

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.[6]

The District shall advertise in appropriate broadcast media and either print media or on the 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.[7]

Application Process

The student's parent shall submit a school choice application on a form approved by DESE to:

- 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 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 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 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[8] 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.[8]

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, 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.[9]

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 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 school the District student was seeking to transfer to; or

· A District student submits a school choice application to transfer to another district 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 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[10]

Unless there is a lack of capacity[6] 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[9][10] 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"; and 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, 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 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 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 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.[11] 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.[12]

Transfers out of, or within, the District[10]

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 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 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 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.[13]

<u>Uniformed Service Member Dependent School Choice</u>

"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:

- Uniformed service member in full-time active-duty status;
- Surviving spouse of a uniformed service member;
- 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
- 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 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 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.

The application deadline required under Standard School Choice and Opportunity School Choice shall not apply to uniformed service member dependents.

The parent shall be notified in writing whether the student's application has been accepted or rejected within fifteen (15) days of the receipt of the application by:

a. The District superintendent for students transferring within the District; or

b. The superintendent of the nonresident district for students transferring to a nonresident district.

A student's transfer under the Uniformed Services Member Dependent School Choice is effective immediately upon the written notification of acceptance.

A student shall be permitted only one (1) school transfer per academic year.

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 References: 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 Rules Governing Public School Choice

Date Adopted: May 17, 2004
Last Revised: December 15, 2025

4.6 HOME SCHOOLING

Enrollment in Home School

Parents or legal guardians desiring to provide a home school for their children shall give written notice to the Superintendent of their intent to homeschool. The notice shall be given:

- At the beginning of each school year, but no later than August 15;
- Five (5) school days prior to withdrawing the child (provided the student is not currently under disciplinary action for violation of any written school policy, including, but not limited to, excessive absences) and at the beginning of each school year thereafter; or
- Within thirty (30) calendar days of the parent or legal guardian establishing residency within the district during the school year.

Written notice of the parent or legal guardian's intent to homeschool shall be delivered to the Superintendent through any of the following methods:

- Electronically, including without limitation by;
- Use of the Division of Elementary and Secondary Education's (DESE) online system; Email; or Facsimile;
- By mail; or
- In person.

The notice shall include:

- The name, sex, date of birth, grade level, and the name and address of the school last attended, if any;
- The mailing address and telephone number of the home school;
- The name of the parent or legal guardian providing the home school;
- Indicate if the home-schooled student intends to participate in extracurricular activities during the school year;
- A statement of whether the home-schooled student plans to seek a high school equivalency diploma during the current school year;
- A statement that the parent or legal guardian agrees that the parent or legal guardian is responsible for the education of their children during the time the parents or legal guardians choose to homeschool; and
- A signature of the parent or legal guardian.

To aid the District in providing a free and appropriate public education to students in need of special education services, the parents or legal guardians homeschooling their children shall provide information that might indicate the need for special education services.

A student who has been temporarily issued items, resources, supplies, materials, or other property belonging to the District is eligible for enrollment in a home school during the school year after:

- The items, resources, supplies, materials, or other property belonging to the District have been returned to the District;
- The items, resources, supplies, materials, or other property belonging to the District have been paid for; or
- The semester has ended.

The superintendent or the board of directors may waive the required five (5) school day waiting period for a student's enrollment in home school during a semester if the superintendent or the board of directors is satisfied with the return of temporarily issued items, resources, supplies, materials, or other District property .

Enrollment or Re-Enrollment in Public School

A homeschooled student who wishes to enroll or re-enroll in a District school shall submit:

- A transcript listing all courses taken and semester grades from the home school;
- Score of at least the thirtieth percentile on a nationally recognized norm-referenced assessment taken in the past year; and
- A portfolio of indicators of the home-schooled student's academic progress, including without limitation:
    - Curricula used in the home school;
    - Tests taken and lessons completed by the home-schooled student; and
    - Other indicators of the home-schooled student's academic progress.

If a homeschooled student is unable to provide a nationally recognized norm-referenced score, the District may either assess the student using a nationally recognized norm-referenced assessment or waive the requirement for a nationally recognized norm-referenced assessment score.

A homeschooled student who enrolls or re-enrolls in the District will be placed at a grade level and academic course level equivalent to or higher than the home-schooled student's grade level and academic course level in the home school:

- As indicated by the documentation submitted by the home-schooled student;
- By mutual agreement between the public school and the homeschooled student's parent or legal guardian; or
- If the home-schooled student fails to provide the documentation required by this policy, with the exception of the nationally recognized norm-referenced assessment score, the District may have sole authority to determine the homeschooled student's grade placement and course credits. The District will determine the homeschooled student's grade placement and course credits in the same manner the District uses when determining grade placement and course credits for students enrolling or re-enrolling in the District who attended another public or private school.

The District shall afford a home-schooled student who enrolls or re-enrolls in a public school the same rights and privileges enjoyed by the District's other students. The District shall not deny a homeschooled student who enrolls or re-enrolls in the District any of the following on the basis of the student having attended a home school:

- Award of course credits earned in the home school;
- Placement in the proper grade level and promotion to the next grade level;
- Participation in any academic or extracurricular activity;
- Membership in school-sponsored clubs, associations, or organizations;
- A diploma or graduation, so long as the student has enrolled or re-enrolled in the District to attend classes for at least the nine (9) months immediately prior to graduation; or
- Scholarships.

4.16 STUDENT VISITORS

Student visitors in the classroom can be disruptive to the educational process. Student visitation is strongly discouraged. Any visitation to the classroom shall be allowed only with the permission of the school principal. **(**Non-adults: Visiting students are not permitted. Children who are not old enough to attend school may not visit school with older brothers and sisters. Adults: Parents/Guardians are encouraged to visit the school and consult with teachers about the progress of their child. An appointment should be made first through the Principal's office. The teacher shall ask the parent/guardian to report to the principal's office if they have not first reported to the office. Under no circumstances are classes to be interrupted to call students to the phone unless an emergency exists. All other visitors are to report to the Principal's office before visiting with students or employees.

4.15 CONTACT WITH STUDENTS WHILE AT SCHOOL

Contact By Parents

Parents wishing to speak to their children during the school day shall register first with the office.

Contact By Non-Custodial Parents

If there is any question concerning the legal custody of the student, the custodial parent shall present documentation to the principal or the principal's designee establishing the parent's custody of the student. It shall be the responsibility of the custodial parent to make any court ordered "no contact" or other restrictions regarding the non-custodial parent known to the principal by presenting a copy of a file-marked court order. Without such a court order on file, the school will release the child to either of his/her parents. Non-custodial parents who file with the principal a date-stamped copy of current court orders granting unsupervised visitation may, to the extent authorized by the court order, eat lunch, volunteer in their child's classroom, or otherwise have contact with their child during school hours and the prior approval of the school's principal. Such contact is subject to the limitations outlined in Policy 4.16, Policy 6.5, and any other policies that may apply. The District shall not act as a supervisor for non-custodial parent visitation purposes under any circumstance.

Arkansas law provides that, In order to avoid continuing child custody controversies from involving school personnel and to avoid disruptions to the educational atmosphere in the District's schools, the transfer of a child between his/her custodial parent and non-custodial parent, when both parents are present, shall not take place on the school's property on normal school days during normal hours of school operation. The custodial or non-custodial parent may send to/drop off the student at school to be sent to/picked up by the other parent on predetermined days in accordance with any court order provided by the custodial parent or by a signed agreement between both the custodial and non-custodial parents that was witnessed by the student's building principal. Unless a valid no-contact order has been filed with the student's principal or the principal's designee, district employees shall not become involved in disputes concerning whether or not that parent was supposed to pick up the student on any given day.

Contact By Law Enforcement, Social Services, or By Court Order

State Law requires that Department of Human Services employees, local law enforcement, or agents of the Crimes Against Children Division of the Division of Arkansas State Police~~,~~ may interview students without a court order for the purpose of investigating suspected child abuse. In instances where the interviewers deem it necessary, they may exercise a "72-hour hold" without first obtaining a court order. Except as provided below, other questioning of students by non-school personnel shall be granted only with a court order directing such questioning, with permission of the parents of a student (or the student if above eighteen [18] years of age), or in response to a subpoena or arrest warrant.

If the District makes a report to any law enforcement agency concerning student misconduct or if access to a student is granted to a law enforcement agency due to a court order, the

principal or the principal's designee shall make a good faith effort to contact the student's parent, legal guardian person having lawful control of the student, or person standing in loco parentis. The principal or the principal's designee shall not attempt to make such contact if presented documentation by the investigator that notification is prohibited because a parent, legal guardian, person having lawful control of the student, or person standing in loco parentis is named as an alleged offender of the suspected child maltreatment. This exception applies only to interview requests made by a law enforcement officer, an investigator of the Crimes Against Children Division of the Division of Arkansas State Police, or an investigator or employee of the Department of Human Services.

In instances other than those related to cases of suspected child abuse, principals must release a student to either a police officer who presents a subpoena for the student, or a warrant for arrest, or to an agent of state social services or an agent of a court with jurisdiction over a child with a court order signed by a judge. Upon release of the student, the principal or designee shall give the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis notice that the student has been taken into custody by law enforcement personnel or a state's social services agency. If the principal or designee is unable to reach the parent, he or she shall make a reasonable, good faith effort to get a message to the parent to call the principal or designee, and leave both a day and an after-hours telephone number.

Contact by Professional Licensure Standards Board Investigators

Investigators for the Professional Licensure Standards Board may meet with students during the school day to carry out the investigation of an ethics complaint.

4.13 PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

Except when a court order regarding a student has been presented to the district to the contrary, all students' education records are available for inspection and copying by the parent of his/her student who is under the age of eighteen (18). At the age of eighteen (18), the right to inspect and copy a student's records transfers to the student. A student's parent or the student, if over the age of 18, requesting to review the student's education records will be allowed to do so within no more than forty five (45) days of the request. The district forwards education records, including disciplinary records, to schools that have requested them and in which the student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

The district shall receive written permission before releasing education records to any agency or individual not authorized by law to receive and/or view the education records without prior parental permission. The District shall maintain a record of requests by such agencies or individuals for access to, and each disclosure of personally identifiable information ("PII") from the education records of each student. Disclosure of education records is authorized by law to school officials with legitimate educational interests. A personal record kept by a school staff member is **not** considered an education record if it meets the following tests.

- it is in the sole possession of the individual who made it;
- it is used only as a personal memory aid; and

- information contained in it has never been revealed or made available to any other person, except the maker's temporary substitute.

For the purposes of this policy a school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

For the purposes of this policy a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility, contracted duty, or duty of elected office.

In addition to releasing PII to school officials without permission, the District may disclose PII from the education records of students in foster care placement to the student's caseworker or to the caseworker's representative without getting prior consent of the parent (or the student if the student is over eighteen (18). For the District to release the student's PII without getting permission:

- The student must be in foster care;
- The individual to whom the PII will be released must have legal access to the student's case plan; and
- The Arkansas Department of Human Services, or a sub-agency of the Department, must be legally responsible for the care and protection of the student.

The District discloses PII from an education record to appropriate parties, including parents, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. The superintendent or designee shall determine who will have access to and the responsibility for disclosing information in emergency situations.

When deciding whether to release PII in a health or safety emergency, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

For purposes of this policy, the Batesville School District does not distinguish between a custodial and noncustodial parent, or a non-parent such as a person acting in loco parentis or a foster parent with respect to gaining access to a student's records. Unless a court order restricting such access has been presented to the district to the contrary, the fact of a person's status as parent or guardian, alone, enables that parent or guardian to review and copy his child's records.

If there exists a court order which directs that a parent not have access to a student or his/her records, the parent, guardian, person acting in loco parentis, or an agent of the Department of Human Services must present a file-marked copy of such order to the

building principal and the superintendent. The school will make good-faith efforts to act in accordance with such court order, but the failure to do so does not impose legal liability upon the school. The actual responsibility for enforcement of such court orders rests with the parents or guardians, their attorneys and the court which issued the order.

A parent or guardian does not have the right to remove any material from a student's records, but such parent or guardian may challenge the accuracy of a record. The right to challenge the accuracy of a record does not include the right to dispute a grade, disciplinary rulings, disability placements, or other such determinations, which must be done only through the appropriate teacher and/or administrator, the decision of whom is final. A challenge to the accuracy of material contained in a student's file must be initiated with the building principal, with an appeal available to the Superintendent or his/her designee. The challenge shall clearly identify the part of the student's record the parent wants changed and specify why he/she believes it is inaccurate or misleading. If the school determines not to amend the record as requested, the school will notify the requesting parent or student of the decision and inform them of their right to a hearing regarding the request for amending the record. The parent or eligible student will be provided information regarding the hearing procedure when notified of the right to a hearing.

Unless the parent or guardian of a student (or student, if above the age of eighteen [18]) objects, "directory information" about a student may be made available to the public, military recruiters, post-secondary educational institutions, prospective employers of those students, as well as school publications such as annual yearbooks and graduation announcements.

"Directory information" includes, but is not limited to, a student's name, address, telephone number, electronic mail address, photograph, date and place of birth, dates of attendance, his/her placement on the honor roll (or the receipt of other types of honors), as well as his/her participation in school clubs and extracurricular activities, among others.

If the student participates in inherently public activities (for example, basketball, football, or other interscholastic activities), the publication of such information will be beyond the control of the District. "Directory information" also includes a student identification (ID) number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems and a student ID number or other unique personal identifier that is displayed on a student's ID badge, provided the ID cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user.

A student's name and photograph will only be displayed on the district or school's web page(s) after receiving the written permission from the student's parent or student if over the age of eighteen (18).

The form for objecting to making directory information available is located in the back of the student handbook and must be completed and signed by the parent or age-eligible student and filed with the building principal's office no later than ten (10) school days after the beginning of each school year or the date the student is enrolled for school. Failure to file an objection by that time is considered a specific grant of permission. The district is required to

continue to honor any signed-opt out form for any student no longer in attendance at the district.

The right to opt out of the disclosure of directory information under Family Educational Rights and Privacy Act (FERPA) does not prevent the District from disclosing or requiring a student to disclose the student's name, identifier, or institutional email address in a class in which the student is enrolled.

Parents and students over the age of eighteen (18) who believe the district has failed to comply with the requirements for the lawful release of student records may file a complaint with the U.S. Department of Education (DOE) at

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

The District shall ensure that all contracts that disclose or make available student personally identifiable information to vendors, including school service contract providers, school service on-demand providers, and other third parties, including without limitation subcontractors of contract providers, include express provisions that safeguard the privacy and security of student personally identifiable information that meet the requirements under A.C.A. § 6-18-2601 et seq. The District shall maintain a list of the school service contract providers that the District contracts with for school services that include or make available student personally identifiable information. The list shall be updated at least once at the beginning of each semester and provided to parents upon request.

ATTENDANCE

4.3 COMPULSORY ATTENDANCE REQUIREMENTS

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 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 References: A.C.A. § 6-18-201

A.C.A. § 6-18-207

Date Adopted: May 17, 2004
Last Revised: July 21, 2025

~~**Independent Learning**~~

~~Students may be assigned to no more than one (1) class period per semester for an Independent Learning period that the student shall be required to attend and participate in for the full period. Such Independent Learning periods are to be used for the purposes of self-study or for organized tutoring which is to take place in the school building.~~

Extracurricular Classes

Students may be assigned to no more than one (1) class period each day for organized and scheduled student extracurricular classes that the student shall be required to attend and participate in for the full class period. Extracurricular classes related to a seasonal activity shall meet for an entire semester whether or not the season ends prior to the end of the semester. Students must attend and participate in the class for the entire semester in order to receive credit for the course. For the purpose of this policy, extracurricular classes are defined as school sponsored activities which are not a Division of Elementary and Secondary Education approved course counting toward graduation requirements or classes that have not been approved by the Division of Elementary and Secondary Education for academic credit. Such classes may include special interest, fine arts, technical, scholastic, intramural, and interscholastic opportunities.

Course Enrollment Outside of District

Enrollment and attendance in vocational-educational training courses, college courses, school work programs, and other department-sanctioned educational programs may be

used to satisfy the student attendance requirement even if the programs are not located at the public schools. Attendance in such alternative programs must be pre-approved by the school's administration. The district shall strive to assign students who have been dropped from a course of study or removed from a school work program job during the semester into another placement or course of study. In the instances where a subsequent placement is unable to be made, the district may grant a waiver for the student for the duration of the semester in which the placement is unable to be made.

In rare instances, students may be granted waivers from the mandatory attendance requirement if they would experience proven financial hardship if required to attend a full day of school. For the purpose of this policy, proven financial hardships is defined as harm or suffering caused by a student's inability to obtain or provide basic life necessities of food, clothing, and shelter for the student or the student's family. The superintendent shall have the authority to grant such a waiver, on a case-by-case basis, only when convinced the student meets the definition of proven financial hardships.

In any instance where a provision of a student's Individual Education Plan (IEP) conflicts with a portion(s) of this policy, the IEP shall prevail.

4.7 ABSENCES

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.[1]

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 five (5) ~~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]
2. Death or serious illness in their immediate family;[3]
3. Observance of recognized holidays observed by the 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;[4]
8. Participation in the election poll workers program for high school students;
9. Absences granted to allow a student to visit his/her parent 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 eleventh grade to complete basic combat training between grades eleven (11) and (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;[5]
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.[6]

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;

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 have an accompanying note from the parent, 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 10 (ten)[8] 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 graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.

When a student has 5 (five)[8] unexcused absences, his/her parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis shall be notified[9]. Notification shall be by telephone, email, or ParentSquare Message. ~~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 10 (ten) [8]unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, legal guardian, person 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, person with lawful control of the student, or person 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.[10]

Students who attend in-school suspension shall not be counted absent for those days.[11]

Days missed due to out-of-school suspension or expulsion shall be unexcused absences.[11]

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 the former student meets certain requirements specified in the statute.

Cross References: 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

Last Revised: July 21, 2025

Parent Attendance Notification – 5 Day Absence

On the fifth day of a student's unexcused absence from any class during the semester, the school will contact the parent by telephone, by email and/or by letter. The consequences of continued poor student attendance will be explained. The school may request a parent conference.

Prosecuting Authority Notification – 10 Day Absence

The appropriate prosecuting authority will be notified of the student's excessive absence at the time of the tenth absence. School officials are authorized to contact the prosecuting authority, juvenile authorities, or social service agencies at any time during this process, if parents are not making reasonable efforts to encourage regular attendance by students. **Students with ten (10) unexcused absences in a course in a semester may not receive credit for that course.**

Students who attend in-school suspension shall not be counted absent for those days.

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 meets certain requirements specified in the statute.

4.9 TARDIES

Promptness is an important character trait that District staff is encouraged to model and help develop in our schools' students. At the same time, promptness is the responsibility of each student. Students who are late to class show a disregard for both the teacher and their classmates which compromises potential student achievement.

Each time a student accumulates five (5) tardies, the student will be assigned to In-School Suspension or Lunch Detention. Tardies will start over at the beginning of each semester. A student absent from class **less** than fifteen (15) minutes will be considered **tardy**. A student absent from class for more than fifteen (15) minutes will be considered **absent**.

TRUANCY

A student absent from their assigned learning station without permission from school authorities will be considered truant.

4.17 STUDENT DISCIPLINE

The Batesville 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. 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 felony or an act that would be considered a felony if committed by an adult;
- An assault or battery;
- Drug law violations; or
- Sexual misconduct of a serious nature.

The District shall incorporate the District's multi-tiered behavioral 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 Batesville School Board. The Board 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, 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.

Cross References: 1.9 POLICY FORMULATION

4.60 STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT

Legal References: A.C.A. § 6-17-11 A.C.A. § 6-18-502 A.C.A. § 6-18-514
A.C.A. § 6-18-2401 et seq. DESE Rules Governing Student Discipline

Date Adopted: May 17, 2004

Last Revised: February 9, 2026

4.18 PROHIBITED CONDUCT

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 school property;

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;

23. Operating a vehicle on school grounds while using a wireless communication device;

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 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

Prohibited Conduct # 16 — Policy # 4.9 Prohibited Conduct # 17— Policy # 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. § 6-5-201 A.C.A. § 6-15-1005

A.C.A. § 6-16-2001 et seq.	A.C.A. § 6-18-222
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. § 6-21-609	A.C.A. § 27-51-1602
A.C.A. § 27-51-1603	A.C.A. § 27-51-1609

DESE Rules Governing Student Discipline

Date Adopted: May 17, 2004
Last Revised: February 9, 2026

4.60 STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT

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 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 recurring 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.

"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.

Multi-Tiered Behavioral Interventions

The District shall 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.

Behavior Intervention Team

A 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 BIT shall include members who are academic and behavioral assessment and intervention professionals.

A student's 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 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 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 behavioral 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 the District's behavioral 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.

Notes: A copy of the DESE Guidance on the Use of Restraint along with the Physical Restraint or Seclusion Incident Record and Debriefing Report can be found at: https://dese.ade.arkansas.gov/Offices/special-education/policy-regulations/guidance-and-resources.

Cross Reference: 3.6—LICENSED PERSONNEL EMPLOYEE TRAINING

Legal Reference: A.C.A. § 6-18-2401 et seq.

Date Adopted: June 14, 2021

Last Revised: July 21, 2025

APPAREL POLICY

The student is expected to present an appearance at school that will reflect his immediate family's best judgment of values and at the same time exhibit a reasonable degree of modesty and dignity.

The basic responsibility for the appearance of the students in the Batesville Public Schools rests with the parents and the students themselves. Parents have the obligation and, within certain bounds, the right to determine their children's dress with the school serving in a supporting and enforcement capacity.

Students shall not wear apparel judged by the school administrators and teachers to be inappropriate for school. This includes, but is not limited to, apparel that is sexually suggestive; indecent due to having imprinted slogans, words or pictures of an indecent or suggestive nature; or apparel that has emblems, pictures or words having to do with alcohol or tobacco products and/or their use.

Students may not wear apparel in a manner viewed as inappropriate or indecent; one example would be "sagging" apparel. Apparel must be buttoned, snapped, tied, strapped, belted or otherwise fastened properly. Students shall not wear or display emblems, insignias, badges or other symbols if the message is intended to mock, ridicule or otherwise demean or provoke others because of race, religion, national origin or other individual views. Student apparel must not interfere with the educational process or the rights of others and must comply with the health and safety codes of the State of Arkansas.

In all functions of the school, the appearance of the student's dress and grooming meeting the above criteria will be considered acceptable unless it:

- Presents a clear and present danger to the student's health and safety,
- Causes interruption of the proper pursuit of learning on the part of himself/herself or others,
- Creates a classroom or school disorder

Students will ***not*** be permitted to wear:

- The state laws of Arkansas specifically prohibit student participation in any secret organizations. Apparel, outerwear, pins, symbols or insignia of such organizations shall not be worn to school or at any school-related activity. Students are prohibited from verbally, with gestures, or in writing, promoting gangs or gang activities/affiliation.
- Bare feet, bare midriff
- Unbuttoned shirts, low cut blouses, see through or transparent apparel

- Sleepwear, slippers
- Apparel and/or decorative items with suggestive, obscene or off color statements.
- Sunglasses in the building (unless prescribed by a physician)
- Hoods in the buildings
- Tube tops, halter tops
- Clothing which shows underwear
- Obscene or provocative pictures
- Accessories that could be considered or used as weapons (example: chains)

Clothing must be appropriate for an educational setting. Administrators or designee will have the final call if something is deemed inappropriate.

Students found to be inappropriately dressed according to the above apparel policy will be asked to change their apparel (minimum discipline) and repeated offenses could result in expulsion (maximum discipline).

4.25 STUDENT DRESS AND GROOMING

The Batesville Board of Education recognizes that dress can be a matter of personal taste and preference. At the same time, the District has a responsibility to promote an environment conducive to student learning. This requires limitations to student dress and grooming that could be disruptive to the educational process because they are immodest, disruptive, unsanitary, unsafe, could cause property damage, or are offensive to common standards of decency.

Students are prohibited from wearing, while on the school grounds during the school day and at school-sponsored events, clothing that exposes underwear, buttocks, or the breast of a female. This prohibition does not apply, however, to a costume or uniform worn by a student while participating in a school-sponsored activity or event.

A student shall not be disciplined or discriminated against based upon the student's natural, protective, or cultural hairstyle. A student's natural, protective, or cultural hairstyle includes without limitation afros, dreadlocks, twists, locs, braids, cornrow braids, Bantu knots, curls, and hair styled to protect hair texture or for cultural significance.

The Superintendent shall establish student dress codes for the District's schools, to be included in the student handbook, and are consistent with the above criteria.

LEAVING CLASSES AND/OR SCHOOL CAMPUS

Batesville School District has a closed campus policy. Students will not be allowed to leave the school grounds without permission from the principal or his/her designee.

CLOSED CAMPUS

BHS 9-12 shall operate a closed campus. Students are required to stay on campus from their arrival until dismissal at the end of the regular school day unless given permission to leave the campus by a school official. Students must be signed out in the office upon their departure by the parent/guardian/emergency contact.

Anyone checking a student out must be shown on the BHS Student Summary as being authorized to do so by the parent/guardian.

CHECK-OUT IS LIMITED TO A PARENT/GUARDIAN/EMERGENCY CONTACT COMING TO SCHOOL AND PHYSICALLY SIGNING STUDENT OUT AT THE TIME THE STUDENT IS LEAVING AND PHYSICALLY SIGNING IN STUDENT UPON RETURN. THIS DOES NOT INCLUDE STUDENTS WHO ARE AUTHORIZED TO PARTICIPATE IN OPEN CAMPUS LUNCH.

LUNCHES

BHSC IS A CLOSED CAMPUS. Seniors ~~and Juniors~~ may take advantage of open campus lunch. **Open campus lunch may be lost as a result of misbehavior, low grades or failure to follow attendance policy.** Students in grades 9-11 ~~9-10~~ must stay in the BHSC Cafeteria until released, unless they are attending a club meeting.

- Students are not allowed to bring food or drinks back to campus.
- If a student has an unauthorized student with them, the student will lose their privilege of leaving at lunch and/or be assigned to in-school suspension.
- All fees and fines must be reconciled before being approved for open campus lunch.

Juniors will have the privilege to leave campus during lunch under the following conditions:

- No F's in the previous semester
- No discipline referrals in the previous nine weeks
- No more than 4 unexcused absences in the previous semester for any one class
- Must maintain attendance and discipline requirements
- Juniors who stay on campus must be in the cafeteria
- All fees and fines must be cleared

Note: Juniors will not have open campus lunch after the new cafeteria is built

Seniors will have the privilege to leave campus during lunch under the following conditions:

- Must be on track to graduate
- Must maintain passing grades
- Seniors who choose not to leave campus at lunch, may eat in the commons or outside.
- All fees and fines must be cleared

Parents may opt out of open campus lunch in the BHSC office.
Students will be issued an Open Campus Lunch (OCL) pass that must be in their possession in order to leave campus.

4.47 POSSESSION AND USE OF PERSONAL ELECTRONIC DEVICES

Definitions

“Emergency” means a serious, unexpected, and dangerous situation that requires immediate action, including without limitation:

- An active fire;
- An active tornado or earthquake;
- An active shooter;
- An evacuation of school grounds; or
- A medical emergency

“Personal electronic device” means without limitation a:

a. Cellular telephone;

b. Paging device;

c. Beeper;

d. Mobile telephone that offers advanced computing and internet accessibility;

e. Digital media player;

f. Portable game console;

g. Tablet, notebook, or laptop computer;

h. Digital camera;

i. Digital video or audio recorder;

j. Smart watch; and

k. Device that can connect and transmit data through Bluetooth technology.

“School day” means from the time students are required to be at school until the time students are dismissed from school.

"Special school events" may include:[2]

· Activities held during the school day that occur outside of the standard in-class curriculum, which may include any of the following activities:

  - Pep rallies;
  - Interscholastic activities;
  - Concerts and performances;
  - Art shows and science fairs;
  - School sponsored events held off campus; and
  - Graduation ceremonies; or

· Regular school activities where the public is invited.

Possession of Personal Electronic Device

Except as permitted under this policy, a student shall not be in possession of a personal electronic device during the school day. A student may possess a personal electronic device during the school day if:

- The personal electronic device is required by the student's individual education plan (IEP), 504 Plan, or Individual Health Plan for health reasons;[1]
- The possession of the personal electronic device is during an emergency as defined by this policy;
- The personal electronic device is issued by the District for the student's use during the school day;
- The possession of the personal electronic device is by a student enrolled in an endorsed concurrent enrollment course at an institution of higher education in order to utilize two-factor authentication to access course work and resources for the endorsed concurrent enrollment course; or
- The possession of the personal electronic device is during a special event during the school day.[2]

A student shall be deemed to not be in possession of a personal electronic device if[2] the device is in their backpack, purse, locker, or vehicle. The student may also leave their device at home.

Use Of Personal Electronic Device

Except as permitted by this policy, a student shall not use a personal electronic device during the school day. A student may use a personal electronic device during the school day if:

- The personal electronic device is required by the student's individual education plan (IEP), 504 Plan, or Individual Health Plan for health reasons;[1]

- The use of the personal electronic device is during an emergency as defined by this policy;

- The personal electronic device is issued by the District for the student's use during the school day;

- The use of the personal electronic device is by a student enrolled in an endorsed concurrent enrollment course at an institution of higher education in order to utilize two-factor authentication to access course work and resources for the endorsed concurrent enrollment course; or

- The use of the personal electronic device is during a special event during the school day.[2]

A student may possess and use a personal electronic device at a special school event for the purpose of taking photographs. The District shall inform the students and students' parents, legal guardians, persons having lawful control of the student, and persons standing in loco parentis the following before a special school event takes place:

  - § When and where the special school event will take place;

  - § Whether or not personal electronic devices shall be allowed at the special school event; and

  - § Where personal electronic devices may be used at the special school event.

The use of personal electronic devices at school sponsored functions outside the regular school day is permitted to the extent and within the limitations allowed by the event or activity the student is attending.

Misuse of Personal Electronic Devices

Even if a student is allowed to possess or use a personal electronic device under this policy, the misuse of a personal electronic device is prohibited. Misuse of personal electronic devices includes, but is not limited to:

1. Using personal electronic devices issued by the District during class time in any manner other than specifically permitted by the classroom instructor;

2. Permitting any audible sound to come from the personal electronic device when not being used for reason #1 above;

3. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores;

4. Using the personal electronic 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;

5. Creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person regardless of whether the image is real or created through the use of artificial intelligence;

6. Using a personal electronic device issued by the District in a manner that violates the Electronic Device and Internet Use Agreement regardless of whether the violation occurred on or off campus;

7. Using a personal electronic device at an event during the school day that was not designated as a special school event or in a manner or location that was not authorized as part of the special school event;

8. Using personal electronic devices issued by the District while driving any vehicle at any time;[34] or

9. Using a personal electronic 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 that is in motion and on school property.[45]

Discipline

A student may have a personal electronic device confiscated if:

§ The student is found to possess or use a personal electronic device when the use or possession is not authorized by this policy and the personal electronic device was not issued by the District;

§ The student misuses a personal electronic device as defined by this policy; or

§ The student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis uses the remote recording or listening capabilities of a personal electronic device, either through an app installed on the personal electronic device or the built-in capacity of the personal electronic device, except when authorized by the District.[1, 6]

Confiscated personal electronic devices may be picked up at the school's administration office by the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis .[2] Students have no right of privacy as to the content contained on any personal electronic devices that have been confiscated.[3] A search of a confiscated device shall meet the reasonable individualized suspicion requirements of Policy 4.32—SEARCH, SEIZURE, AND INTERROGATIONS.[7]

A student and the student's parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis expressly assume any risk associated with a student's possession or use of a student's personal electronic device that is not issued by the District. The District shall not be liable for a personal electronic device that is confiscated if the personal electronic device is lost, stolen, or damaged.

In addition to the confiscation of a personal electronic device for a violation of this policy, a student may be subject to the following discipline:[8]

To protect the integrity of the administration of the assessments under the Arkansas Educational Support and Accountability Act, a student who is found to be in possession of or to use a personal electronic device during the administration of a statewide assessment that is not required by the student's IEP, 504 Plan, or issued by the District shall have the discipline the student is subject to increased by an additional level.

Legal References: A.C.A. § 6-15-2907 A.C.A. § 6-18-515

A.C.A. § 27-51-1602 A.C.A. § 27-51-1603

A.C.A. § 27-51-1609 DESE Test Administration Manual

DESE Rules Governing Student Discipline

Date Adopted: February 9, 2026

Last Revised:

4.22 WEAPONS AND DANGEROUS INSTRUMENTS

No student, except for Military personnel (such as ROTC cadets) acting in the course of their official duties or as otherwise expressly permitted by this policy, shall possess a weapon, display what appears to be a weapon, or threaten to use a weapon before or after school while:

- In a school building;
- On or about school property;
- At any school sponsored activity or event;
- On route to or from school or any school sponsored activity; or
- Off the school grounds at any school bus stop.

If a student discovers prior to any questioning or search by any school personnel that he/she has accidentally brought a weapon, other than a firearm, to school on his/her person, in a book bag/purse, or in his/her vehicle on school grounds, and the student informs the principal or a staff person immediately, the student will not be considered to be in possession of a weapon unless it is a firearm. The weapon shall be confiscated and held in the office until such time as the student's parent/legal guardian shall pick up the weapon from the school's office. Repeated offenses are unacceptable and shall be grounds for disciplinary action against the student as otherwise provided for in this policy.

Except as permitted in this policy, students found to be in possession on the school campus of a firearm shall be recommended for expulsion for a period of one (1) year. The superintendent shall have the discretion to modify such expulsion recommendation for a student on a case-by-case basis.

Parents or legal guardians of students expelled under this policy shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property.[2] Parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to readmitting the student. Parents or legal guardians of a student enrolling from another school after the expiration of an expulsion period for a firearm policy violation shall also be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. The parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

The mandatory expulsion requirement for possession of a firearm does not apply to a firearm brought to school for the purpose of participating in activities approved and authorized by the district that include the use of firearms. Such activities may include ROTC programs; hunting safety or military education; or before or after-school hunting or rifle clubs. Firearms brought to school for such purposes shall be brought to the school employee designated to receive such firearms. The designated employee shall store the firearms in a secure location until they are removed for use in the approved activity.

The district shall report any student who brings a firearm to school to the criminal justice system or juvenile delinquency system by notifying local law enforcement.

4.21 STUDENT ASSAULT OR BATTERY

A student shall not threaten, physically abuse, 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. **Minimum punishment for assault or battery is suspension.**

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 acceptance, is calculated to:

- Cause a breach of the peace;
- Materially and substantially interfere with the operation of the school; or
- 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.

A person shall be guilty of a misdemeanor and upon conviction be liable for a fine of not less than one hundred dollars ($100) nor more than one thousand five hundred dollars ($1500) as stated in Arkansas Code Ann. 6-17-106.

4.28 LASER POINTERS

Students shall not possess any hand held laser pointer while in school; on or about school property, before or after school; in attendance at school or any school-sponsored activity; en route to or from school or any school-sponsored activity; off the school grounds at any school bus stop or at any school-sponsored activity or event. School personnel shall seize any laser pointer from the student possessing it and the student may reclaim it at the close of the school year, or when the student is no longer enrolled in the District.

4.24 DRUGS AND ALCOHOL

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 Batesville 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 on or about school property;
- Is in attendance at school or any school sponsored activity;
- Has left the school campus for any reason and returns to the campus; or
- Is on route to or from school or any school sponsored activity.

Prohibited substances shall include, but are not limited to:

- Alcohol, or any alcoholic beverage;

- Inhalants or any ingestible matter that alter a student's ability to act, think, or respond;
- LSD or any other hallucinogen;
- Marijuana;[1]
- Cocaine, heroin, or any other narcotic drug;
- PCP;
- Amphetamines;
- Steroids;
- "Designer drugs";
- Look-alike drugs; or
- 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 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.

4.23 TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, AND RELATED PRODUCTS

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-pips, or under any other name or descriptor.

Legal References: A.C.A. § 6-21-609 A.C.A. § 20-65-103

Date Adopted: May 17, 2004
Last Revised: July 21, 2025

Students who are in violation of this policy will be subject to the following disciplinary actions: (1) Parent, student, resource officer, and administrator conference and /or In-School suspension, out-of-school suspension, or a combination of both. (2) Notification of law enforcement officials if circumstances warrant and/or expulsion.

4.20 DISRUPTION OF SCHOOL

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

- 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 shall:

- Be sent to the office of the principal or the principal's designee;

- Be escorted from the classroom by the school administration if the student refuses to leave the classroom voluntarily;

- Not be returned to the teacher's class until a conference is held; and

- 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.

Legal References: A.C.A. § 6-18-511

DESE Rules Governing Student Discipline

Date Adopted: May 17, 2004
Last Revised: February 6, 2026

4.26 GANGS AND GANG ACTIVITY

The Board is committed to ensuring a safe school environment conducive to promoting a learning environment where students and staff can excel. An orderly environment cannot exist where unlawful acts occur causing fear, intimidation, or physical harm to students or school staff. Gangs and their activities create such an atmosphere and shall not be allowed on school grounds or at school functions.

The following actions are prohibited by students on school property or at school functions:

- Wearing or possessing any clothing, bandanas, jewelry, symbol, or other sign associated with membership in, or representative of, any gang;
- Engaging in any verbal or nonverbal act such as throwing signs, gestures, or handshakes representative of membership in any gang;
- Recruiting, soliciting, or encouraging any person through duress or intimidation to become or remain a member of any gang; and/or
- Extorting payment from any individual in return for protection from harm from any gang.

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion.

4.27 STUDENT SEXUAL HARASSMENT

The Batesville 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 emails 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:

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

o The respondent is no longer enrolled at the District; or

o 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

Date Adopted: April 16, 2018

Last Revised: July 21, 2025

4.43 BULLYING

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. May address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated;

2. Involves an actual or reasonably perceived power imbalance;

3. Is repeated or has a high likelihood of repetition; and

4. 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;

“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. 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.

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.

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/District-Operations/school-safety/bullying-and-violence-prevention

Legal References: A.C.A. § 5-71-217
A.C.A. § 6-18-514
DESE Rules Governing Student Discipline

Date Adopted: June 17, 2019
Last Revised: February 9, 2026

DISCIPLINARY ACTIONS

4.30 SUSPENSION FROM SCHOOL

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, 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 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.

A student may be suspended for behavior including, but not limited to, that:

- Is in violation of school policies, rules, or regulations
- Substantially interferes with the safe and orderly educational environment
- School administrators believe will result in the substantial interference with the safe and orderly educational environment
- Is insubordinate, incorrigible, violent, or involves moral turpitude.

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:

- The student shall be given written notice or advised orally of the charges against him/her;
- 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
- If the principal finds the student guilty of 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:

- 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 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 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.

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.

It is the student's responsibility to obtain their classwork/homework while they are serving OSS. All classwork/homework is due the day the student returns to school.

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.

4.31 EXPULSION

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; o
- 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:

- Poses a physical risk to himself or herself or to others;
- Causes a serious disruption that cannot be addressed through other means; or
- Is the act of bringing a firearm on school campus.

The Superintendent or his/her designee shall give written notice to the parents, 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 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, 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 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.

4.39 CORPORAL PUNISHMENT

The Batesville School Board authorizes the use of corporal punishment to be administered in accordance with this policy by the Superintendent or superintendent's designated staff members who are required to have a state-issued license as a condition of their employment.

Prior to the administration of corporal punishment, the student receiving the corporal punishment shall be given an explanation of the reasons for the punishment and be given an opportunity to refute the charges.

All corporal punishment shall be administered privately, i.e. out of the sight and hearing of other students, shall not be excessive, or administered with malice, and shall be administered in the presence of another school administrator or designee who shall be a licensed staff member employed by the District.

Corporal punishment shall not be used as a form of discipline for a student who is intellectually disabled, non-ambulatory, non-verbal, or autistic.

4.32 SEARCH, SEIZURE, AND INTERROGATIONS

The District respects the rights of its students against arbitrary intrusion of their person and property. At the same time, it is the responsibility of school officials to protect the health, safety, and welfare of all students enrolled in the District in order to promote an environment conducive to student learning. The Superintendent, principals, and their designees have the right to inspect and search school property and equipment. They may also search students and their personal property in which the student has a reasonable expectation of privacy, when there is reasonable and individualized suspicion to believe such student or property contains illegal items or other items in violation of Board policy or dangerous to the school community. School authorities may seize evidence found in the search and disciplinary action may be taken. Evidence found which appears to be in violation of the law shall be reported to the appropriate authority.

School property shall include, but not be limited to, lockers, desks, and parking lots, as well as personal effects left there by students. When possible, prior notice will be given and the student will be allowed to be present along with an adult witness, however, searches may be done at any time with or without notice or the student's consent. A personal search must not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.

The Superintendent, principals, and their designees may request the assistance of law enforcement officials to help conduct searches. Such searches may include the use of specially trained dogs.

A school official of the same sex shall conduct personal searches with an adult witness of the same sex present.

State Law requires that Department of Human Services employees, local law enforcement, or agents of the Crimes Against Children Division of the Division of Arkansas State Police, may interview students without a court order for the purpose of investigating suspected child abuse. In instances where the interviewers deem it necessary, they may exercise a “72-hour hold” without first obtaining a court order. Other questioning of students by non-school personnel shall be granted only with a court order directing such questioning, with permission of the parents of a student (or the student if above eighteen [18] years of age), or in response to a subpoena or arrest warrant.

If the District makes a report to any law enforcement agency concerning student misconduct or if access to a student is granted to a law enforcement agency due to a court order, the principal or the principal’s designee shall make a good faith effort to contact the student’s parent, legal guardian, person having lawful control of the student, or person standing in loco parentis. The principal or the principal's designee shall not attempt to make such contact if presented documentation by the investigator that notification is prohibited because a parent, guardian, person having lawful control of the student, or person standing in loco parentis is named as an alleged offender of the suspected child maltreatment. This exception applies only to interview requests made by a law enforcement officer, an investigator of the Crimes Against Children Division of the Division of Arkansas State Police, or an investigator or employee of the Department of Human Services.

In instances other than those related to cases of suspected child abuse, principals must release a student to either a police officer who presents a subpoena for the student, or a warrant for arrest, or to an agent of state social services or an agent of a court with jurisdiction over a child with a court order signed by a judge. Upon release of the student, the principal or designee shall give the student’s parent, legal guardian, person having lawful control of the student, or person standing in loco parentis notice that the student has been taken into custody by law enforcement personnel or a state’s social services agency. If the principal or designee is unable to reach the parent, he or she shall make a reasonable, good faith effort to get a message to the parent to call the principal or designee, and leave both a day and an after-hours telephone number.

Search of school property, such as lockers, etc. may be conducted upon reasonable suspicion at any time.

In the assignment of school property to a student (lockers, desks, textbooks, etc.), the school retains the ownership of such property and the right to inspect or reclaim it.

Administration may have police canine units used to conduct random searches of lockers, classrooms and parking lots.

Canine units will not be used to search students.

A search of students’ vehicles may be conducted by administration if there is reasonable belief that a controlled substance, gun, or other contraband is present.

Metal detectors may be used to make random searches of persons, clothing, purses, duffel bags, and book bags in an effort to keep our building safe.

Students found to have in their possession or in their vehicles any type of illegal product/item risk disciplinary action by the school as well as legal prosecution.

TRANSPORTATION AND PARKING REGULATIONS

4.19 CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY

The District's Student Code of conduct applies to students while traveling to and from school or to and from a school activity to the same extent as if the students were on school grounds. Appropriate disciplinary actions may be taken against commuting students who violate the District's Student Code of Conduct .

The preceding paragraph also applies to student conduct while on school buses. Students shall be instructed in safe riding practices. The driver of a school bus shall not operate the school bus until every passenger is seated. In addition to other disciplinary measures provided for violations of the District's Student Code of Conduct, the student's bus transportation privileges may be suspended or terminated for violations of the Student Code of Conduct related to bus behavior.

Students are eligible to receive district bus transportation if they meet the following requirements. The transportation to and from school of students who have lost their bus transportation privileges is the responsibility of the student's parent or guardian.

REGULATIONS FOR STUDENTS RIDING BATESVILLE SCHOOL BUSES

MEETING THE SCHOOL BUS:

RULES:

- Be at the bus stop 5-7 minutes before the bus is scheduled to arrive. Do not arrive earlier than 10 minutes. Students are required to follow all school rules while waiting for the bus.
- Try to be on the proper side of the road while you wait, even if you must cross the street to enter the bus.
- Before crossing a street to enter the bus, wait until the bus has come to a complete stop and the driver has given you directions.
- Respect the property rights of others while waiting for the bus. Don't litter or make unnecessary noise. Don't gather under carports, or porches, or on lawns without permission.
- Stand back 10 feet from the bus stop and do not approach the bus until it has come to a complete stop and the door is opened.

- Do not play in the street.
- If you miss the bus, do not attempt to (1) ride another bus, (2) walk to or from school, or (3) hitchhike. If you miss the bus in the morning, return to your home and notify transportation (793-0620). If you miss the bus in the afternoon, go to the office and inform the office staff.

BUS ARRIVAL AND DEPARTURE:

- Enter and leave the bus quickly and in an orderly manner.
- Do not enter or leave the school bus by the back door except in the case of an emergency or unless directed to do so by the driver.
- If you must cross the street after leaving the bus in the afternoon, go to a point on the shoulder of the street ten (10) feet in front of the bus and wait until the driver has signaled you to cross.

RIDING THE SCHOOL BUS:

- Ride only the bus to which you are assigned. Visitors are not allowed to ride buses unless permission is first obtained from the Coordinator of Transportation.
- Obey the instructions and directions of the driver. Students are under his/her supervision. The driver will submit a written report of all bus violations to the Coordinator of Transportation.
- Do not distract the driver or disturb other riders on the bus. Students must remain reasonably quiet while on the buses.
- Remain seated in your assigned seat while the bus is in motion or stopped, except as the driver directs.
- Legs and feet should not be in the aisle.
- Keep all books, lunches, coats, band instruments, etc., in the lap, or under the seat, and out of the aisle of the bus.
- Knives, firearms, sharp objects, clubs, or animals are never allowed on the school bus.
- The driver has the same authority as a teacher in disciplining children, but he/she is not to administer corporal punishment. Due process will be followed.
- This is not intended to cover all of the “do’s” and “don’ts” but it is a very specific guide.
- The driver may find it necessary to interpret these policies in light of his/her bus needs.
- Temporary riders need to call Transportation at 793-0620, or go to your school office for a bus pass, or present your student I.D. to the driver.

POLICIES AND REGULATIONS FOR STUDENTS RIDING BATESVILLE SCHOOL BUSES

NOT PERMITTED ON BUS:

- Eating or drinking on the bus. Field trips may be treated differently because of time and weather concerns. The sponsor will take responsibility for getting the trash in bags provided, and to supervise in a way to avoid candy, food, or the spilling of liquids such as soda, etc.
- Scuffling, horse playing, or fighting.
- Smoking or use of any tobacco product.
- Playing radios, tape players, CD players, Ipods, band instruments; that violates any section of District Policies. Headphones for positive behavioral modifications are acceptable if they do not cause a disturbance by others.
- Yelling at anyone on the bus or outside.
- Throwing paper or any object on the floor of the bus or outside the window.
- Putting hands, arms, or heads out windows.
- Using verbally abusive language, threatening or obscene gestures.
- The possession of laser lights, mace, pepper spray or other chemical agents that may cause irritation or physical discomfort and/or bodily harm.
- Tampering with any of the bus safety devices, such as door latches, fire extinguishers, etc.
- Defacing any part of a bus***. NOTE:*** The offender will pay for the damage to any bus equipment. The parents of a student who damages a school bus shall be required to reimburse the district for the cost of repairing the damage before transportation privileges are restored.
- Do not ask the driver to let you off the bus at any destination other than your regular stop.
- Deliberately delaying in loading or unloading.

These rules are set to ensure that the students riding a bus in the Batesville School District are transported as safely as possible and/or, at the same time, provided a pleasant trip to their destination.

SCHOOL BUS DISCIPLINE

The following steps will be followed when dealing with discipline related to buses:

1st Offense – A conference will be held with the student.
2nd Offense – A second conference will be held.
3rd Offense – The student will be suspended one (1) to four (4) days from riding the bus.
4th Offense – The student will be suspended five (5) to nine (9) days from riding the bus.
5th Offense – The student will be suspended for ten (10) days.
6th Offense – The student will be suspended for the remainder of the semester or for the remainder of the school year.

If any act is serious enough, the Principal or Designee may by-pass steps 1 and 2 and go immediately to steps 3 or 4 or 5 or 6.

It is a privilege to ride to school on a bus.

STUDENT VEHICLE POLICY

A student, who has presented a valid driver's license and proof of insurance to the appropriate office personnel, may drive his/her vehicle to school. Vehicles driven to school shall be parked in the area designated for student parking. Parking on school property is a privilege which may be denied to a student for any disciplinary violation, at the discretion of the student's building principal.

The following guidelines shall be followed:

- Vehicle is registered with the school resource officer and displays a current parking pass in the proper location
- Vehicle is operated in a safe manner and is subject to a 20-MPH campus speed limit
- Vehicle is parked in designated parking areas
- All motor vehicles parked on school grounds shall have a valid registration as required by the state of Arkansas.

Students are not permitted to loiter in parking areas and are not to return to their vehicles during the school day for any reason unless given permission to do so by school personnel.

Students should not sit in nor congregate around motor vehicles at any time during the school day. It is highly recommended that you lock your vehicle during the day. **These rules shall be strictly enforced and violation of any rule regarding vehicles shall result in, but not limited to, in-school suspension, suspension of driving privileges, towing of vehicles, revocations of driving privileges on campus and/or suspension from school.**

It is understood that there is no expectation of privacy in vehicles in parking areas. Drivers of vehicles parked on a school campus will be held accountable for illegal substances or any other item prohibited by District policy found in their vehicle. The act of a student parking a vehicle on campus is a grant of permission for school or law enforcement authorities to search that vehicle.

To obtain a parking permit, students must possess and provide proof of a valid Arkansas driver's license, registration, and insurance. A parking application must be presented and a $5.00 fee must be paid EACH year. Parking rules will be read, signed, and dated by each student and parent applying for a parking pass.

Driving and parking/driving privileges on school campuses may be revoked for any misuse of vehicles.

4.56 EXTRACURRICULAR ACTIVITIES

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 Division of Elementary and Secondary Education (DESE). Any of the courses for which concurrent high school credit is earned may be from an institution of higher education recognized by 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.[1]

"Intrascholastic Activities" means athletic or non-athletic/academic activities where students compete with students from within the same school.[1]

"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 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 excepted)[2]. 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.

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 assessment, as applicable. The superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances.[3] Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.[4]

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.[5]

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 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 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 the student has successfully passed (4) academic courses the previous semester which count toward 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 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 the student is enrolled in a district school, to ensure all students are eligible for AAA catastrophic insurance.[6]

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.[7]

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 June 1 of the year the student enters 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: 4.40—HOMELESS STUDENTS

4.55—STUDENT PROMOTION AND RETENTION

4.56.1—EXTRACURRICULAR ACTIVITIES - ELEMENTARY

Legal References: 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

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4.12 STUDENT ORGANIZATIONS / EQUAL ACCESS

Non-curriculum-related secondary school student organizations wishing to conduct meetings on school premises during non-instructional time shall not be denied equal access on the basis of the religious, political, philosophical, or other content of the speech at such meetings. Such meetings must meet the following criteria.

- The meeting is to be voluntary and student initiated;
- There is no sponsorship of the meeting by the school, the government, or its agents or employees;
- The meeting must occur during non-instructional time;
- Employees or agents of the school are present at religious meetings only in a non-participatory capacity;
- The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- Non-school persons may not direct, conduct, control, or regularly attend activities of student groups.

All meetings held on school premises must be scheduled and approved by the principal. The school, its agents, and employees retain the authority to maintain order and discipline, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.

Fraternities, sororities, and secret societies are forbidden in the District's schools. Membership to student organizations shall not be by a vote of the organization's members, nor be restricted by the student's race, religion, sex, national origin, or other arbitrary criteria. Hazing, as defined by law, is forbidden in connection with initiation into, or affiliation with, any student organization, extracurricular activity or sport program. Students who are convicted of participation in hazing or the failure to report hazing shall be expelled.

Students making applications for leadership positions may be reviewed by a faculty advisory committee/Leadership Team to consider the applicants' leadership and citizenship qualities.

Applicants will be reviewed based upon the applicants' attendance records, tardy records, discipline and/or suspension records, and their GPA and other qualities exemplifying BHS students.

Students who have deficiencies in any of the aforementioned areas may be prevented from running for an organization's office or attending off-campus trips and/or competitions.

Student office holders must maintain these leadership and citizenship qualities to remain in their elected office during the school year.

Each organization establishes guidelines for membership and participation as based upon the organization's constitution and board policy.

Students will not be allowed to run or hold office in a school activity unless they have a 2.7500 GPA for presidency or 2.5000 GPA for all other positions. Officers who drop below

the aforementioned GPAs will be given a warning and allowed four weeks to bring up her/his grades.

ATHLETICS

4.56 ATHLETICS AND EXTRACURRICULAR ACTIVITIES

Good sportsmanship is strongly encouraged and expected from participants and fans at all athletic events.

Contact the Counseling Center for information concerning extracurricular activities and the Athletic Director's Office concerning sports.

Spirit Week costuming must follow dress code guidelines (no hats, no head coverings, no face paint), unless approved by the administration.

ATHLETIC PRACTICE

Athletic practices, games, and competitions will be canceled on days when school has been dismissed due to inclement weather or other unscheduled closures. However, athletic practices may be scheduled with approval from the Superintendent, Principal, Transportation Director, and Athletic Director. Approved practices during inclement weather will not be a mandatory practice.

ARKANSAS ACTIVITIES ASSOCIATION ELIGIBILITY REQUIREMENTS

Pass four (4) academic core classes the previous semester and either:

- Earn a minimum GPA of 2.0 based on the previous semester, OR
- Be enrolled and attending Supplemental Instruction Program (SIP), which is before the school day or during Saturday School, of at least 100 minutes duration each week within the regular school day in the subject areas where inadequate performance has occurred,** AND
- Have no known felony convictions during a semester in which the student is in the SIP.

Students must be in compliance with AAA requirements.

Students who are not eligible may practice, but may not travel with the team or dress out at home or away games.

Eligibility - DESE Rules (Division of Elementary and Secondary Education) and AAA Rules (Arkansas Activities Association); physical examination; initial drug screening; adherence to rules, regulations as presented at the onset of the sport; must have passed four (4) academic core courses the previous semester; and minimum GPA of 2.0000 for previous semester. A student with a GPA below 2.0000 should see the Athletic Director for requirements needed to meet eligibility. Sponsors/teachers of extracurricular activities (such

as band, choir, FCCLA, etc.) must check grade points of all students in the particular activity each semester.

The following points will be used by staff in determining whether or not students may participate in extracurricular and interscholastic programs:

- That participation in the activities will not deprive students of the instructional time needed to successfully complete academic coursework.
- That all due care will be taken to ensure that extracurricular and interscholastic programs do not interfere with the instructional school day.
- That students' and/or organizations' activities may be curtailed or modified due to those activities' infringements on the instructional time needed by students to perform their academic work to satisfaction.

HOMESCHOOL PARTICIPATION IN INTERSCHOLASTIC ACTIVITIES

Batesville Public Schools recognizes the State's interest in ensuring that all students have equal access to interscholastic activities as a complement to the academic curriculum. Home schooled students whose parents' domicile, as defined in AAA Rules, is within the Batesville Public School District's boundaries may participate in school extracurricular activities subject to the requirements set forth by Act 1469. While Act 1469 prescribes the criteria for initial and continuing eligibility, actual participation will be dependent upon the same try-out criteria, or other requirements as may be applicable, as for any regularly enrolled student.

In realizing this goal, home school students will be allowed to participate in interscholastic activities with Batesville Public Schools, under the following conditions:

- The home schooled student or his or her legal guardian advises the Principal of the school in writing of the student's request to participate in the interscholastic activity before the signup, tryout, or participation deadlines established for the students enrolled in the Batesville Public School District.
- The home school student must report to the Batesville Public School District within the first eleven (11) days of the fall or spring semester
- The home school student shall demonstrate academic eligibility by obtaining: a minimum test score of the thirtieth percentile on the Stanford Achievement Test Series, Tenth Edition, in the previous twelve (12) months, or another nationally recognized norm-referenced test (approved by the State Board of Education).
- The home school student shall meet tryout criteria.
- Continued eligibility requires the home school student to be enrolled in and regularly attend, at least one class period during their semester of participation.
- The home school student must complete any required permission slips, waivers, physical exams, and drug testing that is required.
- The home school student must pay any participation fee traditional students enrolled in the District pay for the same extracurricular activity.
- The home school student must meet all other requirements for continued eligibility identified in the AAA Handbook.

- The home school student must comply with the Batesville Public School Handbooks and any supplementary requirements or conditions for participation in extracurricular activities and standards of behavior and codes of conduct.

Extracurricular activities are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of the 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, interscholastic athletics, band, choral music, forensics, drama, math and science, and club activities.

A student who withdraws from an Arkansas Activities Association member school to be home schooled shall not participate in an interscholastic activity in the Batesville Public School for a minimum of three hundred sixty-five (365) days from the time of the withdrawal.

FAILURE TO ATTEND SCHOOL

Any student who fails to attend every assigned period at school on the day of a school-sponsored activity is not eligible to participate or compete in any extracurricular activity scheduled after school hours.

An administrator may approve an exception to allow participation on a case-by-case basis.

SPORTSMANSHIP POLICY FOR FANS AT ATHLETIC EVENTS

Sportsmanship is a general way of thinking and behaving. Good sportsmanship includes the following:

- Be courteous to all participants, coaches, officials, staff, fans, and spirit groups.
- Know the rules; abide by and respect the officials' decisions.
- Win with character and lose with dignity.
- Display of appreciation for good performance regardless of the team.
- Exercise self-control and reflect positively upon yourself, your team, and your school.
- Exhibit only positive behavior to reflect on your school and its activities.
- Fans at a ball game are not to intimidate or ridicule the other team or its fans, but to support and cheer for their team and to enjoy watching the skills and competitiveness of the teams.

Students and guests who do not follow the Sportsmanship policy can be removed from the event and not allowed to attend future events.

RETIREMENT OF ATHLETIC JERSEY

The process for retirement of a jersey at Batesville High School will be as follows:

- Letter of recommendation for retirement of jersey candidate given to or written by Athletic Director of Batesville High School (BHS) for approval.

- Approval of the candidate by the Athletic Director shall be based upon the following guidelines:
    - Candidate played and graduated from Batesville High School
    - Candidate is at minimum five (5) years removed from high school
    - Exceptions may apply at the approval of the Athletic Director and Batesville High School Principal
- Once approved by the Athletic Director, the candidate shall be submitted to the Batesville High School Jersey Retirement Committee for final approval. The committee will consist of the Principal, Athletic Director, Head Coach(es) who have coached the student athlete and one rotating position filled by a BHS teacher.
- Approval by the committee shall be based upon one or more of the following guidelines:
    - All-time leading scorer for a particular sport at BHS
    - Recognized as the top male or female athlete in the state of Arkansas by the Arkansas Activities Association (AAA)
    - Named as multiple MVP of the state tournament in their sport(s)
    - Named as a multiple All State athlete.
    - All-American in intercollegiate athletics
    - Selected to the Hall of Fame of their sport in intercollegiate athletics
    - Played at the highest level of their sport (NBA, MLB, WNBA, etc.),
    - McDonald's All American nominee.
- Retirement of a jersey does not constitute retirement of the number on the jersey.

4.56.2 EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS

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 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.[1]

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[2] 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 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 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 30th percentile or better in the previous 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[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 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 (11^{th}) 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;[4]
- 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. The home schooled student withdrew from an AAA member school and participated in an interscholastic activity that is a varsity athletic activity at the student's resident district during the previous three hundred sixty-five (365) days and is seeking to participate in an interscholastic activity that is a varsity 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 athletic activity until the completion of the three hundred sixty-five (365) day period. 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.

Cross Reference: 4.59—ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOL STUDENTS

Legal References: A.C.A. § 6-15-509 A.C.A. § 6-16-151
A.C.A. § 6-18-232 A.C.A. § 6-18-713
Arkansas Activities Association Handbook
Commissioner's Memo COM-18-009
Commissioner's Memo LS-18-015
Division of Elementary and Secondary Education Rules Governing Home Schools

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4.56.3 EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR PRIVATE SCHOOL STUDENTS

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.[1]

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[2] 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 (11^{th}) 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;[4]
- 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 Reference: 4.59—ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOL STUDENTS

Legal References: 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

Date Adopted: July 21, 2025

HOMEWORK

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

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

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

Legal Reference: State Board of Education Rules & Regulations Accreditation Standards 10.07

4.8 MAKE-UP WORK

Students who miss school shall be allowed to make up the work they missed during their absence under the following rules:

- Students are responsible for asking the teachers of the classes they missed what assignments they need to make up.
- Teachers are responsible for providing the missed assignments when asked by a returning student.
- Students are required to ask for their assignments on their first day back at school or their first class day after their return.
- 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.
- Students shall have one day to make up their work for each class day they are absent.
- Make-up work which is not turned in within the make-up schedule for that assignment shall receive a zero.
- Students are responsible for turning in their make-up work without the teacher having to ask for it.
- 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.
- As required/permitted by the student's Individual Education Program or 504 Plan.

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:

- Retaking a semester at the District school where the student is enrolled;
- Participating in an online course credit recovery program;
- 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 Where the student is enrolled; and
- Receiving home-based instruction services.

ACADEMIC REQUIREMENTS

ACADEMIC INTEGRITY

It is the practice of the Batesville Public Schools to facilitate honesty and integrity among the student body. Students must work to be successful in the classroom with each student's success based upon his/her own merit. To this end, academic misconduct of any kind is unacceptable.

The definition of academic misconduct can include but not be limited to:

- giving or receiving of unauthorized aid on examinations or in the preparing of notebooks, themes, reports or other assignments;
- knowingly misrepresenting the source of any academic work;
- unauthorized changing of grades;
- unauthorized use of school approvals or forging of signatures;
- plagiarizing of another's work;
- otherwise acting dishonestly in the classroom.

Any breach in the academic integrity policy may result in disciplinary action and or loss or credit for the assignment. Parents or guardians will be notified of each offense.

Examples which violate academic integrity:

- CHEATING – giving, using, or attempting to see unauthorized materials, information, notes, study aids, or other devices in any academic exercise including unauthorized communication of information.
- FABRICATION AND FALSIFICATION – unauthorized alteration or invention of any information or citation in an academic exercise.
- PLAGIARISM – knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). This includes the use of internet sources. The sole exception to the requirement of acknowledging sources is when the ideas or information is common knowledge.
- FACILITATING ACADEMIC MISCONDUCT – giving or attempting to help another commit an act of academic misconduct.
- TAMPERING WITH MATERIALS, GRADES, OR RECORDS – interfering with, altering, or attempting to alter school records, grades or other documents without authorization from an appropriate school official for the purpose of changing, falsifying, or removing the original information found in such records.
- COPYRIGHT LAWS – all applicable copyright laws will be in effect as related to both computer software and printed books and materials.

GRADING SCALE

Parents or guardians shall be kept informed concerning the progress of their student. Parent-teacher conferences are encouraged and may be requested by parents, guardians, 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 evaluation of each student's performance on a regular basis serves to give the parents/guardians, students, and the school necessary information to help affect academic improvement. Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course.

The grades of a child in foster care shall not be lowered due to an absence from school due to:

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

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

Grades 9-12
A =100 - 90
B = 89 - 80
C = 79 - 70
D = 69 - 60
F = 59 and below

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

A = 4 points
B = 3 points
C = 2 points
D = 1 point
F = 0 points

The grade point values for AP, IB and approved honor courses shall be one point greater than for regular courses with the exception that an F shall still be worth 0 points.

A = 5 points
B = 4 points
C = 3 points
D = 2 points
F = 0 points

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

For example: The grading period had 40 days. A student transferred in with a grade of 83% earned in 10 days at the previous school. The student had a grade of 75% in our district's

school earned in the remaining 30 days of the grading period. 10 days is 25% of 40 days while 30 days is 75% of 40 days. Thus the final grade would be .25 (83) + .75 (73) = 75.5%.

GRADING PERIODS

BSD is set up for quarterly grading periods each 9 weeks. Grades are available to parents and students 24/7 through eSchool web accounts. Parents may check on their student's grades at any time. Teachers update their gradebooks on a weekly basis so that the latest information on students' progress is available. If you need an eSchool account or your password, call the office for assistance. Student's grades are reviewed through their mentoring teacher, classroom teachers, counselors and administration at school.

HONOR ROLL – GRADES 9-12

An honor roll will be published at the end of each grading period.
The Honor Roll will be composed of students who have all A's & B's.

TRANSFER STUDENTS

Transfer students must meet the Division of Elementary and Secondary Education residency requirements. Once residency is confirmed, then records will be requested from the previous school. Every effort is made to match an incoming student's course program when transferring. Grades will be interpreted on the previous district's grading scale and converted to letter grades.

Students who transfer from a residential facility or an alternative learning environment will be enrolled at the Batesville Alternative Learning Environment until proper assessment of the student can be reached.

4.55 STUDENT PROMOTION AND RETENTION

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.

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. 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 the following individuals:

- The building principal or designee;
- 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.

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.

A student's SSP shall include the recommended sequence of courses for successful completion of the diploma pathway selected by the student but be sufficiently flexible to allow the student to change the student's selected diploma pathway. The school counselor shall meet with the student's parent, legal guardian, or persons standing in loco parentis and the student to review the student's SSP annually and to revise the student's SSP as necessary to identify the courses to be taken each year until all required core courses are completed. Part of the review shall include an explanation of the possible impacts the revisions to the plan might have on the student's graduation requirements and postsecondary education goals. Any change made to a student's SSP as part of the review that amends the student's diploma pathway shall be structured to ensure that the student will meet the high school graduation requirements for the student's chosen diploma pathway and be qualified for admission to a postsecondary educational institution or to enter the workforce. After each review, the student's SSP shall be signed by the student; student's parent, legal guardian, or person standing in loco parentis to the student; and the school counselor.

An SSP shall be created:

1. 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

2. 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, as applicable. The Superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances.[5] Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.[6]

REQUIRED PARTICIPATION IN ACADEMIC IMPROVEMENT PLAN FOR STUDENTS SCORING BELOW PROFICIENT ON STATE BENCHMARK EXAMS, END OF COURSE EXAMS AND 11TH GRADE LITERACY EXAM

The Batesville School District will adhere to and follow the Arkansas State Department Regulations for development and implementation of Academic Improvement Plans for students not proficient on the Criterion Referenced Tests (Benchmarks, End of Course, and 11th Literacy).

Any student failing to achieve at the proficient level on the State mandated CRT, that student shall be evaluated by school personnel, who shall jointly develop, with the student's parents, a student Academic Improvement Plan (AIP) to assist the student in achieving the expected standard in subject area(s) where performance is deficient. The AIP shall describe the parent's role and responsibilities as well as the consequences for the student's failure to participate in the Plan.

Students not proficient on the End-of-Course tests or on the Grade 11 Literacy test shall participate in a remediation program to receive credit for the corresponding course.

4.59 ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOLED STUDENTS

The District allows private school and home schooled students whose parents, legal guardians, or other responsible adult with whom the student resides are residents of the District to attend academic courses offered By the District. The District will place a list of courses that a private school or home schooled student may request to attend on its website by:

- June 1 for courses to be offered during the Fall semester; and
- November 1 for courses to be offered during the Spring semester.

A private school or home schooled student who desires to attend one or more of the available academic courses shall submit a written request to attend the academic course(s) to the superintendent, or designee, no later than:

- August 1 for Fall semester courses; or
- December 1 for Spring semester courses.

The superintendent, or designee, is authorized to waive the application deadline on a case by case basis.

The District permits a private school or home schooled student to attend a maximum of six (6) courses per semester.

The District may reject a private school or home schooled student's request for attendance if the District's acceptance would:

- Require the addition of staff or classrooms;
- Exceed the capacity of a program, class, grade level, or school building;
- Cost the District more for the student to attend the academic course than the District receives for the student's attendance.
- Cause the District to provide educational services the District does not currently provide at a financial burden to the District; or
- Cause the District to be out of compliance with applicable laws and regulations regarding desegregation.

Requests to attend an academic course will be granted in the order the requests are received. Upon the receipt of a private or home schooled student's request to attend academic course(s), the District will date and time stamp the request for attendance. If a private school or home schooled student is denied attendance based on a lack of capacity and an opening in the requested course occurs prior to the start of the course, the District will use the date and time stamp on the request for attendance to determine the private school or home schooled student who will be notified of an opening in the requested course.

As part of the request to attend academic courses in the District, a private school or home schooled student shall:

- Indicate the course(s) the private school or home schooled student is interested in attending;
- If the course(s) the private school or home schooled student is interested in attending is being offered by the District in both a physical and a digital format,

whether the private school or home schooled student intends to attend the physical course or the digital course;
- Submit, along with the student's application, a copy of the student's transcript indicating that the student has received credit for the course(s), or equivalent course(s), that are a prerequisite to the course(s) the student desires to attend at the District;
- Agree to follow the District's discipline policies; and
- Submit immunization documentation required by Policy 4.57—IMMUNIZATIONS.

A private school or home schooled student who fails to attend an academic course by the eleventh (11) day of class or who is absent without excuse for eleven (11) consecutive days during the semester shall be dropped from the course.; however, a private school or home schooled student shall not be considered truant for unexcused absences from the course(s) the student is attending at the District.

Private school or home schooled students shall receive a final grade and transcript for each academic course the student completes.

The responsibility for transportation of any private school or home schooled student attending academic courses in the District shall be borne by the student or the student's parents.

The opportunity provided to home schooled students under this policy is in addition to the opportunity provided in Policy 4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS.

4.45 GRADUATION REQUIREMENTS

Information regarding graduation requirements will be sent home with students prior to their enrolling in seventh (7th) grade, or when a seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time. 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. All students are required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians as part of the creation of the student's Student Success Plan.

This policy and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district 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 the superintendent's designee, shall select the composition of the review panel.

Sufficient information relating to the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding; 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 graduation requirements;

- Discussion of the 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 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 categories listed below. A minimum of twenty-two (22) units is required for graduation. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional one (1) unit to graduate for a total of twenty three (23) units. Twenty-five (25) units are required for Honors or Distinguished Honors. The additional required units may be taken from any electives offered by the district.[4] Accelerated learning courses or 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.

Community Service

Except as otherwise provided by this policy or the student's IEP, each student must receive seventy-five (75) clock hours of 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.

English: four (4) units

- English 1
- English 2
- English 3
- English 4

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 accelerated learning courses may be substituted where applicable)
- 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.

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.[5]

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.

Notes:

[1] We recommend including the review of this policy in the school district strategic plan process so that the resources intended to be provided from the district level are in alignment with your graduation requirements (including any changes to the state level graduation requirements).

[2] Schools are required to retain documentation procedures and methods used.

[3] The Guidelines require the policy to include the training "procedure." If you prefer a different procedure than inclusion in your district's annual professional development process, change this sentence accordingly.

[4] This sentence is necessary if your district requires more than twenty-two (22) units to graduate; without the sentence and you substitute a number greater than twenty-two (22), it appears that the DESE requires more than twenty-two (22) units to graduate. If you have specific requirements for the additional units, change the sentence's wording to reflect those requirements.

[5] The Rules specify the option is dependent upon the licensure of the teacher. Specifically, if the course is taught by a licensed social studies teacher, both options exist. If the course is taught by a licensed business education teacher, the credit must be applied toward the career focus requirement.

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.

A.C.A. § 6-28-115

Last Revised: February 9, 2026

Batesville High School

Community Service Guidelines for the Class of 2027 and beyond

Act 237 of 2023, also known as LEARNS Act, requires all students in the Class of 2027 and beyond to complete a minimum of seventy-five (75) clock hours of community service prior to graduation. Community service refers to “activities carried out by individual students or groups of students to enhance and contribute to their local community.” This act does not place a minimum requirement or limits the number of hours that a student may earn per year, and it allows for the earning of community service hours within Arkansas or outside of Arkansas, as long as they are approved by the administration. ACT 237 of 2023 also requires students to “provide details about their community service project, including their preparation, actions and reflections.”

The state board of education no longer has to approve sites (Act 720 of 2023) and the COM-24-021 8/30/23 states that, “in cases where a community service project is not approved by the local board or organized by the district, the decision for approval lies with the school's volunteer coordinator or administration.” We will support parents in their option to lead, guide, and vet their student's service within appropriate safety protocols. Business/Agencies are encouraged to register with us to become a provider for these hours. (insert link here)

Definitions

Direct Service - students have direct contact with those they service (tutoring, serving meals, visiting, providing care, etc.).

Indirect Service - students perform a service without face-to-face contact with the recipient (working at a food or clothing drive, making a product like a blanket or doll for use elsewhere, and fundraising).

Advocacy - students educate others about a particular issue (writing letters to lawmakers, displaying posters to target audiences, etc.).

District Guidelines:

- Students will be required to complete a “Community Service Form” for each project in which they participate. This form will include information about the project, number of hours or minutes, description of the project and reflection. The project supervisor will be required to sign the form.
- The project must benefit a community.
- Students may not be rewarded(monetary or otherwise) for the service.
- Students may earn community service hours during a school day; and will not be counted absent - if this is part of an organized school activity.
- Students may earn community service hours during the summer. Incoming 9th grade students may start earning hours the day after the last day of school of their 8th grade year.
- Students are not required to have prior approval for a project; however, it is recommended that they do so by emailing the Principal, Assistant Principal or Academic Dean. The District reserves the right to grant the final approval.
- The wellbeing of our students is a top priority. Since most of the hours students will earn are not school-sponsored, we encourage parents to be aware of where their children are volunteering. It is the parent’s responsibility to ensure their students’ safety.

STUDENTS WITH DISABILITIES REQUIRING AN IEP

Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the **Alternate Pathway to Graduation** when required by their IEP to be eligible for graduation.

Beginning not later than age sixteen (16), or earlier if determined appropriate by a student’s IEP team, transition planning must be initiated to prepare a student for exit from a secondary education program to post-secondary life. This includes planning for the student’s exit from school due to graduation.

ADVANCED PLACEMENT

Students who take advanced placement courses, IB, or honors courses approved for weighted credit by the Division of Elementary and Secondary Education shall be graded according to the following schedule. Weighted credit for AP and IB courses shall be given for each grading period during the course of the year.

A =100-90
B = 89-80
C = 79-70
D = 69-60
F = 59 and below

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

A = 5 points
B = 4 points
C = 3 points
D = 2 points
F = 0 points

Students who transfer into the district will be given weighted credit for the Advanced Placement courses, IB courses, and honors courses approved by the Division of Elementary and Secondary Education, and concurrent college courses taken for weighted credit at his/her previous school(s) according to the preceding scale. Honors and AP classes cannot be taken as Independent study. Students must be enrolled and attend the class in person. Students may not join an AP class after the first semester.

Legal References: Division of Elementary and Secondary Education Rules and Regulations Governing Uniform Grading Scales for Public Secondary Schools

BATESVILLE SCHOOL DISTRICT PROCEDURES AND MONITORING PROCESSES FOR COURSE CONTENT ACCORDING TO ACT 1761

Procedures:

- To offer a course(s) that is not one of the thirty eight (38) required courses, a committee of the building administrator, curriculum director, counselor, and teacher shall meet and discuss the need to add the course to the curriculum.
- After the course(s) has been approved by the committee, the teacher shall write a draft of content standards and curriculum frameworks for the course(s) following state content standards and frameworks and issue a copy to the committee members for review.
- Once approved by the committee, the teacher will issue a finalized copy to the building principal, counselor, curriculum director and keep a copy for themselves.

Monitoring Process:

- Course(s) will be revised and updated annually to ensure that the course(s) is consistent with content standards and curriculum frameworks developed by the State Board of Education.
- All updates and changes shall be approved by the committee and each shall receive a revised copy of the course content and framework to be filed.

Timeline:

- Must be completed by September 30 of each year.

CONCURRENT CREDIT

A ninth through twelfth grade student who successfully completes a college course(s) from an institution approved by the Division of Elementary and Secondary Education 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.

Students are responsible for having the transcript for the concurrent credit course(s) they've taken sent to their school in order to receive credit for the course(s). Credit for concurrent credit courses will not be given until a transcript is received. Transcripts for students who take concurrent credit courses as partial fulfillment of the required full day of classes for students in grades 9-12 (see Policy 4.44) are to be received by the school within five school days of the end of the semester in which the course is taken. Second semester - seniors need to submit transcripts within five days after the last semester test date. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received in time, or at all. This may jeopardize students' eligibility for extracurricular activities, marching in graduation, or graduation.

Students will retain credit applied toward a course required for high school graduation from a previously attended, accredited, public school.

Any and all costs of higher education courses taken for concurrent credit are the student's responsibility.

CONCURRENT CREDIT COLLEGE/ONLINE COURSES

BHS has articulation agreements to offer multiple concurrent credit courses through multiple venues, including online courses, courses taught on BHS campus, and courses taught onsite at a local college. Any student in grades 9-12 who meets the qualifications set by the college may take such concurrent credit courses.

A student who desires to take a college course other than the ones articulated through BHS must have pre-approval from the principal.

The following guidelines apply to college credit courses:

- Open to students in grades nine through twelve who meet the qualifications set by the college.
- A parent conference will be held with every student who wishes to enroll in any college course. The parent will sign a permission slip agreeing to be responsible for tuition, books/fees and transportation. The parent will also assume the responsibility of the student when he/she is not on a Batesville school campus.
- A senior taking any college courses must be on the high school campus for three courses. A junior must be on campus for four courses. All BHS students must take a minimum of six academic courses. The six courses may be a combination of on campus and off campus courses.

- Courses taken in the summer and at night may count as concurrent credit. The courses must be pre-approved before the student enrolls. Credit will not be given if the policy is not followed.
- Students taking any college course not articulated by BHS must furnish proof of enrollment at the college or university to BHS during the first two weeks of the semester.
- A student taking any college course may not elect to drop them and re-enroll at the high school after the first three (3) weeks of a semester.
- Each three-hour course will count as one (1) unit of credit.
- Students must still meet all graduation requirements.
- For college courses not articulated by BHS, it will be the student's responsibility to inform the college to send the final grade and credit to High School.
- Students enrolled in an online college course will schedule the course during the school day and use the BHS online computer lab.

~~Late Arrival / Early Release~~

~~Students requesting Late Arrival/ Early Release must meet the following minimum requirements:~~

~~11th grade students~~

- ~~Late arrival OR Early Release (1 period)~~
- ~~2.5 Cumulative GPA~~
- ~~19 on ACT or equivalent and on level or ready on ATLAS assessments~~
- ~~No F's on Transcript (that have not been recovered)~~
- ~~Must have met attendance policy requirements for previous years~~
- ~~Complete request form before the first day of school~~
- ~~Enroll in a minimum of 6 academic courses each semester~~
- ~~All fees and fines must be cleared~~

~~12th grade students~~

- ~~Late arrival AND/OR Early Release (1 or 2 Periods)~~
- ~~2.0 Cumulative GPA~~
- ~~19 on ACT or equivalent, and on level or ready on ATLAS assessments~~
- ~~No F's on Transcript (that have not been recovered)~~
- ~~Must have met attendance policy requirements for previous years~~
- ~~Complete request form before the first day of school~~
- ~~Enroll in a minimum of 5 academic courses each semester~~
- ~~All fees and fines must be cleared~~

~~Administration may also consider other factors~~

EARLY GRADUATION POLICY

The early graduation policy is designed to provide motivated students with the opportunity to complete their graduation requirements ahead of schedule, allowing them to pursue higher education, vocational training, or employment earlier than the traditional four-year timeline. Students must meet all graduation requirements for early graduation.

Students should submit a formal letter of intent to graduate early to the principal including the parent's consent of the request. The student and a parent/guardian will then meet with a counselor to develop an acceleration plan for the remaining coursework needed to meet graduation requirements.

Adopted: September 15, 2025

SENIOR CLASS RANK

At the end of the eighth semester, seniors will be ranked according to grade point average figured on a 4.0 scale. Students who have earned credit in designated honors courses will receive added quality points added to their 4.0 GPA according to the following scale: 1 semester of "A" = .04, 1 semester of "B" = .03, 1 semester of "C" = .02, and 1 semester of "D" = .01 quality points.

Graduating Exercises:

In order to participate in the graduation exercise, a student must have met all curriculum requirements and must have met the following conditions:

- The student must have been in attendance at Batesville High School during his/her final semester before graduation.
- The student must have earned at least two units of credit in the spring semester before graduation.

Exceptions to these requirements may be made by the principal in cases of special students and fifth year seniors.

PRESENTATION OF DIPLOMAS

Diplomas will be presented by the President of the School Board. District administration and BHSC staff may be allowed to present diplomas to their children.

GRADUATION DRESS CODE

Appropriate dress is required in order to participate in the ceremony. Faculty line leaders will check each senior for proper dress. Remember that absolutely no decorations may be added to the cap and/or gown. Students who do not follow this policy will be removed from

the line. The cap and gown stress unity. The overall impression should be of black and white:

PROPER DRESS – Graduates, your caps (mortarboards) should be level, not sitting back on your head.

Young Men – Wear dark dress pants, dark socks and dress shoes, a light shirt (white preferably) with a collar, and a dark tie. **DO NOT WEAR SHORTS OR JEANS.**

Young Women – Wear dark shoes and a suitable dress/slacks underneath your gown. Make sure your gown does not gap open. If you baste (sew) your collar on your gown, you will be more comfortable. If you do not baste it, bring pins or prepare your collar at home with pins. **DO NOT WEAR SHORTS OR JEANS.**

Proper dress helps to make graduation a dignified affair. **If you do not have proper dress, tell one of the senior sponsors, the building principal or vice-principal. We will help you. Students must have proper dress before they can take part in the graduation exercise.**

SUMMATIVE ASSESSMENTS FOR GRADES 9–12:

The faculty of Batesville High School Charter views cumulative assessment of knowledge and understanding to be a key component in a student's educational experience. No matter what path a graduate of BHSC takes, he/she will be faced with the responsibility of showing acquisition of cumulative knowledge and understanding gained during his/her course of study or training. The ACT, SAT, ATLAS, Advanced Placement Exams, certification exams in trades such as welding, plumbing, and cosmetology, and final exams in college courses are all assessments that our graduates will be facing at some point in their lives. Because of this, we feel that cumulative assessment is critical for all students of BHSC to learn to prepare for while in high school.

At the end of each semester, teachers will decide what that cumulative assessment best looks like for their individual classes. That assessment may be in the form of an exam, a project, or a portfolio showcasing the knowledge and understanding of content from the individual courses. Students must submit these cumulative assessments in order to receive the semester credit in each class.

These cumulative assessments:

- will be due the last three days of a semester in both the fall and spring semesters based on a schedule set by the Principal's office.
- ~~will be taken by every student enrolled in classes at BHSC (no exemptions). If a student does not submit the assessment, he/she will not be given credit for the class.~~
- should show a student's cumulative acquisition of taught skills and understanding of skills throughout the entire semester.
- will count for 20% of a student's semester grade in each class.

Calculation of Semester Grade: 1st 9 Weeks Grade: 40%
2nd 9 Weeks Grade: 40%
Cumulative Assessment: 20%

Semester / Cumulative Exam Exemption – ATLAS Achievement and Growth

To recognize and reward academic achievement and student growth, students may qualify for exemption from selected semester exams based on performance on the Arkansas Teaching, Learning, and Assessment System (ATLAS) Summative Assessment.

Eligibility Criteria

Students may earn an exemption from a semester exam in the corresponding content area if they meet one of the following criteria on the most recent ATLAS Summative Assessment:

1. **Proficiency Achievement**
    - The student earns a performance level of:
        - **Level 3 – Ready**, or
        - **Level 4 – Exceeds Ready**
2. **Demonstrated Academic Growth**
    - The student shows measurable growth in score from the previous year's ATLAS Summative Assessment in the same subject area.

Exemption Guidelines

- Exam exemptions apply only to courses aligned with the ATLAS-tested subject areas.
- Students qualifying for an exemption may choose to:
    - Exempt the semester exam and retain their current course grade, or
    - Take the semester exam to attempt to improve their semester average.
- Final determination of eligibility will be made by school administration.

HONOR GRADUATES

Students who have successfully completed the minimum core of courses recommended for preparation for college as defined by the State Board of Higher Education and the State Board of Education and have a cumulative grade point average (GPA) of **3.5 on a 5.0 scale or class rank scale (whichever is greater)** will be designated as honor students. The GPA shall be derived from courses taken in public schools in grades nine (9) through twelve (12).

Guidelines for Graduation with Honors from Batesville High School

Honors Diploma Requirements *Starts with the graduating Class of 2027 Students must meet EACH of the numbered expectations listed below to be classified as specific honor graduates.	
Graduation with Honors	1. 3.5 GPA or above 2. Minimum of 25 total credits 3. 2 years of the same foreign language 4. No semester grades below a C 5. No more than 3 credits through Edgenuity 6. Early graduates are not eligible
Graduation with Distinguished Honors	1. 4.00 GPA or above 2. Minimum of 25 credits 3. 2 years of the same foreign language 4. Completion of a minimum of 10 Pre-AP/AP/Concurrent Credit courses 5. No semester grades below a C 6. No more than 3 credits through Edgenuity 7. Early graduates are not eligible

Honor Cords

Honors Graduates will wear a WHITE stole/sash/cord during the graduation ceremony. Distinguished Honors Graduates will wear a GOLD stole/sash/cord during the graduation ceremony.

Valedictorian wears a gold medal with an orange and black ribbon.

Salutatorian wears a silver medal with an orange and black ribbon

Top ten students by GPA rank order wear a bronze medal with a black ribbon.

A Beta seal and College Prep seal will be placed on diplomas earning each honor

Graduation Honors:

- Valedictorian - Highest overall cumulative grade point average. Wears a gold medal with black ribbon.
- Salutatorian - Second highest cumulative grade point average. Wears a silver medal with black ribbon.
- Top 10 GPA - Top ten students by GPA rank order. Each wears a bronze medal with a black ribbon.

- Honor Graduate – Students with a 3.5 or above GPA, a minimum of 24 credits & two years of the same foreign language. Wears a WHITE stole.
- Distinguished Honor Graduate - Students with a 4.0 GPA or above, a minimum of 25 credits, two years of the same foreign language & completion of a minimum of 10 Pre-AP/AP/and or Concurrent Credit courses. Wears an ORANGE stole.
- National Beta - Students who have met the National / BHS Beta requirements. Wears a BLUE cord.
- National Art Honor Society – Students who have met the National Art Honor Society requirements and completed 4 consecutive Art courses. Wears a TIE DYE cord.
- Vocational Completer - Students who have completed three vocational courses in the same field of study. Wears a RED cord.
- Military – Students who have enlisted in the United States military. Wears a RED/WHITE & BLUE cord.
- EAST – Students who have completed 4 years in the BHS EAST program. Wears a Teal/Gray cord.
- Fine Arts (Music) - Students who have met the program requirements wear a PINK cord.
- State FFA - Students who have met the state and school organization requirements wear a YELLOW & BLUE cord w/ charm.
- College Hours 6-14 - Students who have earned 6-14 college hours in an approved program wear an ORANGE cord.
- College Hours 15 & over - Students who have earned 15 & over college hours in an approved program wear an ORANGE & BLACK cord.
- Technical Certificate - Students who have completed and earned a Technical Certificate in an approved program wear a LIGHT BLUE cord.
- Certificate of Proficiency - Students who have earned a Certificate of Proficiency in an approved program wear a GREEN cord.
- National Thespian Society - Students who have met the national and organizational requirements wear a BLUE & YELLOW cord.
- Spanish- Students who have earned the Seal of Biliteracy wear a yellow/red cord. ***Changed from 3 years of Spanish***
- WorkKeys- Students who received a platinum, gold, silver or bronze standard on the test wear a royal blue cord.
- Arkansas Scholar - Students who complete High School in 8 semesters, have a 95% attendance rate, and no semester grades below a C wear a light blue/dark blue/white cord

Class President - Elected by the senior student body. Leads the class in the graduation procession and assists with the presentation of diplomas.

The student body is seated in alphabetical order.

Transcript Seal

Students who have completed the College Prep curriculum and graduate with a grade point of 2.75 or higher on a 5.0 scale will have a college prep seal affixed to their transcripts and diplomas.

VALEDICTORIAN AND SALUTATORIAN

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

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

A list of eligible students shall be provided by the annexed school(s) during the school year of the annexation / merger by June 30 of that school year. Students that shall be eligible for valedictorian or salutatorian of the annexed district shall meet the following criteria:

- Shall be enrolled by the first two (2) weeks of the new school year after the annexation / merger with the Batesville School District.
- Shall remain in the Batesville School District until they graduate. (Cannot leave and attend another school and then return to compete for valedictorian or salutatorian of the ***annexed district***).
- Shall meet the State Board of Education rules for an 'honor graduate'.

GENERAL INFORMATION AND REGULATIONS

STUDENT I.D. BADGES

STUDENT SCHOOL ID BADGES ARE USED FOR THE SAFETY OF THE STUDENTS AND STAFF AT BATESVILLE HIGH SCHOOL.

1. Students in grades 9-12 are expected to have their school ID badges on their person at all times.
2. Badges must be presented for checking in or out library materials.
3. Badges must be presented to cashiers to pay for lunch from student accounts.
4. **Visitors are required to obtain an ID badge from the visitor's desk when they enter the building.**
5. Lost or stolen badges must be replaced.

6. A $5.00 charge will be assessed for replacement badges.

4.14 STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE

Student Media

The Superintendent and the student media advisors(s) shall jointly develop administrative regulations for the implementation of this policy. The regulations shall include definitions of terms and the time(s), place(s), and manner(s) of the dissemination of student media, which shall include timelines for the review of materials.

While the District recognizes a student's right of expression under the First Amendment of the Constitution of the United States, ~~S~~school-sponsored media does not provide an open public forum for public expression. Student media, as well as the content of student expression in school-sponsored activities, shall be subject to the editorial review of the District's administration, whose actions shall be reasonably related to legitimate pedagogical concerns and adhere to the following limitations:

- Advertising may be accepted for media that does not condone or promote products that are inappropriate for the age and maturity of the audience or that endorses such things as tobacco, alcohol, or drugs.
- Media may be regulated to prohibit communications determined by the appropriate teacher, student media advisor, and/or administrator, to be ungrammatical,; poorly written,; inadequately researched,; biased or prejudiced,; vulgar or profane,; or unsuitable for immature audiences.
- Media may be regulated to prohibit the dissemination of material that may reasonably be perceived to advocate drug or alcohol use; irresponsible sex; or conduct that is otherwise inconsistent with the shared values of a civilized social order; or to associate the school with any position other than neutrality on matters of political controversy.
- Prohibited media includes those that:
    - Are obscene as to minors;
    - Are libelous or slanderous, including material containing defamatory falsehoods about public figures or governmental officials, and made with knowledge of their falsity or a reckless disregard of the truth
    - Constitute an unwarranted invasion of privacy as defined by state law,;
    - Suggest or urge the commission of unlawful acts on the school premises;
    - Suggest or urge the violation of lawful school regulations;
    - Attacks ethnic, religious, or racial groups.; or
    - Harass, threaten, or intimidate a student.

Student Media on School Web Pages

Student media displayed on school web pages shall follow the same guidelines as listed above; and shall also:

- Not contain any non-educational advertisements.;

- Adhere to the restrictions regarding use of Directory Information as prescribed in Policy 4.13 including not using a student's photograph when associated with the student's name unless written permission has been received from the student's parent or student if over the age of eighteen (18);
- State that the views expressed are not necessarily those of the School Board or the employees of the district.

Student Distribution of Nonschool Literature, Publications, and Materials

A student or group of students who distribute ten (10) or fewer copies of the same non-school-sponsored literature, publications, or materials shall do so in a time, place, and manner that does not cause a substantial disruption of the orderly education environment. A student or group of students wishing to distribute more than ten (10) copies of non-school-sponsored materials shall have school authorities review their non-school-sponsored materials at least three (3) school days in advance of their desired time of dissemination. School authorities shall review the non-school-sponsored materials, prior to their distribution and will bar from distribution those non-school-sponsored materials that are obscene, libelous, pervasively indecent, or advertise unlawful products or services. Material may also be barred from distribution if there is evidence that reasonably supports a forecast that a substantial disruption of the orderly operation of the school or educational environment will likely result from the distribution. Concerns related to any denial of distribution by the principal shall be heard by the superintendent, whose decision shall be final.

The school principal or designee shall establish reasonable regulations governing the time, place, and manner of student distribution of non-school-sponsored materials. The regulations shall:

- Be narrowly drawn to promote orderly administration of school activities by preventing disruption and may not be designed to stifle expression;
- Be uniformly applied to all forms of non-school-sponsored materials;
- Allow no interference with classes or school activities;
- Specify times, places, and manner where distribution may and may not occur; and
- Not inhibit a person's right to accept or reject any literature distributed in accordance with the regulations.

4.29 INTERNET SAFETY AND ELECTRONIC DEVICE USE POLICY

CHROMEBOOKS

As part of Batesville School District's 1:1 Technology Initiative, all students 6-12 grade will be assigned and issued a Chromebook. District-assigned Chromebooks are available to these students 24/7/365 as long as the student is enrolled in the Batesville School District. Students transferring out of district or to another campus must return their district-issued device prior to leaving. All students and families are subject to the USE POLICY.

DEFINITION

For the purposes of this policy, "electronic device" means anything that can be used to transmit or capture images, sound, or data.

The District makes electronic device(s) and/or electronic device Internet access available to students, to permit students to perform research and to allow students to learn how to use electronic device technology. Use of district electronic devices is for educational and/or instructional purposes only. Student use of electronic device(s) shall only be as directed or assigned by staff or teachers; students are advised that they enjoy no expectation of privacy in any aspect of their electronic device use, including email, and that monitoring of student electronic device use is continuous.

No student will be granted Internet access until and unless an Internet and electronic device use agreement, signed by both the student and the parent or legal guardian (if the student is under the age of eighteen [18]) is on file. The current version of the Internet and electronic device use agreement is incorporated by reference into board policy and is considered part of the student handbook.

TECHNOLOGY PROTECTION MEASURES

The District is dedicated to protecting students from materials on the Internet or world wide web that are inappropriate, obscene, or otherwise harmful to minors; therefore, it is the policy of the District to protect each electronic device with Internet filtering software that is designed to prevent students from accessing such materials. For purposes of this policy, “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:

- taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

INTERNET USE

The District is dedicated to ensuring that students are capable of using the Internet in a safe and responsible manner. The District uses technology protection measures to aid in student safety and shall also educate students on appropriate online behavior and Internet use including, but not limited to:

- Interacting with other individuals on social networking websites and in chat rooms;
- Cyberbullying awareness; and
- Cyberbullying response.

MISUSE OF INTERNET

The opportunity to use the District's technology to access the Internet is a privilege and not a right. Students who misuse electronic devices or Internet access in any way will face disciplinary action, as specified in the student handbook and/or Internet safety and electronic device use agreement. Misuse of the Internet includes:

- The disabling or bypassing of security procedures, compromising, attempting to compromise, or defeating the district's technology network security or Internet filtering software;
- The altering of data without authorization;
- Disclosing, using, or disseminating passwords, whether the passwords are the student's own or those of another student/faculty/community member, to other students;
- Divulging personally identifying information about himself/herself or anyone else either on the Internet or in an email unless it is a necessary and integral part of the student's academic endeavors. Personally identifying information includes full names, addresses, and phone numbers.
- Using electronic devices for any illegal activity, including electronic device hacking and copyright or intellectual property law violations;
- Using electronic devices to access or create sexually explicit or pornographic text or graphics;
- Using electronic devices to violate any other policy or is contrary to the Internet safety and electronic device use agreement.

4.29F STUDENT ELECTRONIC DEVICE AND INTERNET USE AGREEMENT

Student's Name (Please Print)_____

Grade Level_____ School_____ Date_____

The Batesville School District agrees to allow the student identified above ("Student") to use the district's technology to access the Internet under the following terms and conditions which apply whether the access is through a District or student owned electronic device (as used in this Agreement, "electronic device" means anything that can be used to transmit or capture images, sound, or data):

1. Conditional Privilege: The Student's use of the district's access to the Internet is a privilege conditioned on the Student's abiding to this agreement. No student may use the

district's access to the Internet whether through a District or student owned electronic device unless the Student and his/her parent or guardian have read and signed this agreement.

2. Acceptable Use: The Student agrees that he/she will use the District's Internet access for educational purposes only. In using the Internet, the Student agrees to obey all federal aws and regulations and any State Laws and rules. The Student also agrees to abide by any Internet use rules instituted at the Student's school or class, whether those rules are written or oral.

3. Penalties for Improper Use: If the Student violates this agreement and misuses the Internet, the Student shall be subject to disciplinary action.

4. "Misuse of the District's access to the Internet" includes, but is not limited to, the following:
   a. using the Internet for other than educational purposes;
   b. gaining intentional access or maintaining access to materials which are "harmful to minors" as defined by Arkansas law;
   c. using the Internet for any illegal activity, including computer hacking and copyright or intellectual property law violations;
   d. making unauthorized copies of computer software;
   e. accessing "chat lines" unless authorized by the instructor for a class activity directly supervised by a staff member;
   f. using abusive or profane language in private messages on the system; or using the system to harass, insult, or verbally attack others;
   g. posting anonymous messages on the system;
   h. using encryption software;
   i. wasteful use of limited resources provided by the school including paper;
   j. causing congestion of the network through lengthy downloads of files;
   k. vandalizing data of another user;
   l. obtaining or sending information which could be used to make destructive devices such as guns, weapons, bombs, explosives, or fireworks;
   m. gaining or attempting to gain unauthorized access to resources or files;
   n. identifying oneself with another person's name or password or using an account or password of another user without proper authorization;
   o. invading the privacy of individuals;
   p. divulging personally identifying information about himself/herself or anyone else either on the Internet or in an email unless it is a necessary and integral part of the student's academic endeavors. Personally identifying information includes full names, address, and phone number.
   q. using the network for financial or commercial gain without district permission;
   r. theft or vandalism of data, equipment, or intellectual property;
   s. attempting to gain access or gaining access to student records, grades, or files;
   t. introducing a virus to, or otherwise improperly tampering with the system;
   u. degrading or disrupting equipment or system performance;
   v. creating a web page or associating a web page with the school or school district without proper authorization;
   w. providing access to the District's Internet Access to unauthorized individuals;
   x. failing to obey school or classroom Internet use rules; or

y. taking part in any activity related to Internet use which creates a clear and present danger of the substantial disruption of the orderly operation of the district or any of its schools; or
z. Installing or downloading software on district computers without prior approval of the technology director or his/her designee.

5. Liability for debts: Students and their cosigners shall be liable for any and all costs (debts) incurred through the student's use of the computers or access to the Internet including penalties for copyright violations. Students and their cosigners shall be liable for any and all costs (debts) incurred through physical damages to school-issued Chromebooks. This may include but is not limited to: cracked or shattered screens, damaged system boards, audio ports, USB or other driver ports, cracked or broken hinges.

6. No Expectation of Privacy: The Student and parent/guardian signing below agree that if the Student uses the Internet through the District's access, that the Student waives any right to privacy the Student may have for such use. The Student and the parent/guardian agree that the district may monitor the Student's use of the District's Internet Access and may also examine all system activities the Student participates in, including but not limited to email, voice, and video transmissions, to ensure proper use of the system. The District may share such transmissions with the Student's parents/guardians.

7. No Guarantees: The District will make good faith efforts to protect children from improper or harmful matter which may be on the Internet. At the same time, in signing this agreement, the parent and Student recognize that the District makes no guarantees about preventing improper access to such materials on the part of the Student.

8. Signatures: We, the persons who have signed below, have read this agreement and agree to be bound by the terms and conditions of this agreement.

Student's Signature: _____Date _____

Parent/Legal Guardian
Signature:_____Date_____

SENIOR CHROMEBOOK LANDING

- Administration will schedule a day for students to have their device checked and then turn in at "The HUB".
- Students will bring in the chromebook logged in and open to a Google Doc. We will check the screen, keys, mouse, and power-wash.
    - Students can then turn it in if they do not need it for EOY testing.
- Students that have damages will be billed at this point.
- Students wishing to purchase the device may pay that day.
    - Purchase amount will be the replacement cost determined by the administration.

- All payments must be made before graduation.
- All devices must be returned before graduation.

SCHOOL SUPPLIED MATERIALS AND TECHNOLOGY

Students are responsible for the care of books or materials issued to them. Parents or Guardians will be responsible for lost or damaged books or materials.

LIBRARY

The Center has a large selection of fiction, non-fiction, and biographical works, as well as audio books and graphic novels. Students may use the library before school, after school, after the lunch bell, and any time permitted by teachers.
Library Usage:

- All students must have a hall pass when visiting the library from a class.
- No food or drink is allowed in the media center.
- Desirable behaviors include courtesy, respectful discussion, and studious purpose.
- Students should display quiet, studious purposes in the library. Social talkers/visitors will be sent back to class.
- Students are encouraged to ask the librarian for assistance when searching for a book. The librarian will be happy to help students find books for reading enjoyment or for assignments.
- **Students with overdue items may not check out other materials until fines are paid.**
- Students who drop or transfer must return all library materials and pay fines or lost book fees.

GUEST ATTENDING BHS DANCES & PROM

Students bringing a guest to a BHS activity who is not a student at BHS must have prior approval of the principal or his/her designee. Students are expected to follow the BHS dress code. All behavioral rules, including those regarding the use of alcohol and other drugs, are strictly enforced. All students and guests are required to show photo identification upon entry. All guests must be in 9th grade or higher. All guests and attendees must be under the age of 21.

Homecoming- BHS students in grades 9-12 may attend. Each student may bring one guest. Guests may include students in grades 9-12 and must be under the age of 21.

Prom- BHS students in grades 11-12 may attend. Each student may bring one guest. Guests may include students in grades 9-12 and must be under the age of 21.

LOCKERS

Lockers may be assigned to students. Private locks will be cut off by school personnel. Students are to remove stickers, signs, markings, etc. from lockers at the end of the school year. Students are responsible for damage to their lockers and cost of clean-up.

MESSAGES

EMERGENCY MESSAGES ONLY will be delivered to students. Classes will not be interrupted to deliver messages, personal appointments, work schedules, family errands, etc.

FLOWER AND/OR FOOD DELIVERIES

Deliveries for students for celebratory or special occasions will not be accepted by any campus in the Batesville School District. This includes food, flowers, balloons, bouquets, etc.

TEXTBOOKS/CALCULATORS/TECHNOLOGY

Students are responsible for the care of textbooks and digital devices issued to them. All books must have the student's name in ink on the inside of the front cover. Calculators are required in math classes and certain science classes. Classes have class sets of calculators and students may check them out with the teacher's approval.
Fines will be levied for the following offenses:

- Books having minor damage - $1.00 minimum.
- Lost or damaged books - replacement cost of books.
- Lost or damaged calculators – replacement cost of calculator.
- Lost or damaged Chromebooks - replacement cost for damages or lost Chromebook

4.41 PHYSICAL EXAMINATIONS OR SCREENINGS

The district conducts routine health screenings such as hearing, vision, and scoliosis due to the importance these health factors play in the ability of a student to succeed in school. The intent of the exams or screenings is to detect defects in hearing, vision, or other elements of health that would adversely affect the student's ability to achieve his/her full potential.

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

Except in instances where a student is suspected of having a contagious or infectious disease, parents shall have the right to opt their student out of the exams or screenings by using form 4.41F or by providing certification from a physician that he/she has recently examined the student.

Should a student be covered by Arkansas Medicaid, the district will seek reimbursement for vision and hearing screenings. Should a parent/guardian not wish for the district to seek reimbursement through Arkansas Medicaid for vision/hearing screenings, please present a

letter in writing to the Medicaid Billing Clerk: Special Programs Office, 955 Water Street, Suite C, Batesville, AR 72501.

STUDENT ILLNESS/ACCIDENT

If a student becomes too ill to remain in class and/or could be contagious to other students, the principal or designee will attempt to notify the student's parent or legal guardian. The student will remain in the school's health room or a place where he/she can be supervised until the end of the school day or until the parent/legal guardian can check the student out of school.

If a student becomes seriously ill or is injured while at school and the parent/legal guardian cannot be contacted, the failure to make such contact shall not unreasonably delay the school's expeditious transport of the student to an appropriate medical care facility. The school assumes no responsibility for treatment of the student. When available, current, and applicable, the student's emergency contact numbers and medical information will be utilized. Parents are strongly encouraged to keep this information up to date.

4.35 STUDENT MEDICATIONS

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 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 district's supervising registered nurse 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.[1]

Schedule II Medications[2]

The only Schedule II medications that shall be allowed to be brought to the school are 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).

For the student's safety, no student will be allowed to attend school if the student is currently taking any other Schedule II medication than permitted by this policy.[3] Students who are taking Schedule II medications which are not allowed to be brought to school shall be eligible for homebound instruction if provided for in their IEP or 504 plans.[4]

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 or nasal spray epinephrine;
2. Perform 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 the student's person:
   A. A rescue inhaler;
   B. Auto-injectable or nasal spray epinephrine; or
   C. The necessary supplies and equipment to perform 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 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 IHP that provides for the administration of Glucagon, insulin, or both in emergency situations; and
2. A current, valid consent form on file from their parent or guardian.

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 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[6] 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 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[6] school employee(s) certified to administer 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 epinephrine, either through an auto-injector or nasal spray, and who have written permission from their parent or guardian shall provide the school nurse 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 epinephrine, in good faith professionally believes the student is having a life-threatening anaphylactic reaction and the student is either not self-carrying epinephrine or the nurse is unable to locate it.

The school nurse for each District school shall keep epinephrine on hand that is suitable for the students the school serves. The school nurse or other trained[6] school employee designated by the school nurse as a care provider who has been certified by a licensed physician may administer epinephrine to those students who the school nurse, or other trained[6] 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[6] 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[6] school employee(s) certified to administer albuterol to 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[6] 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[6] 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 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, 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[6] 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[6] 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

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. § 6-18-720
A.C.A. § 6-18-721 A.C.A. § 17-87-103 (11) and (14)
A.C.A. § 20-13-405

Date Adopted: May 17, 2004
Last Revised: July 21, 2025

4.57 IMMUNIZATIONS

General Requirements

Unless otherwise provided by law or this policy, no student shall be admitted to attend classes in the District who has not been age appropriately immunized against:

- Poliomyelitis;
- Diphtheria;
- Tetanus;
- Pertussis;
- Red (rubeola) measles;
- Rubella;
- Mumps;
- Hepatitis A;
- Hepatitis B;
- Meningococcal disease;
- Varicella (chickenpox); and
- Any other immunization required by the Arkansas Department of Health (ADH).

The District administration has the responsibility to evaluate the immunization status of District students. The District shall maintain a list of all students who are not fully age appropriately immunized or who have an exemption provided by ADH to the immunization requirements based on medical, religious, or philosophical grounds. Students who are not fully age appropriately immunized when seeking admittance shall be referred to a medical authority for consultation.

The only types of proof of immunization the District will accept are immunization records provided by a:

- Licensed physician;
- Health department;
- Military service; or
- Official record from another educational institution in Arkansas: or
- An immunization record printed off of the statewide immunization registry with the Official Seal of the State of Arkansas

The proof of immunization must include the vaccine type and dates of vaccine administration. Documents stating “up-to-date”, “complete”, “adequate”, and the like will not be accepted as proof of immunization. No self or parental history of varicella disease will be accepted as a history of varicella disease must be documented by a licensed physician, advanced practice nurse, doctor of osteopathy, or physician assistant. Valid proof of immunization and of immunity based on serological testing shall be entered into the student’s record.

In order to continue attending classes in the District, the student must have submitted:

- Proof of immunization showing the student to be fully age appropriately vaccinated;

- Written documentation by a public health nurse or private physician of proof the student is in the process of being age appropriately immunized, which includes a schedule of the student's next immunization;
- A copy of a letter from ADH indicating immunity based on serologic testing; and/or
- A copy of the letter from ADH exempting the student from the immunization requirements for the current school year, or a copy of the application for an exemption for the current school year if the exemption letter has not yet arrived.

Students whose immunization records or serology results are lost or unavailable are required to receive all age appropriate vaccinations or submit number 4 above.

Temporary Admittance

While students who are not fully age appropriately immunized or have not yet submitted an immunization waiver may be enrolled to attend school, such students shall be allowed to attend school on a temporary basis only. Students admitted on a temporary basis may be admitted for a maximum of thirty (30) days (or until October 1st of the current school year for the tetanus, diphtheria, pertussis, and meningococcal vaccinations required at ages eleven (11) and sixteen (16) respectively if October 1st is later in the current school year than the thirty (30) days following the student's admittance). No student shall be withdrawn and readmitted in order to extend the thirty (30) day period. Students may be allowed to continue attending beyond the thirty (30) day period if the student submits a copy of either number 2 or number 4 above.

Students who are in process shall be required to adhere to the submitted schedule. Failure of the student to submit written documentation from a public health nurse or private physician demonstrating the student received the vaccinations set forth in the schedule may lead to the revocation of the student's temporary admittance; such students shall be excluded from school until the documentation is provided.

The District will not accept copies of applications requesting an exemption for the current school year that are older than two (2) weeks based on the date on the application. Students who submit a copy of an application to receive an exemption from the immunization requirements for the current year to gain temporary admittance have thirty (30) days from the admission date to submit either a letter from ADH granting the exemption or documentation demonstrating the student is in process and a copy of the immunization schedule. Failure to submit the necessary documentation by the close of the thirty (30) days will result in the student being excluded until the documentation is submitted.

Exclusion From School

In the event of an outbreak, students who are not fully age appropriately immunized, are in process, or are exempt from the immunization requirements may be required to be excluded from school in order to protect the student. ADH shall determine if it is necessary for students to be excluded in the event of an outbreak. Students may be excluded for no fewer than twenty-one (21) days or even longer depending on the outbreak. No student excluded due to an outbreak shall be allowed to return to school until the District receives approval from ADH.

Students who are excluded from school are not eligible to receive homebound instruction unless the excluded student had a pre-existing IEP or 504 Plan and the IEP/504 team determines homebound instruction to be in the best interest of the student. To the extent possible, the student's teacher(s) shall place in the principal's office a copy of the student's assignments:

- For the remainder of the week by the end of the initial school day of the student's exclusion; and
- By the end of each school's calendar week for the upcoming week until the student returns to school.

It is the responsibility of the student or the student's parent/legal guardian to make sure that the student's assignments are collected.

Students excluded from school may have five (5) school days from the day the student returns to school to submit any homework and to make up any examinations. State mandated assessments are not included in "examinations" and the District has no control over administering state mandated make-up assessments outside of the state's schedule. Students may receive a grade of zero for any assignment or examination not completed or submitted on time.

Annually by December 1, the District shall create, maintain, and post to the District's website a report that includes the following for each disease requiring an immunization under this policy:

- The number of students in the District that were granted an exemption by the Department of Health from an immunization; and
- The number of students within the District who have failed to provide to the public school proof of the vaccinations required and have not obtained an exemption from ADH;
- The percentage of students within the District who have failed to provide to the public school proof of the vaccinations required and have not obtained an exemption from ADH; and
- The percentage of students in the District that were granted an exemption by the Department of Health from an immunization; and
- The percentage of a population that must receive an immunization for herd immunity to exist.

PARENT / TEACHER CONFERENCES

Teachers shall attempt to communicate personally with the parents or guardians of each student at least twice during the school year to discuss the student's academic progress. **Teachers shall communicate more often with parents/guardians of students performing below the level expected for their grade.**

Parent-teacher conferences are encouraged and may be requested by parents or guardians when they feel they need to discuss their child's progress with his/her teacher. Conferences

shall be scheduled at a time and place to best accommodate those participating in the conference.

4.37 EMERGENCY DRILLS

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] Students who ride school buses,[2] shall also participate in emergency evacuation drills at least twice each school year.

The District shall annually conduct a lockdown drill 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.[3,4] 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.[5]

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[3]. Students shall be included in the drills to the extent practicable.[5]

Legal References: 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

Date Adopted: June 17, 2004
Last Revised: July 21, 2025

4.44 NATIONAL ANTHEM

Each school in the District shall broadcast The Star-Spangled Banner at:

- The commencement of each school-sanctioned sporting event; however, if two (2) or more school-sanctioned sporting events occur on the same day at the same school, then the broadcast of The Star-Spangled Banner may be performed at only one (1) of the events; and

- At least one (1) time each week during school hours.

The broadcast of The Star-Spangled Banner shall be selected from any recording that adheres to the Division of Elementary and Secondary Education (DESE) Rules, or, when appropriate, performed from original sheet music that adheres to DESE rules by:

- A school-sanctioned band program;
- A school-sanctioned chorale program, vocal group, or vocalist; or
- The attendees of a school-sanctioned event led by a vocalist selected by the principal of the school hosting the school-sanctioned event.

Students shall not be compelled to participate in the performance of The Star-Spangled Banner, but students who choose not to participate in the performance of The Star-Spangled Banner shall not disrupt those students choosing to participate in the performance of The Star-Spangled Banner. Students choosing not to participate in the performance of The Star-Spangled Banner who do not disrupt the participation of performance of The Star-Spangled Banner shall not be subject to any comments, retaliation, or disciplinary action.

4.46 PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

The Pledge of Allegiance shall be recited:

- During the first class period of each school day;
- At the commencement of each school-sanctioned after-school assembly; and
- At the commencement of each school-sanctioned sporting event; however, if two (2) or more school-sanctioned sporting events occur on the same day at the same school, then the Pledge may be recited at only one (1) of the school-sanctioned sporting events.

Students choosing to participate in the recitation of the Pledge shall do so by facing the flag with their right hands over their hearts, or in an appropriate salute if in uniform, while reciting the Pledge. Students choosing not to participate shall either stand or sit quietly while the other students recite the Pledge.

Students shall not be compelled to recite the Pledge, but students who choose not to recite the Pledge shall not disrupt those students choosing to recite the Pledge. Students choosing not to recite the Pledge who do not disrupt those students who choose to recite the Pledge shall not be subject to any comments, retaliation, or disciplinary action.

Following the recitation of the Pledge, there shall be an observance of one (1) minute of silence. During the one (1) minute of silence, each student may reflect, pray, meditate, or engage in any other silent activity that is not likely to interfere with or distract another student. Students who do not disrupt the one (1) minute of silence shall not be subject to any comments, retaliation, or disciplinary action.

VOLUNTEER TRAINING

Volunteers come into the school setting and assist the teachers, staff, faculty, and do not necessarily interact with students one-on-one. All volunteers shall receive training before they start working in the buildings and each building administrator or designee will provide this training and a volunteer folder explaining their role in the system. Volunteers are required to sign in at each school in a volunteer services log. This uniform system of accountability of volunteers throughout the Batesville School District is important for the safety of our children and documentation for standards assurance. Volunteers should be easily identified, so name tags should be highly visible and worn each and every time they assist.

SUBSTITUTE TRAINING

Substitutes come into the school setting to be the students' teacher during the regular classroom teacher's absence. The Batesville School District is under contract with willSub PCMI Staffing Services for needed substitutes. All substitutes must have a background check and receive training before they start working as a substitute teacher. willSub PCMI Staffing Services will provide the appropriate training. Substitutes are required to sign in at each school in a substitute service log. This uniform system of accountability of substitutes throughout the Batesville School District is important for the safety of our children and documentation for standards assurance. Substitutes should be easily identified, so name tags should be highly visible and worn each and every time they substitute. To apply to be a substitute teacher go to www.pcmiservices.com.

4.58 FOOD SHARING AND ITS REMOVAL FROM FOOD SERVICE AREA

Food Sharing Table

In an effort to reduce wasted food and to provide students access to healthy foods when possible, the District shall have a cafeteria food sharing table located at the end of the service line. Prior to leaving the service line, students may place on or retrieve items from the table, at no additional charge, any of the following:

- Raw whole fruit traditionally eaten without the peel (e.g. bananas and oranges);
- Raw whole fruit traditionally eaten with the peel provided the fruit is wrapped to prevent contamination (e.g. apples and grapes);
- Raw whole vegetables provided the vegetable is wrapped to prevent contamination (e.g. carrot sticks);
- Milk; and
- Juice.

Fruit and vegetables to be shared are to be placed into a designated container on the table. Milk and juice to be shared are to be placed in an ice-filled cooler. Milk and juice may not be taken by another student unless the carton is unopened and was completely covered by ice while in the cooler. A student may not return to the table to place an item for sharing after the student has left the service line.

At all times, the sharing table will be under the supervision of the food service staff. Remaining items should be discarded at the end of the meal period, and no item may remain on the table for longer than four (4) hours.

Removing Food Items From the Food Service Area

At the end of the meal period, a student may leave the cafeteria with up to two school provided whole fruit or whole vegetable food items. Students may not remove from the cafeteria milk, juice, or any other item requiring a temperature controlled environment.

Except for food service workers as required by their job duties, District employees may only remove school provided food items from the food service area when required by a 504 plan or a student's IEP.

Teachers or aides will ensure that students take home non-perishable items and not left in classrooms or lockers.

Food Services Policy on Charging Meals for Students

4.51 FOOD SERVICE PREPAYMENT

Meal Charges[1]

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:[2]

· Submitting cash or check payment at [3]the campus the student attends. Staff may submit payment at the campus they are employed.

· 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 :[4]

- Each Monday morning by email.

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[6]

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:[7]

- 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 7.17. If you change this policy, please review 7.17 at the same time to ensure applicable consistency between the two.

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: July 21, 2025

Students who are unable to pay for their meals at the time of meal service are allowed to charge. Students charging breakfast and or lunch will receive reimbursable meals.

Students can pay by the following methods and criteria.
Payment Options:

- Pay online at ar-batesville.intouchreceipting.com

- Pay by cash or check in any cafeteria, pay by debit/credit at 955 Water St or to any on campus secretary.
- Students may charge a maximum of five meals on account at any one time.
- Only reimbursable meals may be charged, no A La Carte, second meals or extra entrees.
- The Food Service Accountant will contract the parent in an attempt to collect the debt. Weekly emails with student account balance are sent from the eTrition software.

The principal or his/her designee may make special arrangements for pre-primary students, primary students, or any student with a disability who may be unable to take responsibility.

Households may request a payment plan to repay the debt.

BATESVILLE PUBLIC SCHOOLS – ATHLETIC DEPARTMENT

CHEMICAL SCREEN TEST

PHILOSOPHY

It is the philosophy of the Batesville Athletic Department that Athletes should be encouraged and supported in their efforts to develop and maintain a chemical free lifestyle.

The athletic department and coaches recognize the use of mood-altering chemicals as a significant health problem for many students, resulting in negative effects on behavior, learning and the total development of each individual. The misuse and abuse of mood-altering chemicals for some students affects academic growth, achievement, activities participation, and the development of related skills. Others are affected by the misuse and abuse by family, teammates, schoolmates, or other significant persons in their lives.

PURPOSE

The purpose of the chemical screen test of the Batesville Athletic Department is to:

- Emphasize concerns for the health of students in the area of safety while participating in activities and the long-term physical and emotional effects of chemical use on their health.
- Promote a sense of order and discipline among students.
- Confirm and support existing state laws which restrict the use of such mood-altering chemicals.
- Establish standards of conduct for those students who are leaders and standard-bearers among their peers.
- Assist students who desire to resist peer pressure which directs them toward the use of mood-altering chemicals.
- Assist students who should be referred for assistance or evaluation regarding their use of mood-altering chemicals.

- To work with the parents to assist in keeping their children free of mood-altering chemicals.

METHOD

- At the beginning of the school year and to be completed by the fourth week of school, twenty (20) or more students will be picked at random for drug screening.
- During the school year, each head coach will randomly select members of his/her group to be screened. The coach is required but not limited to this test for his/her sport.
- No fewer than three students from a certain group can be screened, unless a student is testing to clear from probation or to gain entry back into the program.

SUPERVISED URINE COLLECTION AND CHAIN-OF-PROCEDURE

FOR SUBSTANCE ABUSE SCREENING:

The nurse will take a sample of urine in a numbered specimen cup. Only the nurse and the witness will know to whom the specimen belongs. The specimen collection of urine for substance abuse screening will occur in the presence of a witness. Observed collection eliminates the possibility of any adulteration of the specimen.

The following precautions should be taken as appropriate, at the collection site:

- Positively identify the examinee.
- Use a dedicated washroom and process only one person at a time.
- Use a blue or green colored toilet bowl cleaner to prevent dilution of sample with toilet bowl water.
- Freshly voided specimens should be warm; temperature shall be checked by the observer by feeling the container.
- Have examinee remove outer garments (jackets, coats) and pocket items before entering the washroom. This will eliminate the examinee from carrying in a substitute specimen or other chemicals and solutions used to adulterate specimens.
- The labels for the specimen bottle must have all information completed before handling labels and specimen bottles to examinee. This will present any switching of specimens.
- Do not leave any other specimen containers in the washroom.
- Put the tamper-evident tape over the bottle cap and label in the presence of the examinee.
- Have the examinee and witness sign the chain of custody form and have the examinee initial the specimen label.
- The testing process will be completed by the school nurse or designee and all positive results will be delivered to the laboratory for verification.

CONSEQUENCES FOR A POSITIVE TEST:

- The parent and student will be notified of the positive test. The head coach will also notify the principal and/or his designee.
- The head coach will communicate with the parents and counsel with the student.

- The student will be on probation for twenty (20) days. After twenty-one (21) days, the student will be tested again by the school nurse or designee. If the test is negative, probation will be lifted. If the test is positive, the student will not be allowed to continue in athletics for the remainder of the year. A student may be required to practice or have off-season, at the head coach's discretion. He or she cannot dress for game situations. To regain eligibility for athletics for the next year, a student must have a negative chemical screening test. This test must be administered by the school nurse or designee.
- Positive test results will also be counted as positive results in the vehicle policy.
- Positive test results shall not be provided to police or other law enforcement agencies.

EXCEPTION: Steroids or similar chemicals that could take more than twenty (20 days to leave a student's system. In this case a doctor's written opinion is requested and is at the student's expense.
RANGE: All athletes grades 7 – 12.

SUBSTANCE ABUSE SCREENING:

Amphetamines	Opiates
Barbiturates	PCP
Benzodiazepines	THC (Cannabinoids)
Cocaine	Ethyl Alcohol
Methaqualone	Specimen:
60 ml random urine	

Vehicle Drug & Alcohol Testing Policies and Procedures for Students in Batesville School District

Drug Testing Program Purpose

In this day and time, alcohol and other forms of drug abuse have grown to major proportions in our society. The high school setting is not exempt from this phenomenon. Therefore, it is critical that educators and parents continually look for ways to instate programs that encourage a drug-free lifestyle for their students/children. It is to that end that this program is created to provide the appropriate action plan to address and foster a drug free environment for the entire high school community.

Alcohol and Drug Safety Policy

All student drivers and their parents/guardians must read this policy and accompanying procedures and sign a consent form to allow for the chemical screening. The consent form will be in the principal's office and/or the school resource officer's office.

Statement of Purpose

This policy is intended to support the comprehensive educational policies and programs of the District in educating students and their parents/guardians as to the dangers inherent in the unlawful use of drugs. The policy is further intended to provide encouragement to high school students who voluntarily choose to drive or park on school property to avoid use and to strive to benefit from effective rehabilitation when such use has occurred.

Administrators shall not use information obtained in the course of administering the policy for disciplinary purposes other than those set forth herein. This policy is not designed to be used, nor shall it be used in any manner, to provide a source of information for law enforcement agencies or for the prosecution of the student or to limit the student's participation in school activities other than the limitations imposed by this policy or the other drug testing policy for participation in extracurricular activities. Without a specific written authorization from the tested student or parent/guardian, if the student is under 18 years of age, the administrator shall not release any student's test results to any person other than those described within this policy (Superintendent or his/her designee, Principal, Assistant Principal or the Principal's designee) or as required by lawfully issued subpoena or court order.

In order to accomplish its purposes, this policy establishes a program for procedures to deter the unlawful use of drugs and alcohol and to provide for suspension and termination of driving on campus when deterrence is unsuccessful. To determine compliance with this policy, it provides a testing program to identify student participants who are unlawfully using drugs. For these students, this policy provides incentives for rehabilitation through possible reinstatement to the privilege of driving on the campus of Batesville High School.

Consistent with the Purposes

This policy also seeks to achieve the following objectives:

- To protect District students from impairing their health, safety, education, and future success through the unlawful use of alcohol and other drugs.
- To protect District students from the potential stigma of unsubstantiated allegations of unlawful use of alcohol and other drugs.
- To assure students, parents, teachers, and the community that the health, safety, education, and future success of the student participants are the primary concerns of the District.

Implementation

All students and their parents/guardians must sign the "Students and Parent/Guardian Consent to Perform Urinalysis for Drug Testing" form before the student shall be permitted to drive or park on school property. This form will be in the Principal's office and/or in the School Resource officer office.

Education

Education concerning impairment to student's health, safety, and future success through the unlawful use of alcohol and other drugs will be conducted through Health classes and the Driver Education classes on the Batesville High School campus.

Testing Program

Testing shall be accomplished by the analysis of a urine specimen obtained from the student participants. Collection and testing procedures shall be established, maintained, and administered to ensure:

- Random selection procedures
- Proper student identification
- Identification of each specimen with the appropriate student participant
- Maintenance of the unadulterated integrity of the specimen
- Integrity of the collection and testing process, as well as the confidentiality of the test results.

Substances Tested

Student participants' urine specimen shall be tested for the following which includes a 7-panel drug test as follows:

- Cocaine
- Marijuana
- Opiates
- Amphetamine
- Methamphetamine
- Benzodiazepine
- Oxycodone

Frequency

All students driving or parking on the campus of Batesville High School shall be subject to random testing.

First Violation

A student testing positive will be suspended from driving or parking on the campus of Batesville High School for 20 days. The student's parent/guardian will be contacted. On the 21st day, the student will be tested again, at the student's expense. This test will be administered in accordance with the same procedures utilized for random drug testing. If the test is negative, the student's driving privileges will be reinstated. A positive result shall be treated as a second violation.

Second Violation

For a second violation, a student's driving privileges will be suspended for a calendar year. The student's parent/guardian will be contacted. At the conclusion of the calendar year, the student may be retested, if he/she chooses, at their own expense. A positive test at this point will result in a third violation.

After a student's second violation, the student must enroll in counseling for the purpose of drug education and self-awareness. The student may enroll in the Batesville School District's School Based Mental Health Program, at no cost to the student, or acquire private counseling, at their own expense. If it is determined that the student needs in-patient mental health services or drug rehabilitation services, the school or agency is in no way financially responsible. If private counseling is acquired, documentation must be provided to Batesville High School.

Third Violation

A third violation shall result in a student losing his/her driving privileges for the remainder of his/her enrollment in the District. (The student's parent/guardian will be contacted as soon as possible)

Calendar Year

A calendar will consist of starting on the date of the second violation and lasting through a year from that date. (Example: If the second violation occurred on October 1 of 2007, the student could not drive until October 1 of 2008 and only after testing negative.)

Precautions for collection site

The following precautions will be taken, as appropriate, at the collection site:

- Positively identify the examinee
- Use a dedicated washroom and process only one person at any given time.
- Use a blue or green dye in the toilet bowl to prevent dilution of sample with toilet bowl water.
- School nurse will supervise collection
- Nurse will ask examinee to remove outer garments (jackets, coats) and empty pockets before entering the washroom.
- Freshly taken specimens should test within temperature parameters on the specimen container.
- All information in the specimen bottle label will be completed before testing
- No specimen containers will be left in the washroom
- tamper-evident tape will be used in the presence of the examinee
- Examinee will initial the specimen label
- Nurse will contact school administration or the designee with results

Testing for Alcohol

Alcohol screen shall consist of 2 steps:

- Field sobriety test administered by the School Resource Officer
- Breath test administered by the School Resource Officer
  (Any presence of alcohol in the breath test will result in a positive test.)

Other Situations

Students enrolled in Drivers Education courses at Batesville High School must abide by the same policy and procedures as students driving or parking on the campus of BHS. Students testing positive will not be allowed to drive during class time, which could lead to a failing grade.

Penalty for students driving or parking on campus after testing positive

Students driving or parking on campus after they have lost his/her privilege, shall receive a minimum of two Saturday School suspensions up to expulsion.

Exception to Policy and Procedures

The administration or his/her designee may request a drug test for a student driver at any time with reasonable cause.

STUDENT PARTICIPATION IN SURVEYS

Section One:

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

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

Section Two:

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

Section Three:

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

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

Section Four:

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

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

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

4.48 VIDEO SURVEILLANCE AND OTHER STUDENT MONITORING

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,[1] 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 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.[2]

Signs shall be posted on campus buildings and in district vehicles to notify students, staff, and visitors that video cameras may be in use.[3] 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.[4] 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[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 any time greater than two weeks after they were created.[6]

Videos,[7] 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 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,[1] automatic identification, or data compilation devices shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.

> Notes: This policy is similar to policies 3.41 and 8.29. If you change this policy, review 3.41 and 8.29 at the same time to ensure applicable consistency between the policies.

Legal References: A.C.A. § 6-21-122 20 USC 1232g 20 U.S.C. 7115

34 CFR 99.3, 4, 5, 7, 8, 10, 12, 31

Date Adopted: July 9, 2007

Last Revised: July 21, 2025

ALTERNATIVE EDUCATION ADMISSION AND EXIT POLICIES

GRADES 9-12

The following admission and exit policies for students to attend and/or leave White River Academy (WRA) are in accordance with Arkansas' Act 59 (4.02.8 and 4.02.14).

A student wishing to enroll at WRA must be placed by the Alternative Education Placement Team which includes the school counselor, the WRA director or principal, a parent or legal guardian, and a regular classroom teacher.

A student wishing to enroll at WRA must exhibit two (2) or more of the characteristics allowed in the WRA At-Risk Student Qualification Checklist (see attachment). Placement at WRA will not be based on academic problems alone in accordance with Act 59 (4.02.8). Documentation of the presence of these characteristics must be kept on file.

For a student to exit WRA, the student must meet or exceed the characteristics in the exit criteria as established by the WRA Exit Plan (see attachment) in accordance with Act 59 (4.02.1)

STUDENT ACCELERATION

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

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

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

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

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

Federal Grievance Procedures

Students and parents/guardians of students have the right to file a formal complaint alleging noncompliance with federal regulations.

Level One: Principal or Immediate Supervisor

A student or parent/guardian with a complaint of discrimination on the basis of sex, race, national origin or disability are to discuss it with the teacher, counselor, or building administrator involved with the objective of resolving the matter informally. If a resolution is not reached in 10 working days from the date of the event, then the student or parent/guardian will go to Level Two.

Level Two: Title IX and Section 504 Coordinator(s)

If the grievance is not resolved at level one and the grievant(s) wish to pursue the grievance, they may formalize it by filing a written complaint on a Title IX and Section 504 Grievance Form, which may be obtained from the Title IX and Section 504 Coordinator. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal written complaint at level two must be within fifteen (15) working days from the date of the event giving rise to the grievance or from the date grievant(s) could reasonably become aware of such occurrence. The grievant(s) may request that a meeting concerning the complaint be held with the Title IX and Section 504 Coordinator. A minor student may be accompanied at the meeting by a parent/guardian. The Title IX and Section 504 Coordinator shall investigate the complaint and attempt to resolve it. A written report from the Title IX and Section 504 Coordinator regarding the action taken, if any, will be sent within fifteen (15) working days after the receipt of the complaint.

Level Three: Superintendent

If the complaint is not resolved at the level two, the grievant(s) may proceed to level three by presenting a written appeal to the Superintendent within ten (10) working days after the grievant(s) receive the report from the Title IX and 504 Coordinator. The grievant(s) may request a meeting with the Superintendent or his/her designee. The Superintendent or his/her designee has the option of meeting with the grievant to discuss the appeal. A decision, if any, will be rendered by the Superintendent or his/her designee within ten (10) working days after receiving the written appeal.

Level Four: Board of Education

If the complaint is not resolved at level three, the grievant(s) may proceed to level four by presenting a written appeal to the President of the Board of Education within ten (10) working days after the grievant(s) receives a report from the Superintendent or his/her designee. A decision will be rendered by the Board of Education at their next regularly scheduled meeting. The grievant(s) will be notified in writing of their decision within ten (10) working days after the Board of Education action.

Note: This procedure in no way denies the right of the grievant(s) to file formal complaints with the Arkansas Civil Rights Commission, the Office of Civil rights, or other agencies available for mediation or rectification of rights grievances, or to seek private counsel for complaints alleging discrimination.

Title IX and Section 504 Compliance Violations – Grievance Form

Name of individual alleging noncompliance with Regulations outlined in Title IX and or Section 504

Grievance Date

State the nature of the complaint and describe incident or occurrences as accurately as possible.

(Attach additional sheets if necessary)

Indicate Principal's or Supervisor's response or action to above complaint.

(Add additional sheets if necessary)

Signature of Principal or Supervisor:

What remedy are you (the grievant) requesting?

(Add additional sheets if necessary)

Name of School

Date of Filing

Signature of Grievant

4.49 SPECIAL EDUCATION

In accordance with the Individuals With Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, and Arkansas Statutes, the district shall provide a free appropriate public education and necessary related services to all children with disabilities who reside:

- Within the district boundaries; or
- Outside of the District boundaries but are enrolled in the District.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the state and federal statutes governing special education. Implementation of an Individualized Education Program (IEP) in accordance with the IDEA satisfies the district's obligation to provide a free and appropriate education under Section 504.

The Board directs the superintendent to ensure procedures are in place for the implementation of special education services and that programs are developed to conform to the requirements of state and federal legislation. The superintendent is responsible for appointing a district coordinator for overseeing district fulfillment of its responsibilities regarding students with disabilities. Among the coordinator's responsibilities shall be ensuring district enforcement of the due process rights of students with disabilities and their parents.

4.50 SCHOOL MEAL MODIFICATIONS

Except for requests to receive "lactose free" milk[1], the district only provides modified meal components on menus to accommodate students with a disability. A parent/guardian wishing to request dietary accommodations for their student with a disability must submit to the district's Director of Child Nutrition[2] a medical statement completed by a State licensed healthcare professional, which includes:[3]

- Physicians, including those licensed by:
    - The Arkansas State Medical Board;
    - The Arkansas State Board of Chiropractic Examiners (Chiropractors);
    - The Arkansas Board of Podiatric Medicine (Podiatrists);
- Nurse Practitioners (APRNs in family or pediatric practice with prescriptive authority);
- Physician Assistants (PAs who work in collaborative practice with a physician); and
- Dentists.

The medical statement should include:

1. A description of the student's disability that is sufficient to understand how the disability restricts the student's diet;

2. An explanation of what must be done to accommodate the disability, which may include:
    a. Food(s) to avoid or restrict;
    b. Food(s) to substitute;
    c. Caloric modifications; or
    d. The substitution of a liquid nutritive formula.

If the information provided in the medical statement is unclear, or lacks sufficient detail, the district's Director of Child Nutrition shall request additional information so that a proper and safe meal can be provided.

When choosing an appropriate approach to accommodate a student's disability, the District will consider the expense and efficiency of the requested accommodations. The District will offer a reasonable modification that effectively accommodates the child's disability and provides equal opportunity to participate in or benefit from the program, which may include a generic version of a product.

Parents may submit a written request for their student to be provided "lactose free" milk. The parent's request is not required to be accompanied by a medical statement in order for it to be granted.[1]

Parents may file a grievance regarding the request for modifications with the District's 504 Coordinator[4], who will schedule a hearing on the grievance to be held as soon as possible. The 504 coordinator shall provide a copy of the procedures governing the hearing, including that the parent has the right to be accompanied by counsel, and the appeal process upon request.

Except for requests to receive "lactose free" milk[1], the district will not prepare meals outside the normal menu to accommodate a family's religious or personal health beliefs.

Legal References: Commissioner's Memo FIN-09-044
Commissioner's Memo FIN-15-122
Commissioner's Memo CNU-17-051
Commissioner's Memo CNU-18-008
Commissioner's Memo CNU-18-023
Commissioner's Memo CNU-18-025
7 CFR 210.10(g)

Date Adopted: April 29, 2009
Last Revised: February 10, 2025

PARENT AND COMMUNITY ENGAGEMENT PLAN

The Batesville School District understands the importance of engaging parents and the community as a whole in promoting higher student achievement and general good will between the district and those it serves. Therefore, the district shall strive to develop and maintain the capacity for meaningful and productive parental and community engagement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community. To achieve such ends, the district shall also work to:

- Engage parents and the community in the development of the long range planning of the district
- Give the schools in the district the support necessary to enable them to plan and implement effective parental engagement activities
- Have a coordinated engagement program where the engagement activities of the district enhance the engagement strategies of other programs such as Head Start and Parents as Teachers
- Explain to parents and the community the State's content and achievement standards, State and local student assessments and how the district's curriculum is aligned with the assessments and how parents can work with the district to improve their child's academic achievement
- Provide parents with the materials and training they need to be better able to help their child achieve. The district may use parent resource centers or other community based organizations to foster parental engagement and provide literacy and technology training to parents
- Educate district staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent engagement programs that will promote positive partnerships between the school and parents
- Keep parents informed about parental engagement programs, meetings, and other activities in which they could be involved. Such communication shall be, to the extent practicable, in a language the parents can understand
- Find ways to eliminate barriers that work to keep parents from being involved in their child's education. This may include providing transportation and child care to enable parent participation, arranging meetings at a variety of times, and being creative with parent/teacher conferences
- Find and modify other successful parent and community engagement programs to suit the needs of our districtProvide reasonable support for other parental engagement activities as parents may reasonably request.

To ensure the continued improvement of the district's parental/community engagement program, the district will conduct an annual review of its parental engagement policies to examine their effect on promoting higher student achievement. The review shall be done by a committee consisting of parents and other community members.

Each multiple occupancy room in a District building shall be designated as either male or female. Except as permitted by this policy, a student shall not enter a multiple occupancy room that does not correspond to the student's sex.

An individual who is unwilling or unable to use a multiple occupancy room designated for the individual's sex shall be granted a reasonable accommodation, which may include, without limitation, access to a single-occupancy restroom or changing area. A reasonable accommodation shall not include access to a restroom or changing area that is designated for use by members of the opposite sex to an individual while members of the opposite sex of the individual are present or may be present in the restroom or changing area.

The prohibitions in this policy do not apply to an individual who enters a multiple occupancy room designated for use by the opposite sex when the individual enters for any of the following reasons:

- Custodial, maintenance, or inspection purposes
- To render emergency medical assistance
- To address an ongoing emergency, including without limitation a physical altercation
- To accommodate individuals protected under the Americans with Disabilities Act
- To assist young children who are in need of physical assistance when using a restroom or changing facility that is located in the District.

4.61 STUDENT USE OF MULTIPLE OCCUPANCY ROOM

Definitions

"Multiple occupancy room" means an area in a District building that is designed or designated to be used by one (1) or more individuals at the same time and in which one (1) or more individuals may be in various stages of undress in the presence of other individuals, which includes, without limitation, a restroom, locker room, changing room, or shower room.

“Sex" means the physical condition of being male or female based on genetics and physiology, which may be demonstrated by the sex identified on a student’s original birth certificate.

Each multiple occupancy room in a District building shall be designated as either male or female. Except as permitted by this policy, a student shall not enter a multiple occupancy room that does not correspond to the student’s sex.

An individual who is unwilling or unable to use a multiple occupancy room designated for the individual's sex shall be granted a reasonable accommodation, which may include, without limitation, access to a single-occupancy restroom or changing area. A reasonable accommodation shall not include access to a restroom or changing area that is designated for use by members of the opposite sex to an individual while members of the opposite sex of the individual are present or may be present in the restroom or changing area.

The prohibitions in this policy do not apply to an individual who enters a multiple occupancy room designated for use by the opposite sex when the individual enters for any of the following reasons:

· Custodial, maintenance, or inspection purposes;
· To render emergency medical assistance;
· To address an ongoing emergency, including without limitation a physical altercation;
· To accommodate individuals protected under the Americans with Disabilities Act; or
· To assist young children who are in need of physical assistance when using a restroom or changing facility that is located in the District.

Legal References: A.C.A. § 6-21-120

Division of Elementary and Secondary Education Rules Governing Public School Policies Relating to Overnight Travel and Use of Public School Lavatories

Date Adopted: June 19, 2023

Last Revised: February 10, 2025

4.62 STUDENT NAME, TITLE, OR PRONOUN

Unless a District employee has the written permission of the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student or the student if the student is an emancipated minor or over eighteen (18) years of age, a District employee shall not address a student with a:

- Name other than that listed on the student's birth certificate, except for a derivative of the name
- Pronoun or title that is inconsistent with the student's biological sex.

A student shall not be subject to discipline for declining to address a person using a:

- Name other than that listed on the student's birth certificate, except for a derivative of the name
- Pronoun or title that is inconsistent with the person's biological sex.

4.63 STUDENT RELIGIOUS EXPRESSION

The Batesville School District Board of Directors does not allow the discrimination against a student based on a student's voluntary religious expression, if any. At the same time, the District shall provide a process to eliminate any actual or perceived sponsorship or attribution to the District of a student's public voluntary expression of a religious viewpoint, if any.

Student Assignments

Student assignments include, but are not limited to:

- Homework
- Classwork
- Artwork
- Other written or oral assignments.

A student may express the student's religious viewpoint, if any, in the student's assignments without discrimination based on the religious content, if any. A student's assignments shall:

- Be graded and judged
    - By ordinary academic standards of substance and relevance; and
    - Against other conventional, pedagogical topics as identified by the District curriculum; and
- Not be penalized or rewarded based on the religious content, if any, of the student's assignments.

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

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

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

the appeal. If the student, the student's parent, or the teacher is unsatisfied with the principal's decision, it may be appealed to the District Superintendent who shall convene a conference between the student, the parent and the teacher. The requested conference will occur at a time of mutual convenience, but no later than five (5) working days following the request. The Superintendent shall have five (5) working days in which to make a decision on the appeal which shall be final with no further right of appeal.

Student Presenters

A student's expression of a religious viewpoint, if any, on an otherwise permissible subject shall not be excluded from a forum, whether oral or in writing, where students are allowed to speak.

The District has the right to restrict student speech that is inappropriate in the school setting by being obscene, vulgar, offensively lewd, or indecent.

Review of written student forums shall be handled in accordance with Policy 4.14—STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE.

If the forum is a scheduled event with designated student speakers, the building principal shall have an opportunity to review pre-written remarks prior to the student's presentation at the scheduled forum. The principal may require the student to amend the student's remarks to the extent necessary to address any portions that are determined to be inappropriate. A student's refusal to amend the remarks that were determined to be inappropriate may be prohibited from participation in the forum. A student who diverts from the approved pre-written remarks during a speech in such a manner that is determined to be inappropriate by the building principal or another present District staff member may be asked to return to the approved remarks. If a student refuses to return to the approved remarks or continues to divert from the approved remarks in a manner that is determined to be inappropriate may be escorted from the forum and disciplined in accordance with the District's Student Code of Conduct.

If the timing or format of the forum does not provide for pre-written remarks to be reviewed, then the building principal or other District staff shall have the authority to address a student whose remarks are determined to be inappropriate. The building principal or District staff member shall initially ask the student to cease the inappropriate remarks. If the student refuses or makes additional inappropriate remarks after being directed to cease such remarks, Then the building principal or District staff member may escort the student from the forum and the student may be disciplined in accordance with the District's Student Code of Conduct

There shall be a disclaimer that a student speaker's speech does not reflect the endorsement, sponsorship, position, or expression of the District. The disclaimer shall be provided at all forums where students speak and at all graduation ceremonies. The disclaimer shall be provided orally or in writing as most appropriately fits the format of the forum.

Information on how to participate in a student forum shall be provided to all students.

In addition to the salutatorian and valedictorian selection process in Policy 5.17—HONOR ROLL AND HONOR GRADUATES, the following students may speak during the District's graduation ceremony

4.64 STUDENT USE OF ARTIFICIAL INTELLIGENCE

Definitions

> "Artificial Intelligence (AI) Tools" means Software applications or platforms that utilize machine learning algorithms to perform tasks typically requiring human intelligence, such as generating content, providing recommendations, or solving problems. For purposes of this policy, AI tools do not include the use of spell check or grammar check.

The purpose of this policy is to establish guidelines for the responsible use of AI tools by District students. The policy applies to all students enrolled in the District and covers the use of AI tools when completing District assignments or projects.

The district shall provide teachers and students resources and education on AI literacy and digital citizenship. The District shall establish a committee who shall be responsible for the review and selection of AI tools that shall be available for students to use. All AI tools selected by the committee shall comply with applicable state and federal data privacy laws. Students shall only use AI tools that were approved by the District committee for classroom assignments or projects.

Teachers are responsible for providing instructions on when and how AI tools may be used for classroom assignments. Students may use AI tools as approved by their classroom teacher to enhance learning and develop future-ready skills.

Students should use AI tools ethically and responsibly, aligning with the district's educational objectives, and in a manner that does not harm themselves or others. As part of using AI tools responsibly, students should be cautious about the information they provide to AI tools and consult with a teacher if unsure. At no time shall Students share personal, sensitive, or confidential information with AI tools, especially AI tools requiring data input.

When a student uses AI tools, a student shall:

1. Review and verify the accuracy of content that is generated by an AI tool;

2. Cite AI tools used as part of an assignment or project as a source, following District citation guidelines; and

3. Be transparent about their use of AI in completing assignments.

Students must ensure all submitted work is their own and properly acknowledge or cite any assistance from AI tools. Students are encouraged to ask questions if they are unsure about the acceptable use of AI tools.

The following actions regarding AI tools are strictly prohibited:

· Misuse of AI tools for cheating, plagiarism, or any form of academic dishonesty, including the submission of assignments that were fully generated by an AI tool and presented as original student work;

· Altering or falsifying academic documents or records using AI tools;

· Using AI tools to:

  - Gain unauthorized access to District systems; or
  - Bypass District security measures;

· Using AI tools to produce misleading or false information, imagery, or any form of false outputs about themselves, other students, or staff members.

Students should report any inappropriate content or security concerns encountered while using AI tools to a teacher or administrator.

Violations of this policy shall be handled in accordance with the District's disciplinary procedures.

Cross References: 3.58—LICENSED PERSONNEL USE OF ARTIFICIAL INTELLIGENCE

4.13—PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

5.10—ARTIFICIAL INTELLIGENCE

7.16—INFORMATION TECHNOLOGY SECURITY

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: July 21, 2025

4.65 ANTISEMITISM PROHIBITED

“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: July 21, 2025

4.66 ARKANSAS DIRECT ADMISSIONS PROGRAM

The District shall participate in the Arkansas Direct Admissions Program.[1] 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.[2]

The District shall not actively discourage or prohibit an eligible student from participating in the Arkansas Direct Admissions Program.[2]

Legal Reference: A.C.A. § 6-60-1701 et seq.

Date Adopted: July 21, 2025

Batesville School District

STUDENTS FIRST

FY26 Period 10 - April - Net Legal Balance (1, 2, & 4)

Fund		Beginning Balance	YTD Revenue (w/o xfers)	YTD Transfer In	YTD Transfer Out	YTD Expense (w/o xfers)	Ending Balance
1000	TEACHER SALARY FUND	-	-	8,333,742.94	-	8,333,742.94	-
1007	COMM.SCHLS MODEL GRANTS	-	-	35,582.24	-	35,582.24	-
1011	SAVE THE CHILDREN	-	-	19,490.75	-	19,490.75	-
1240	SP ED LEA SUPERVISOR	-	-	16,375.69	-	16,375.69	-
1244	SP ED EXT SCH YEAR	-	-	2,609.52	-	2,609.52	-
1260	SP ED E. CHILDHOOD	-	-	109,028.08	-	109,028.08	-
1275	ALE - ALT. LEARNING ENVIR	-	-	203,389.89	-	203,389.89	-
1276	ELL-ENGLISH LANG LEARNERS	-	-	53,644.96	-	53,644.96	-
1281	ENHANCED STUDENT ACHV	-	-	216,689.27	-	216,689.27	-
1365	AR BETTER CHANCE GRANT	-	-	141,704.02	-	141,704.02	-
Total		**-**	**-**	**9,132,257.36**	**-**	**9,132,257.36**	**-**
2000	OPERATING FUND	1,317,232.14	-	76,014.58	8,333,742.94	9,347,764.93	(16,288,261.15)
2001	OTHER OPERATING	1,882,762.63	26,808,925.54	-	2,839,802.32	347,290.50	25,504,595.35
2002	GRANT FUNDING	20,410.47	5,000.00	-	-	27,295.98	(1,885.51)
2004	U OF A PILOT GRANT	-	155,351.80	-	-	137,436.70	17,915.10
2005	CHROMEBOOKS USAGE	22,017.75	7,943.00	-	-	-	29,960.75
2007	COMM.SCHLS MODEL GRANTS	-	132,304.28	-	35,582.24	105,833.84	(9,111.80)
2008	IEL-COMM SCHLS GRANT	6,587.70	500.00	-	-	6,813.42	274.28
2010	AR FOODBANK PANTRY GRANT	-	5,444.75	-	-	-	5,444.75
2011	SAVE THE CHILDREN	-	318,042.64	-	95,505.33	296,305.79	(73,768.48)
2012	STC MINI / SUB GRANTS	6,451.07	-	-	-	2,038.13	4,412.94
2013	PRESCHOOL CHILD CARE	4,116.48	573,910.21	-	-	703,050.41	(125,023.72)
2014	KID CARE/STAR	292.18	2,525.13	-	-	571.25	2,246.06
2015	S.R. PRESCHOOL	321.26	-	-	-	260.22	61.04
2016	TORO FOUNDATION GRANT	32,723.92	-	-	-	29,771.00	2,952.92
2017	HOME VISITING GRANTS	379.24	31,500.00	-	-	30,174.54	1,704.70
2018	RESTORE HOPE	7,410.64	100,799.58	-	-	101,513.56	6,696.66
2019	MATERNAL LIFE 360	-	(18,121.16)	-	-	72,660.23	(90,781.39)
2020	SAFE CARE GRANT	-	135,022.47	-	-	117,133.23	17,889.24
2040	CURRICULUM	9.90	-	230,000.00	-	267,689.46	(37,679.56)
2217	STUDENT GROWTH	309,355.28	-	-	-	45,851.08	263,504.20

Batesville School District
STUDENTS FIRST

FY26 Period 10 - April - Net Legal Balance (1, 2, & 4)

Fund		Beginning Balance	YTD Revenue (w/o xfers)	YTD Transfer In	YTD Transfer Out	YTD Expense (w/o xfers)	Ending Balance
2218	DECLINING ENROLLMENT	267,664.00	141,978.00	-	-	-	409,642.00
2220	NATL BRD CERT ADE/SUPP	-	42,927.50	-	-	-	42,927.50
2222	SUPP TRANSPORTATIN AID	-	14,083.20	-	-	-	14,083.20
2223	PD- PROFESSIONAL DEV.	97,685.38	125,947.00	-	-	38,315.85	185,316.53
2232	AR SCHOOL RECOG PRG	14,368.85	-	-	-	-	14,368.85
2240	SP ED LEA SUPERVISOR	1,086.01	-	-	16,375.69	3,909.49	(19,199.17)
2244	SP ED EXT SCH YEAR	6,882.50	4,366.00	-	2,609.52	6,298.60	2,340.38
2247	PROFESSIONAL LEARNING GRA	108,360.39	-	-	-	-	108,360.39
2260	SP ED E. CHILDHOOD	2,272.87	232,877.74	-	109,028.08	82,671.08	43,451.45
2262	SP ED EIDT CENTERS	891.57	-	-	-	-	891.57
2265	SP ED CATASTROPHIC LOSS	80,429.16	-	-	-	165,729.24	(85,300.08)
2271	G/T ADVANCED PLACEMENT	20,595.49	5,320.00	-	-	3,656.83	22,258.66
2275	ALE - ALT. LEARNING ENVIR	-	172,004.00	-	203,389.89	93,738.89	(125,124.78)
2276	ELL-ENGLISH LANG LEARNERS	16,537.27	247,500.00	-	53,644.96	15,970.14	194,422.17
2281	ENHANCED STUDENT ACHV	122,314.57	815,080.00	-	216,689.27	219,125.26	501,580.04
2282	ESA MATCHING GRANT PRG	38,805.99	106,544.70	-	-	-	145,350.69
2365	AR BETTER CHANCE GRANT	10,422.00	1,062,832.56	-	141,704.02	594,683.06	336,867.48
2366	CHILDCARE STATE MATCH	99,892.70	(36,861.86)	-	-	61,614.40	1,416.44
2374	PARENT AS TEACHERS (PAT)	5,242.87	198,870.00	-	-	164,559.25	39,553.62
2397	STATE SCHOOL SAFETY GRANT	-	-	-	-	187,767.00	(187,767.00)
2941	COMPUTER SCI BONUS ADE	-	2,453.00	-	-	-	2,453.00
Total		**4,503,522.28**	**31,395,070.11**	**306,014.58**	**12,048,074.26**	**13,277,493.33**	**10,879,039.38**
4000	DEBT SERVICE FUND	-	-	2,570,423.76	-	2,410,272.78	160,150.98
Total		**-**	**-**	**2,570,423.76**	**-**	**2,410,272.78**	**160,150.98**
Total		**4,503,522.28**	**31,395,070.11**	**12,008,695.70**	**12,048,074.26**	**24,820,023.47**	**11,039,190.36**

Batesville School District
STUDENTS FIRST

FY26 Period 10 - April - Building Fund (3)

Fund		Beginning Balance	YTD Revenue (w/o xfers)	YTD Transfer In	YTD Transfer Out	YTD Expense (w/o xfers)	Ending Balance
3004	TRANSPORTATION CENTER	-	-	39,378.56	-	39,378.56	-
3010	FUTURE PROJECTS	4,949,515.81	175,975.12	-	-	5,044,515.81	80,975.12
3200	TRFR NET LEGAL BALANCE	1,022,284.25	-	-	-	-	1,022,284.25
3404	ACA.FAC. PARTNERSHIP PRG	2,957,160.20	2,277,666.04	-	-	5,608,634.93	(373,808.69)
Total		**8,928,960.26**	**2,453,641.16**	**39,378.56**	**0**	**10,692,529.30**	**729,450.68**